

THE IMPACT OF THE SPORTY PERFORMANCE MOTIVATION THROUGH GAMES WITH THE EXERCISE OF SPORTS SKILLS FOR GIRL STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study was to investigate the motivation of sports participation in sixth grade girl student's elementary school by providing various games and exercises students in one of the Tehran elementary schools during the academic year of 95-96, which selected randomly between 60 persons of sixth grade students in this school with the average 12 years old. In this research, a standardized questionnaire (PMQ) was used to evaluate sporty performance motivation that in the two stages before and after the implementation of the selected games. Selected games were performed by experimental group for 8 weeks. In this study, 4 subscales of Situational factors, skill development, friendship and, fun were evaluated. Also, we used Levin test for evaluating consistency of variance in two groups and ANOVA test for evaluating differences of changes in two groups and removing the effects of the pretest. The results of the study indicated that there was a significant difference between the two experimental and control groups in the post-test of 4 subscales by modifying pre-test effects. Therefore, the results of this research showed a significant relationship to doing various physical activities on sporty performance motivation in sixth-grade students.

Keywords: Sporty performance motivation, students, games, sports skills.

1. INTRODUCTION

Nowadays, due to the expansion of the civilization and industrialization of societies, on the one hand, there is an unprecedented growth on economy and technology development. Along with this growth, everyday physical activity has been diminished further and the availability of more leisure opportunities has become more evident than before (Mohammad, Abraham, & Singh, 2011). The development of technology and its impact on human life, the limitation of spatial conditions, population density and lack of movement spaces with population growth are the limiting factors of physical activity.

On the basis of research, physical education and sports, and in general physical activity, play a crucial role in the health and happiness of all categories of the society. Education scholars have found that it is impossible to train citizens in charge, healthy and alive except in schools; and It also points out that the important part of this training is the responsibility of sport and physical education (Mohammad, Abraham, & Singh, 2011). For example, the improvement of sports in schools, especially at the elementary level, is not only responsible for the health of the soul and the body, but also the joy of society and enhancing the educational performance of students in other fields. Also, sports activities in schools and at university level have increased learning, perception, and efficiency of students and university students. On the other hand, sports activity in these sections increases student and university student activities in the education environment, creating a good habit for the tendency to exercise and to have a healthy lifestyle and mental health that directly relates to exercise (Health Department, 2012).

One of the subjects in the field of physical education in Iran is that most students are reluctant to do the exercises; one of the reasons for that is sporty performance motivation in sports and exercise. Therefore, attention to sports participation has a significant impact on enhancing the health level of the community. Several factors play a role in determining the level of physical activity and the degree of sports participation. The motivation of the individual to participate in sports activity is one of the most important of these factors. Attention for motivation is led to understand the sport and practice behavior and allow it to be reinforced to all who can play a role in the exercise and physical activity of children and adolescents.

Motivation is the process a particular activity and continuing it. This process incentives the person and directs his behavior, that involves impulses of inner and outer incentive, and plays a powerful role in the participation of individuals in physical activities (Emami & Shafie, 1992). The motives are key to doing

any kind of activity and they can people's behaviors excite, empower and direct or will control and stop it (Mohammad & Ahsan, 2016). As a result, motivation can be defined simply as the direction and intensity of an individual's effort. This motivation is seen in all human activities, but its type depends on different conditions. Motivation is the key to doing everything in sports that will enable individuals to behave and sustain them. Therefore, the motivation of the inner element, creating motivation, it means that what drives someone to work is a special reason for a particular behavior (Mohammad & Ahsan, 2016). Some experts believe motivation to an important factor in achieving the goals; For example, Anshel (2001) defines motivation as a factor to choose and direct behavior and stability to achieve the goal.

One of the different types of motivation is the sporty performance motivation Which is important in order to start or modify the behavior of understanding the motive behind the behavior. This is read in the literature, the motivation for participation (Mohammad & Ahsan, 2016). Sporty performance motivation is one of the interest researchers in the field of sport psychology and by asking questions like the reasons for entering people into a particular discipline or the reasons for not continuing the activity and the degree of variability of motivational priorities with respect to the variables of individual characteristics such as age, gender, experience, and others (Gareth, Jones, Mackay, & Derek, 2006). Sporty participation in addition to healthy body, strengthens morale, reduces group conflicts, also improves the quality of life and prosperity of sports talents (Mohammad, Abraham, & Singh, 2011).

