

INVESTIGATION OF PARTICIPATION MOTIVATION IN WRESTLING

Dr.(Mrs.) Shalini Yadav,* & Dr. Ranjeet Singh Pawar**

ABSTRACT

The study of human motivation is the study of human action and its determinants. It is concerned with the analysis of those factors, which initiate individual action and then direct it toward a particular end or goal. The purpose of the study was to investigate the motivational factors influencing participation of All India Inter-university level male and female Wrestlers. Five Hundred and Six (416 male and 90 female) wrestler representing their universities- All India Inter University Wrestling Competitions held at Rohtak (Haryana) during the session 2008-09 were subjects of this study. The age of subject ranged from 17 to 25 years of age. The Participation Motivation Questionnaire (PMQ) prepared by Gill, Gross and Huddleston to assess motives of children to be involved in sports was administered on all the subjects during inter-university wrestling competition (men & women). The descriptive statistics, mean ranking, and Analysis of Variance followed by Scheffe's test of Post-hoc comparisons were computed. The statistical analysis of data indicated that to use the equipments and facilities, to win, to be physically fit, to goon to a higher level, to have something to do, were the important motive as expressed by inter university level male wrestlers for their participation in wrestling. Reasons pertaining to getting rewards, to goon to a higher level, gain recognition. to win, to be physically fit were the first five motives for inter university level female wrestlers for their indulgence in wrestling.

Keywords: *Motives, Participation, Interuniversity level, Gender.*

*Lecturer, Department of Physical Education. Rani Durgawati Vishwavidhalaya, Jabalpur (M.P.)

** Head, Department of Physical Education Dr. C. V. Raman University, Kota Bilaspur (CG)

INTRODUCTION

Motivation is a highly complex phenomenon. It refers to processes or conditions, which may be physiological or psychological, innate or acquired, internal or external to the organism which determine or describe how, or in respect of what behaviour is initiated, maintained, guided, selected, or terminated (Chakraborty 1998). Motivation in general refers to the intensity and direction of behavior, the direction of behavior indicates whether an individual approaches or avoids a particular situation, and the intensity of behavior relates to the degree of effort put forth to accomplish the behavior (Singer, 1993).

An athlete's level of motivation results from the interaction of personal factors such as one's personality, needs motives and situational factors such as the importance of the game or event, one's opponent and the approach utilized by one's coach. Thus to maintain and increase motivation in young athletes, it implies that the athlete's motives for participation should be recognized and that the athletic situation should be structured to fulfill these motives.

Motivation can be referred to the general level of arousal to action in an individual. The motives that an individual possesses, then, become the specific condition attached to particular course of action and their consequences that result from this arousal. The motive a person has for something, then, is the tendency within him either to do that something or not to do it. A tendency is a psychological entity that determines a person's thoughts, feelings, and actions directed toward goals and/or certain kinds of behavior. A motive then, can be defined as a latent, relatively stable personality characteristic which causes a person to be either attracted or repulsed by the consequences of particular courses of action, it is a tendency within the person directing his thoughts, feelings, and actions toward the service of goals or functions. (Alderman, 1976)

Understanding the major motives that young athletes have for sports participation is a topic of central importance for both the coach and the sport psychologist. It is unfortunate, then, that in the past most individuals interested in the area had to rely solely on conjecture and/or past experiences to explain why young athletes choose to participate, recently however a number of investigators have begun to identify and examine the major objectives young athletes have for participating in competitive sports programs, in fact, determining the reasons that motivate children to participate in sport has been reorganized as one of the most critical areas of youth sport (Stern, 1990; Weiss & Chaumont, 1992). The reasons why individuals decide to participate in an achievement activity certainly constitute an important component of the subjective meanings of that activity (Maehr, Braskamp 1986).

Skubic (1956) was one of the first to examine such participation motives in young athletes. She examined the attitudes of players parents, and teachers toward youth baseball competition and found that getting acquainted with other boys, having fun, keeping out of mischief, developing sportsmanship and improving playing skills were among the reasons given for participation. Similarly, in a survey of 289 youth league football players, Giffune (1989) found that players said they derived values from participation that included learning the game, conditioning, sportsmanship, having fun, team work, and forming friendships.

