

# The Psychological Motives Towards Practicing Sports Among Jordanian Youth

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## Abstract

The purpose of this study is to examine the psychological motives towards practicing sports among Jordanian youth. The study participants included 102 youth (55 males and 47 female). The study employed a descriptive research design where a sports motives scale founded by Luc G. Pelletier, et al.1995, was used to identify the psychological motives towards practicing sports. Results of this study indicated that the intrinsic motives "to know", extrinsic motives "external regulation", and extrinsic motivation "identified" are the most effective motives among Jordanian youth respectively. Furthermore, there was statistically differences among Jordanian youth concerning psychological motives based on gender and qualification variables.

**Keywords:** Psychological motives, practicing sports, and Jordanian youth.

## Introduction

The concept of psychological motives refers to internal and external factors that direct, activate, and incur targeted behaviour. It's known as a process that guides, initiates, and keeps target-directed behaviours. Psychological motives are term a dearly used to describe why a person does something, and includes social, emotional, biological and cognitive forces that energize the behaviour in everyday usage (Pardee, 1990). Psychologists have posited that the motives are the behaviour whys, the needs or wants that guide behaviour and explain what a person does. on the other hand, motives are the outcome of the interaction of both conscious and unconscious factors such as the stimulant or reward value of the target, the probability of the person and of his rival, and the desire or need severity. These factors or the reason that distinguish a person's behaviour (Kerling, 1973).

Three basic factors are components of the motives: firstly, direction which decision to start behaviour such as driving to the gym or any other sports activities. Second, persistence which is the persistent effort toward a target during the obstacles that may exist it needs a real investment of energy, time and resources, such as the need to continue to practice sports activities tomorrow, next day, next week, and next month (Schacter, Gilbert, and Wegner, 2009). Thirdly, Intensity which can be visible in the force and focus that goes into seeking a target such as a person who might practice sport without much effort, whereas another person in training hard and regularly. In this matter the first person has poor intensity; while, the second person keeps track of his training target with much greater intensity (Bliley, 2015).

## Types of Psychological Motives

The psychological motives are classified as three major groups. First, primary motives, are those that are essential for a person to satisfy. These are the major demands of people (Xiang, McBride, and Guan, 2004). The motives classified as primary motives on, the base of some conditions should be physiologically based, and they need not to be learned, and they are basic motives that drive the individual. Second, the secondary motives contain the motives that are more of a requirement in a society epochal, they are also characterized as learned as a first step, whereas the second step is applied to satisfy the individual requirements and demands, such as:

1. Social affiliation: being accepted by higher-class people can be highly rewarding and satisfactory for them. To motivate them, the management can give them access to a higher group or elite club that they would prefer.
2. Power: is about having control over other people, rather than being directed by someone else. In organizations, power can be a great motive to inspire and motivate many employees.
3. Achievement: known as nerds, these individuals are always up for a challenge and greater responsibility, harder tasks often bring out the best of them. Completing a challenging task is highly rewarding and satisfactory for them (Ahmad, 2007).
4. Prestige: some people prefer class, prestige over other things. They need to be counted in the elite class and want to buy material items that enhance their prestige such as buying luxury cars, branded clothes, and accessories and owning a beautiful house that can be satisfying to them.
5. Security: it works as one of the most important motives for them. It is one of the reasons that so many companies offer health insurances, pensions, retirement funds, medical facilities and job security. The security motive can also play a vital role for the management, if it is used properly and on the right employees (Deci and Ryan, 1985).

Finally, the general motives: those motives that neither fall in the primary category nor in the secondary one.

They must be physiologically based, but they should not have to be learned. there are two types of motives: (a) curiosity motive is an important aspect of human behaviour, which also leads to general activity. (b) affection motive it simply refers to the attention that an individual seeks around him (Schultz & Duane, 2010).

### Theories of Psychological Motives

Psychologists posit some models of motives theories which involve instinct theory, drive reduction theory, and humanistic theory. Moreover, there are different forces that drive and point out the motivations.

First- Instincts Model: William James (1890), Sigmund Freud (1957) and William McDougall (1970) have posited that behaviour is motivated by instincts and the instinct is a fixed and inborn pattern of behaviour which might include biological instincts that are important for organism's survival tendency to find challenges, to push to find out for more, explore, and learn as much as possible (Herbert, 1997). It is about reaching the most possible potential as a human being such as acceptance, curiosity, eating, family, honour, idealism, independence, physical activity, power, social contact, and social status.

Second - Drive Reduction Model: Clark Hull and further developed by Kenneth Spence in 1940s and 1950s says that humans have a basic internal biological need that drives a person is motive to create a certain way to fulfil these needs; these needs are known as internal states of arousal or tension which must be reduced (Kamlesh, 2014) such as internal feelings of hunger or thirst, which motivates the person to eat. Depending on this theory, the individuals are driven to reduce these needs so that they may maintain a sense of internal calmness (Schacter, Gilbert and Wegner, 2011).