Games can be affected in group mood and are recognized as one of the most important factors of progress and learning in children Which can be used to educate and motivate students. In addition, the game can teach them social roles and norms, problem-solving skills, linguistic and physical skills, and social compatibility. Research has shown that learning motor skills are better when specific games are associated with happiness in the game (Mazlumi, 1996). In addition, play can be effective in reducing irregularities and isolation behaviors (Farahpour, 1989). The games also have positive aspects of psychological, mental and social development in children (Ahmadi & Chaman, 2008; Mohammad, Abraham, & Singh, 2011; Salman, 1993). According to the studies, the pre-adolescent stage is the most appropriate time when it is possible to provide basic motor skills to children in order to obtain physical fitness in a practical, safe and gradual manner (Hockenberry & Wilson, 2009). Due to the unwillingness of students to learn sport's techniques and exercises and various excuses that have caused students to participate less frequently during physical education class. The question is how to design education based on games tailored to the purpose of teaching to encourage students to engage in sporting activities.

2. METHODS AND MATERIALS

2.1 Research Design

The kind of this research was developmental and its strategy was a semi-experimental with a pre-test-post-test design.

2.2 Population and Sampling Technique

The target population for the study included all the students in one of the Tehran elementary school during academic year of 95-96. Sixty samples were selected randomly of sixth grade's students. The average age of selected subjects was 12 years.

2.2 Research Tools

In this study, a standard questionnaire was used to check the sports performance motivation which was developed by Gill & et all (PMQ), in the year of 1983. This questionnaire measures the causes of individuals from participating in physical and sports activities based on 4 sub-scales of situational factors, skill development, friendship and fun.

2.4 Procedure

All selected subjects were further divided to 2 groups: the control group and tentative group. Selected games have been applied with a tentative group for 8 weeks. For evaluating the effects of these games in creating sporty performance motivation in students, the researcher had used standard performance motivation questionnaire that consists of 30 items and 4 Subscales. For the purposes of this research, activities such as Morabara game, Snakes and Ladders game, Relay race, stick aerobic, station game,

counting numbers game, whistle and reaction game, Playoff game, Square game, stork balance game and competitive matches was designed and implemented by researchers for the tentative group. At last the questionnaire were supplied to students of control and tentative groups, before and after completing research.

2.5 Statistical Analysis

Researcher used Levin test for evaluating variance congruence of two groups and ANOVA test for evaluating differences of changes in two groups and removing the effects of pretest.

3. RESULTS

The effect of selected games on Situational factors in sixth grade girl students

The Levin test was used for evaluating the consistency of variance for 2 groups. The results were shown in Table 1.

Table 1: The results of the Levin test for evaluating the consistency of variance

Variable	F	Degree of Freedom 1	Degree of Freedom 2	Sig
Situational Factor	1.13	1	58	0.29

According to Table 1, there is a consistency of variance between the data of two groups; Therefore, ANOVA test was used to evaluate the difference in the changes of the two groups and in order to eliminate the pre-test's impact.

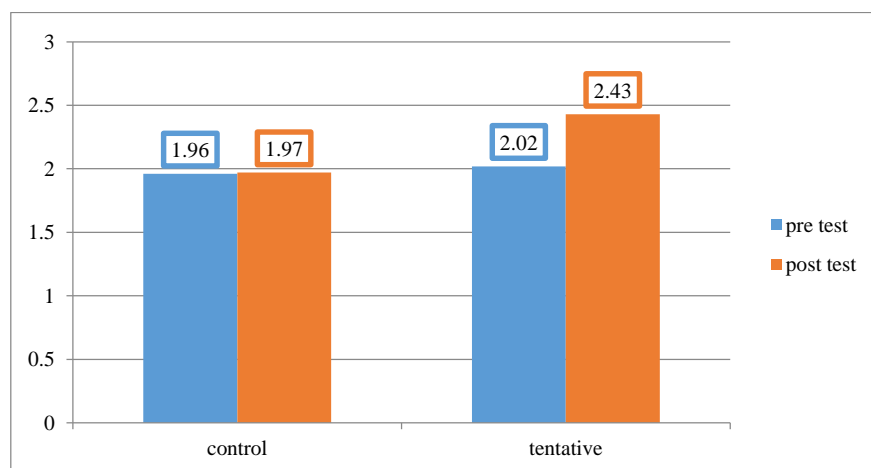
Table 2: The results of ANOVA test for Situational factors