A number of conclusions can be derived from the research on participation motives of young athletes. First, young athletes have diverse motives for participating in sports they may want to have fun, seek affiliation, demonstrate power, improve skills, pursue excellence, exhibit aggression, have something to do, experience thrills or excitement, be independent, receive

rewards, fulfill parental expectations, and win. Moreover, most young athletes have not one but several motives for participation. Second, of the various motives identified for participation, those consistently rated as most important are improving skills, having fun, being with friends, making new friends, experiencing thrill or excitement, achieving success or winning, and developing fitness. Third, gender differences have been found in participation motives of young athletes. Females for example rate fun and friendship as more important motives than males do. Although no gender differences emerged on the achievement or excellence items. Fourth, a number of sports, experience, and age difference also showed up in participation motives but no consistent patterns emerged (Silva & Robert, 1984).

The purpose of the study was to investigate the motivational factors influencing participation of All India Inter-university level male and female Wrestlers. It was also hypothesized that the male and female wrestlers will differ significantly on their perception of motivational factors for competition.

METHODOLOGY

Selection of Sample

Five Hundred and Six (416 male and 90 female) wrestler representing their universities- All India Inter University Wrestling Competitions held at Rohtak (Haryana) during the session 2008-09 and volunteered to participate in the study were subjects of this study. The age of subject ranged from 17 to 25 years of age with mean age of 17 to 25 years for boys and 17 to 25 years for girls.

Instrumentation

The participation motivation questionnaire prepared by Gill, Gross and Huddleston (1983) consists of 30 items reflecting possible reasons for taking part in a sports (e.g. want to improve my skill) and was adapted by making minor changes to the wording of some items (without altering the meanings) to reflect the sport of wrestling for example "my parents and close friends want me to play wrestling" subjects were requested to indicate on a 3 point Likert-type scale (1=not at all important, 2=some what, important, and 3= very important) the relative value of each motive influencing their participation in wrestling. The authors had identified eight factors. Factor 1 included items that seemed to represent achievement or status motivations i.e. to win, to feel important, to do some things, I am good at etc. Factor 2 included three team oriented reasons. Factor 3 included, fitness oriented reasons (to stay in shape, be physically fit, to get exercise). Factor 4 included items that suggest energy release (to get rid of energy, to release tension, something to do, to travel, to get out of house). Factor 5 included three miscellaneous reasons (parents/close friends, coaches and equipment/facilities were considered situational factors. Factor 6 skill development-included, items like to improve skills, to learn new skills to new go on to a higher level. Factor 7 had two friendship items (to be with friends, to make new friends). Factor 8 fun-included items/reasons that represented having fun, excitement, and action. This inventory has been widely used in sports setting to investigate the reasons for participation in sports. The authors have established the reliability and validity of the original questionnaire.

In addition to provide information on involvement in the game of wrestling, and number of days and hours of training per week, the Participation Motivation Questionnaire (PMQ) prepared by Gill, Gross and Huddleston to assess motives of children to be involved in sports was administered on all the subjects during inter-university wrestling competition (men & women) for the session 2008-09 held at Rohtak.

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Administration of Questionnaire

In order to ensure full co-operation from the subjects, the scholar had a meeting with them in presence of their respective coaches and managers, the purpose of the study was explained to them and doubts if any were clarified. All the subjects voluntarily extended their full co-operation and the coaches of respective teams ensured that the subjects were made available for the collection of data.

Statistical Analysis

The descriptive statistics and mean ranking were used to rank the reasons for participation in wrestling for boys and girls and to identify general categories of motives for participation in wrestling. Analysis of variance (ANOVA) was computed using mean scores obtained on eight factors as dependent variable to examine the significance of difference among motives of participation in wrestling for both the groups separately. Which was followed by Scheffe's test of Post-hoc comparisons.

RESULTS AND DISCUSSION

To examine difference in participation motivation mean factor scores were calculated separately for male and female wrestlers. The mean and standard deviation for different factors has been presented in Table 1

TABLE 1
MEAN AND SD OF FACTORS SCORES OF REASONS FOR PARTICIPATION IN
WRESTLING AS PERCEIVED BY INTER UNIVERSITY LEVEL MALE AND
FEMALE WRESTLERS

S.NO.	Factors	Gender	N	Mean	SD
1.	Achievement/Status	Male	416	2.78	.281
		Female	90	2.71	.555
2.	Team Work	Male	416	2.71	.378
		Female	90	2.61	.601
3.	Fitness	Male	416	2.81	.318
		Female	90	2.74	.587
4.	Energy Release	Male	416	2.67	.318
		Female	90	2.48	.554
5.	Others	Male	416	2.81	.291
		Female	90	2.63	.654
6.	Skill	Male	416	2.82	.305
		Female	90	2.74	.533
7.	Friends	Male	416	2.56	.433
		Female	90	2.31	.603
8.	Fun	Male	416	2.59	.386
		Female	90	2.54	.558

Analysis of variance (ANOVA) was used to determine differences among mean scores of different factors of reasons for participation in wrestling for male and female wrestlers and data pertaining to this has been present in Table 2.