Third- Humanistic Model: Maslow (1970) think that humans have specific needs that must be met and that if lower level needs go unmet, individuals cannot possibly struggle for higher level needs (Pardee, 1990). Maslow's hierarchy of needs proposed that the person must focus on basic issues such as sleep, food, and safety. The question is, without these needs how could individuals possibly focus on the higher-level needs such as respect, education, and recognition?

The motives models are a basic sports activities design, the person will not be interested in progress further within sports activities without motives (Schultz & Duane, 2010). There are different models which have been suggested for sports activities. Jon Radoff and Richard Bartle have posited motives for sports activities that involve cooperation, competition, immersion and achievement. The motivational composition is basic to sports activities attitudes where the person must know his needs and desires to practice his favourite sports activities to reach his target (Popkin and Helen, 2010).

Ibrahim Bliley (2015) studied the importance of psychological motives in improving sports performance level of the handball players in Algeria, the sample of the study compromised 28 players, and the instrument to measure the player's motives was Willis motives scale, 1982. The results of the study indicated that the motives are too much important in improving sports performance level of the handball players and making the players give their best during the competition.

Mahmoud Hatamlah, Basheer Alwan and Eyad Maghaerag (2011) determined the distinguished spiritual skills of volleyball players and the relationship with sporting motivating traits, the study sample consisted of 37 players selected specifically from the study population, comprising all the male and female national team players. The study tools were three parts: the first part measures the personal information, the second part measures psychological skills which consisted of six different ability measures such as the ability to develop, to relax, to focus, not to panic, self-confidence, and the third one measures personal motivations, Results of the study ordered personal motives for the volleyball team members: aggressiveness, self-control, rigidity, motivation, self-confidence, leadership, responsibility, trust in others, and finally the conscience. The study also showed that a positive relation existed between sport personal motives and the team member's spiritual skills for the Jordanian female and male volleyball players.

Mouloud Kaneohe (2008) explored the motives which would incite secondary school terminal class students to practice physical and sportive education. The sample of the study was 240 male and female students from JIJEL secondary schools, the study has been chosen as the basis of attitudes towards practicing sports as viewed by KEYNON and which has been converted into Arabic by Med ASSEN ALLAQUI. Results of the study pointed out that the motive beyond physical education are: physical fitness in the first position, the second one is psychological motives, aesthetic, sportive superiority, social motives, and finally tension and venture. The findings of the study also showed that there are statistical differences in the student's views in relation to the gender and study specialization variability variables in all dimensions.

Bahgat Ahmad (2007) identified the motivated practice of physical activity among Khadouri college students, and aimed to find out the differences in motives practice on the base of gender and type of games variables. Samples of the study were 220 students male and female practitioners of sports activity. The motives of the students were measured by Frederick & Ryan, 1993 scale. The findings of the study showed that the total score motives of practice were 84.2%: fitness dimension, 90%, competition dimension 85.8%, the social relationship 83.4%, fun and pleasure 83%, and the general appearance 79.4% and the order of the motives was

respectively. Moreover, the results presented that there are statistical differences in motivated practice among students in fitness and general appearance dimension on the base of gender variable .

There are different studies which have been exploring the relation between motives and sports, some studies show that motives give players more to look for in the future such as long-lasting experience that they may keep later in life.

### **The Study Problem**

Psychological motives are believed to be a combination of the drive and activates of behaviour within people to achieve their goals. Its result of a complex intrinsic motivation, extrinsic motives and outside factors which affect. It such as: environment, emotion, biology and cognition factors, each of factor makes independent contributions to the production of behaviour. In addition, each factor is capable of, and typically does interact with the other factors to produce various combinations of behaviour, unless we study these interactions to make our understanding of what motivates individuals to behave the way that they do complete, the statement of the study represent in exploring the psychological motives towards practicing sports among Jordanians youth in the light of some variables.

### **The Study Significance**

A few studies were conducted on psychological motives in Jordan such as motives and behaviour change, the factor associated with motivational orientation, intrinsic motivation, and motivational endeavours in sports practice. The current research focused on the study of the psychological motives towards practicing sports among Jordanians youth; this research was motivated by several factors: firstly, the research responds to the evident increase in the number of youth who are practicing sports. Second, the study may motivate other researchers to reconsider the exploration of the psychological motives sports among youth in Jordan and grow them. finally, the study of psychological motives might be a source of excitement and motives to Jordanian students in their psychology and sports studies courses.

### **The Study Objectives**

This study aims:-

1. To know most of the effects of psychological motives in Jordanian Youth towards practicing sports.
2. To investigate the influence of gender and qualification on psychological motives towards practicing sports among Jordanian youth.

### **The Study Hypothesis**

1. The intrinsic and extrinsic motives would be the most effective motives towards practicing sport among Jordanian youth.
2. There are statistical influences on psychological motives towards practicing sport among Jordanian youth' base on gender and qualification variables.

### **Method and Study Procedures**

It describes the design used in conducting study in terms of the operational measures of the variables employed for the research. The present research employed a descriptive method.

### **Participants**

The sample of the study consisted of 102 youth (55 males and 47 female) representing the existing socio-economic classes: low, middle and high classes. The selection of the respondents was conducted at Al-Hussein Youth City in summer of 2016, they are in age ranging from 18- 45 years. Moreover, there are 44 high school and junior high school youth, 36 graduates, and 22 postgraduates' youth.

### **Tool of the Study**

The motives towards practicing sports of the respondents were measured with the help of sports motives scale which is founded in 1995 by Luc G. Pelletier, Michelle Fortier, Robert J. Vallerand, Nathalie M. Brière, Kim M. Tuson and Marc R. Blais, Consisting of 28 items. The respondents should indicate to what extent each of the items the corresponds to one of the reasons for which they are presently practicing their sport. Is scoring template for each item records the value of the response in the clear box: 1 does not correspond at all, 2 corresponds a little, 3 corresponds moderately, 4 corresponds a lot and 5 corresponds exactly.

### **Validity and Reliability**

The questionnaires were presented to professors in psychology to check the suitability of items to measure the purpose of the study, their comments and suggestions were incorporated in terms that conveyed the same

meanings, easy to understand, open to one interpretation, and stable to the nature of the study. In terms of the reliability of the questionnaires, test-retest as a means of achieving coefficient reliability Alpha Cronbach has been calculated. The test was administered to 40 Jordanian youth combined twice with interval of 14 days. The obtained results indicated that the scale has 0.85 Cronbach alpha.

### Data analysis

Statistical techniques in accordance with the various objectives of the study and to test the hypothesis, descriptive techniques such as mean, percentage, standard deviation, t-test and ONE WAY ANOVA will be employed to ascertain the nature of distribution of scores.

### The Study Findings

Table (1) presents means, standard deviations, and percentages of psychological motives towards practicing sports that have been calculated in the following table:

<b>WHY DO YOU PARCTIC YOUR SPORT?</b>	<b>Mean</b>	<b>St. deviation</b>	<b>100%</b>
For the pleasure of discovering new performance strategies	4.64	0.67	92.80%
Because I must do sports to feel good myself	4.64	0.88	92.80 %
For the pleasure, it gives me to know more about the sport that I practice.	4.28	0.86	85.60 %
Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	4.15	0.89	83.00 %
I don't know anymore; I have the impression of being incapable of succeeding in this sport.	4.14	0.97	82.80 %
For the pleasure that I feel while learning training techniques that I have never tried before.	4.14	0.87	82.80 %
For the satisfaction, I experience while I am perfecting my abilities.	4.10	1.12	82.00 %
<b>WHY DO YOU PARCTIC YOUR SPORT?</b>	<b>Mean</b>	<b>St. deviation</b>	<b>100%</b>
For the intense emotions, I feel doing a sport that I like.	4.06	0.94	81.20 %
For the pleasure, I feel while improving some of my weak points.	4.00	0.90	80.00 %
Because, in my opinion, it is one of the best ways to meet people.	3.97	0.82	79.40 %
Because I must do sports regularly.	3.96	0.87	79.30%
Because it is one of the best ways I have chosen to develop other aspects of myself.	3.96	0.97	79.20 %
Because I like the feeling of being totally immersed in the activity.	3.90	1.02	79.20 %
For the pleasure that I feel while executing certain difficult movements.	3.89	1.00	78.00 %
Because it allows me to be well regarded by people that I know.	3.89	0.88	77.80 %
To show others how good I am good at my sport.	3.89	1.03	77.80 %
Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	3.75	1.06	77.80 %
For the excitement, I feel when I am involved in the activity	3.73	0.93	75.00 %
Because it is necessary to do sports if one wants to be in shape.	3.73	1.04	74.60 %
It is not clear to me anymore; I don't think my place is in sport.	3.71	1.03	74.60 %
For the pleasure, I feel in living exciting experiences.	3.70	1.09	74.20 %
Because I would feel bad if I was not taking time to do it.	3.70	1.11	74.00 %
For the pleasure of discovering new training techniques.	3.57	1.02	71.40 %
<b>WHY DO YOU PARCTIC YOUR SPORT?</b>	<b>Mean</b>	<b>St. deviation</b>	<b>100%</b>
For the prestige of being an athlete.	3.49	1.15	69.80 %
Because people around me think it is important to be in shape	3.45	1.10	69.00 %
I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.	3.42	1.11	68.40 %
Because it is one of the best ways to maintain good relationships with my friends.	3.30	1.07	66.00 %
I often ask myself; I can't seem to achieve the goals that I set for myself.	3.17	1.00	63.40 %
<b>Total</b>	<b>3.73</b>	<b>0.53</b>	<b>75.70 %</b>