TABLE 2
ANALYSIS OF VARIANCE OF MEAN FACTORS SCORES OF DIFFERENT
FACTORS OF REASONS OF PARTICIPATION IN WRESTLING

Gender	Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Male	Between Groups	7	29.54	4.22	36.24*
	Within Groups	3320	386.59	0.12	
	Total	3327	416.14		
Female	Between Groups	7	13.96	1.99	5.91*
	Within Groups	712	240.44	0.34	
	Total	719	254.40		

*Significant at .05 level $F(7, 3320) = 2.01$ (Males); $F(7, 712) = 2.01$ (Females)

Data in Table 3 indicated that there was significant differences among various factors of participation in wrestling as expressed by male and female Inter University level Wrestlers as the F-ratio of 36.24 and 5.91 were more than the required value to be significant at .05 level for male and female wrestlers respectively. As the obtained F-ratios were found significant, Scheffe's Test of Post hoc comparisons was applied to find out the significant of difference between ordered paired factor means for male and female wrestler separately and the data pertaining to this has been presented in Table 3 and 4.

TABLE 3
SIGNIFICANCE OF DIFFERENCE BETWEEN ORDERED PAIRED MEAN FACTOR
SCORES OF DIFFERENT FACTORS OF REASONS OF PARTICIPATION IN
WRESTLING AS EXPRESSED BY INTER-UNIVERSITY LEVEL
FEMALE WRESTLERS

Ach/Status	Team work	Fitness	Energy release	Other	Skill	Friends	Fun	MD	CI
2.71	2.61	-	-	-	-	-	-	0.10	0.33
2.71	-	2.74	-	-	-	-	-	0.03	
2.71	-	-	2.48	-	-	-	-	0.23	
2.71	-	-	-	2.63	-	-	-	0.08	
2.71	-	-	-	-	2.74	-	-	0.03	
2.71	-	-	-	-	-	2.31	-	0.40*	
2.71	-	-	-	-	-	-	2.54	0.17	
-	2.61	2.74	-	-	-	-	-	0.13	
-	2.61	-	2.48	-	-	-	-	0.13	
-	2.61	-	-	2.63	-	-	-	0.02	
-	2.61	-	-	-	2.74	-	-	0.13	
-	2.61	-	-	-	-	2.31	-	0.30	
-	2.61	-	-	-	-	-	2.54	0.07	
-	-	2.74	2.48	-	-	-	-	0.26	
-		2.74	-	2.63	-	-	-	0.11	

TABLE 3 (Continued)

Ach/Status	Team work	Fitness	Energy release	Other	Skill	Friends	Fun	MD	CI
-	-	2.74	-	-	2.74	-	-	0.00	0.33
-	-	2.74	-	-	-	2.31	-	0.43*	
-	-	2.74	-	-	-	-	2.54	0.20	
-	-	-	2.48	2.63	-	-	-	0.15	
	-	-	2.48	-	2.74	-	-	0.26	
-	-	-	2.48	-	-	2.31	-	0.17	
-	-	-	2.48	-	-	-	2.54	0.06	
-	-	-	-	2.63	2.74	-	-	0.11	
-	-	-	-	2.63	-	2.31	-	0.32	
-	-	-	-	2.63	-	-	2.54	0.09	
-	-	-	-	-	2.74	2.31	-	0.43*	
-	-	-	-	-	2.74	-	2.54	0.20	
-	-	-	-		-	2.31	2.54	0.23	

*Significant at .05 level

It is evident from table-3 that there were significant differences between mean factor scores of achievement/status and friends (.40); between fitness and friends (0.43); and between skill and friends (0.43); As these mean differences were higher than the C.I. (0.33); to be significant at .05 level.

On the other hand the mean difference between mean factor score of Achievement/status and Team work (0.10); between achievement/status and fitness (0.03); between achievement/status and energy release (0.23); between achievement/status and others (0.08); between achievement/status and skill (0.03); between achievement/status and fun (0.17); between team work and fitness (0.13); between team work and energy release (0.13); between team work and others (0.02); between team work and skill (0.13); between team work and friends (0.03); between team work and fun (0.07); between fitness and energy release (0.26); between fitness and others (0.11); between fitness and skill (0.00); between fitness and fun (0.20); between energy release and others (0.15); between energy release and skill (0.26); between energy release and friends (0.17); between energy release and fun (0.06); between others and skill (0.11); between others and friends (0.32); between others and fun (0.09); between skill and fun (0.2); between friends and fun (0.23); were insignificant. As these differences were less than the C.I. (0.33), to be significant at .05 level.

TABLE 4
SIGNIFICANCE OF DIFFERENCE BETWEEN ORDERED PAIRED MEANFACTOR
SCORES OF DIFFERENT FACTORS OF REASONS OF PARTICIPATION IN
WRESTLING AS EXPRESSED BY INTER-UNIVERSITY LEVEL
MALE WRESTLERS

Ach/Status	Team work	Fitness	Energy release	Other	Skill	Friends	Fun	MD	CI
2.78	2.71	-	-	-	-	-	-	0.07	0.09
2.78	-	2.81	-	-	-	-	-	0.03	
2.78	-	-	2.67	-	-	-	-	0.11*	
2.78	-	-	-	2.81	-	-	-	0.03	
2.78	-	-	-	-	2.82	-	-	0.04	
2.78	-	-	-	-	-	2.56	-	0.22*	
2.78	-	-	-	-	-	-	2.59	0.19*	
-	2.71	2.81	-	-	-	-	-	0.10*	
-	2.71	-	2.67	-	-	-	-	0.04	
-	2.71	-	-	2.81	-	-	-	0.10*	
-	2.71	-	-	-	2.82	-	-	0.11*	
-	2.71	-	-	-	-	2.56	-	0.15*	
-	2.71	-	-	-	-	-	2.59	0.12*	
-	-	2.81	2.67	-	-	-	-	0.14*	
-	-	2.81	-	2.81	-	-	-	0.00	
-	-	2.81	-	-	2.82	-	-	0.01	
-	-	2.81	-	-	-	2.56	-	0.25*	
-	-	2.81	-	-	-	-	2.59	0.22*	
-	-	-	2.67	2.81	-	-	-	0.14*	
-	-	-	2.67	-	2.82	-	-	0.15*	
-	-	-	2.67	-	-	2.56	-	0.11*	
-	-	-	2.67	-	-	-	2.59	0.08	
-	-	-	-	2.81	2.82	-	-	0.01	
-	-	-	-	2.81	-	2.56	-	0.25*	
-	-	-	-	2.81	-	-	2.59	0.22*	
-	-	-	-	-	2.82	2.56	-	0.26*	
-	-	-	-	-	2.82	-	2.59	0.23*	
-	-	-	-	-	-	2.56	2.59	0.03	

*Significant at .05 level

It is evident from table-5 that there were significant differences between mean factor scores of achievement/status and energy release (0.11); between achievement/ status and friends (0.22); between achievement/status and fun (0.19); between team work and skill (0.11); between team work and friends (0.15); between team work and fun (0.12); between fitness and energy release (0.14); between fitness and friends (0.25); between fitness and fun (0.22); between energy release and others (-0.14); between energy release and skill (0.15); between energy release and friends (0.11); between others and friends (0.25); between others and fun (0.22); between skill and friends (0.26); between skill and fun (0.23); As these mean differences were higher than the C.I. (.09) to be significant at .05 level. On the other hand the mean differences between factor score of achievement/status and team work (0.07); between achievement/status and fitness (0.03); between achievement/status and others (0.03); between achievement/status and skill (0.04); between team work and fitness (0.10); between team

work and energy release (0.04); between team work and others (0.1); between fitness and others (0.0); between fitness and skill (0.01); between energy release and fun (0.08); between others and skill (0.01); between friends and fun (0.03) were statistically insignificant as the obtained mean differences were much less than the C.I. (0.09) to be significant at .05 level.