Table (1) presents mean, standard deviation and percentage of all items. The result shows that the item concerning the pleasure of discovering new performance strategies, and the item which is indicates that are practices sports to feel good about one's self have got the highest mean 4.64 and percentage 92.80 % and rank number one among other items. However, the lowest item is: I often ask myself; I can't seem to achieve the goals

that I set for myself, which got means 3.17 and percentage 63.40 %. Finally, the results in the above table indicate that the total items mean is 3.73 and the percentage is 75.70%.

Table (2) describe means, standard deviations and percentages of total domains

Domains	Mean	St. deviation	100%
Intrinsic motives "to know"	3.89	0.69	78.60 %
Extrinsic motives "external regulation"	3.71	0.64	75.30 %
Extrinsic motivation "identified"	3.65	0.52	74.10 %
Intrinsic motivation "to accomplish"	3.36	0.59	73.76 %
Extrinsic motivation "introjected"	3.74	0.63	68.37%
Intrinsic motivation "to experience stimulation"	3.83	0.57	67.10%
A motivation	3.52	0.50	66.10 %
<b>Total</b>	<b>3.73</b>	<b>0.53</b>	<b>75.70 %</b>

The results in table (2) provide a summary of mean, standard deviation and percentage for the domains of psychological motives towards practicing sports among Jordanian youth. The results indicate that the Intrinsic motives "to know" domain have got means 3.89, and percentage 78.60%, ranked first. Hence, the extrinsic motives "external regulation" domain got the second by 3.65 mean and 76.10% percentage, followed by extrinsic motivation "identified", intrinsic motivation "to accomplish, and extrinsic motivation "introjected" domains respectively. Finally, a motives domain as the last rank by means 3.52 and percentage 66.10%. The total means of all domains are 3.73 and percentage 75.70%.

Table (3) presents t-test result to find out the differences in psychological motives based on gender variable.

Gender	Participant	Mean	St. deviation	t	$\alpha$
Male	55	3.94	0.56		
Female	47	3.76	0.55	1.87	0.02*

\*Significant at ( $\alpha \leq 0.05$ )

Table (3) shows that there is significant difference in psychological motives of Jordanian youth based on gender variable in favour of male youth.

Table (4) manifests ONE WAY ANOVA finding to know the differences in psychological motives with respect of qualification variable.

	S. V	Sum.sq	df	St. deviation	f	$\alpha$
qualification	between group	6.58	4	1.65		
	within group	161.17	395	0.41	4.03	0.04*
	Total	167.76	399			

\*Significant at ( $\alpha \leq 0.05$ )

Table (4) provides that there is significant difference in psychological motives of Jordanian youth on the base of qualification variable.

## Discussions

Every individual has an untapped psychological motive as an energy source that can be drawn upon to bring about superior results. Enhancing this motive is fundamentally about a change of attitude, developing a positive 'can do' mindset and engaging in systematic behaviours short term process target that facilitates improvement. Moreover, boys and girls practicing sport not only for competitive reasons, but also to get in shape, socialize with others, have fun and develop physical skills, psychologist posit that the individual practice sport and stick with it because he enjoys it and it provides the individuals with intrinsic rewards. Actually, the psychological motives are an essential part of sports performance, where the self-motives and extrinsic motivation combined together form the best kind of motivation and encourage target setting and working hard to reach that target.

The reason into why the youth practicing sport that psychological motivating factors include: social support from peers, parents, and teachers; perceived social competence and enjoyment. On the other hand, practicing sports encourages the youth to stay active and healthy as well as develop communication skills, improving health and build self-confidence, the improving health includes improved lung and heart function, as well as reduced medical conditions such as hypertensive and osteoporosis, or reduced bone density. Practicing sports also supports weight loss and enhances the individual quality of life by encouraging healthy habits.

Related to building confidence and self-esteem, the product of practicing sports is good physical health which ultimately affects mental health, frequent exercise and good eating habits often lead to an improved perception of the individual body image. Finally, practicing sports enables the individual to set goals and reach them. However, the findings of this study agree with study of Mahmoud Hatamlah, Basheer Alwan and Eyad Maghaerag 2011, study of Mouloud Kaneohe 2008, and study of Bahgat Ahmad 2007.

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