The last step in the analysis of response was to determine the relative importance of the 30 reasons. Mean importance ratings were calculated with very important scored as 3, somewhat important as 2, and not at all important as 1. Table 5 gives the mean importance ratings of each items for boys and girls

TABLE 5
RANK ORDER OF REASONS FOR PARTICIPATION IN WRESTLING AS
EXPRESSED BY MALE AND FEMALE WRESTLERS

S.NO	Items	Rank order of boys	Rank order of girls
1.	I want to improve my skills	12	6
2.	I want to be with my friends	26	21
3.	I like to win	2	3
4.	I want to get rid of energy	25	20
5.	I like to travel to training and Competition	13	9
6.	I want to stay in shape	15	7
7.	I like the excitement	24	17
8.	I like the team work	22	15
9.	My parents or close friends want me to play Wrestling	21	15
10.	I want to learn new skill/things	9	8
11.	I like to meet new friends	23	16
12.	I like to do something. I am good at.	11	4
13.	I want to release tension	14	14
14.	I like the rewards.	18	1
15.	I like to get exercise	8	6
16.	I like to have something to do.	5	3
17.	I like the action	16	7
18.	I like the team spirit	20	13
19.	I like to get out of the house	27	19
20.	I like to compete	10	11
21.	I like to feel important	18	12
22.	I like being on a team or part of a club.	17	11
23.	I like the challenge	6	9
24.	I like to go on to a higher level	4	1
25.	I want to be physically fit	3	4
26.	I want to be popular	7	5
27.	I like the coaches or instructors	7	7
28.	I want to gain status or recognition or to be noticed for what I do.	19	2
29.	I like to have fun	28	18
30.	I like to use the equipment or facilities	1	10

Table 5 reveals that the first five reasons rated most highly by boys participating in wrestling were "I like to use the equipment or facilities", "I like to win", "I want to be physically fit", "I like to go on to a higher level", and "I like to have something to do". "I like to have fun", "I like to get out of the house", "I want to be with my friends", "I want to get rid of energy", and "I like the excitement" were rated as least important.

In case of girls, "I like the rewards", "I like to go on to a higher level", "I want to gain status or recognition or to be noticed for what I do", "I like to win", "I like to have something to do", "I want to be physically fit", "I like to do something. I am good at", "I want to be popular" rated most highly. Whereas, "I want to be with my friends, I want to get rid of energy", "I like to get out of the house", "I like to have fun", "I like the excitement", were rated the least important reasons reported for participation in wrestling.

DISCUSSION

Ranking of reasons for participation in wrestling as expressed by Inter University level male and female wrestlers indicated that reasons rated most highly (highly ranked five reasons) important were same to some extent with little difference in ranking. One significant difference was that male wrestlers considered "use of equipment or facilities" as most important reasons for participation in wrestling. Whereas for female wrestlers this reason did not figure in important reasons for participation in wrestling. Female wrestlers considered "I like to go on to a higher level" as most important reasons for participation in wrestling. The reasons "I like to win", "Physical fitness", "I like to have something to do" were the important common reasons for their participation in wrestling, as expressed by Inter University level male and female wrestlers, "I want to be popular" was an additional reason given by the female wrestlers. Reasons of "I like to have fun", "to be with friends" and "get rid of energy" were considered least important reasons by both the groups. When these reasons were grouped into factors, male wrestler gave more importance to skill, others and fitness factors, whereas female wrestlers considered skill, fitness and achievement/status and energy release as important factors for participation in wrestling. Findings of this study positively support the findings of Vasudev, 2003, Yadav, 2005. The findings were in contrast to the findings of Gould, Feltz and Weiss (1985). Who found that fun, fitness, team work, skill improvement and excitement/challenge as major motives for competitive youth swimming.

CONCLUSIONS

Within the limitations of the present study following conclusions were drawn.

To use the equipments and facilities, to win, to be physically fit, to go on to a higher level, to have something to do, were the important motives as expressed by inter university level male wrestlers for their participation in wrestling.

Reasons pertaining to getting rewards, to go on to a higher level, gain recognition, to win, to be physically fit were the first five motives for inter university level female wrestlers for their indulgence in wrestling.

PRACTICAL APPLICATION

These findings may be utilized by sports administrations and wrestling coaches to design and implement program that meet the participation motives of inter- university wrestlers in general and female wrestlers in particular.

Similar study may be undertaken with different levels of wrestlers and with players of other combative activities.

As study may be undertaken to understand the reasons as to why wrestling is not so popular in certain parts of India.

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