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Correlation Model	12.28	2	6.14	49.93	0.01
Pre-test Effect	1.56	1	1.56	12.69	0.01
Total	172.89	60			

R Squared = 0.637 (Adjusted R Squared = 0.624)

As shown in Table 2, there is a significant difference in the post-test of the situational factors in the two groups by adjusting the pre-test effects ($p=0.01$, $F=49.93$). Therefore, Selected games have a significant effect on the Situational factors in the sixth grade students.

Chart 1 shows the mean of situational factors for the two groups of research in the pre-test and post-test phases



2. The effect of selected games on Skill development in sixth grade girl students

The Levin test was used for evaluating the consistency of variance for 2 groups. The results were shown in Table 3.

Table 3: The results of the Levin test for evaluating the consistency of variance

Variable	F	Degree of Freedom 1	Degree of Freedom 2	Sig
Skill Development	1.11	1	58	0.32

According to Table 3, there is a consistency of variance between the data of two groups; Therefore, ANOVA test was used to evaluate the difference in the changes of the two groups and in order to eliminate the pre-test's impact. The results are shown in Table 4.

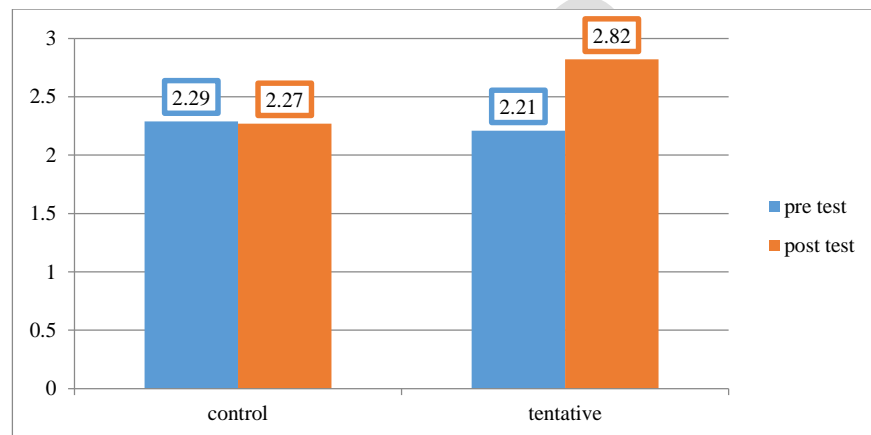
Table 4: The results of ANOVA test for skill development

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Correlation Model	17.24	2	8.62	48.18	0.01
Pre-test Effect	6.52	1	6.52	36.42	0.01
Total	206.56	60			

R Squared = 0.628 (Adjusted R Squared = 0.615)

As shown in Table 4, there is a significant difference in the post-test of the skill development in the two groups by adjusting the pre-test effects ($p=0.01$, $F=48.18$). Therefore, Selected games have a significant effect on the skill development in the sixth grade students.

Chart 2 shows the mean of skill development for the two groups of research in the pre-test and post-test phases.



3. The effect of selected games on friendship in sixth grade girl students.

The Levin test was used for evaluating the consistency of variance for 2 groups. The results were shown in Table 5.

Table 5: The results of the Levin test for evaluating the consistency of variance

Variable	F	Degree of Freedom 1	Degree of Freedom 2	Sig
Friendship	3.37	1	58	0.07

According to Table 5, there is a consistency of variance between the data of two groups; Therefore, ANOVA test was used to evaluate the difference in the changes of the two groups and in order to eliminate the pre-test's impact. The results are shown in Table 6.

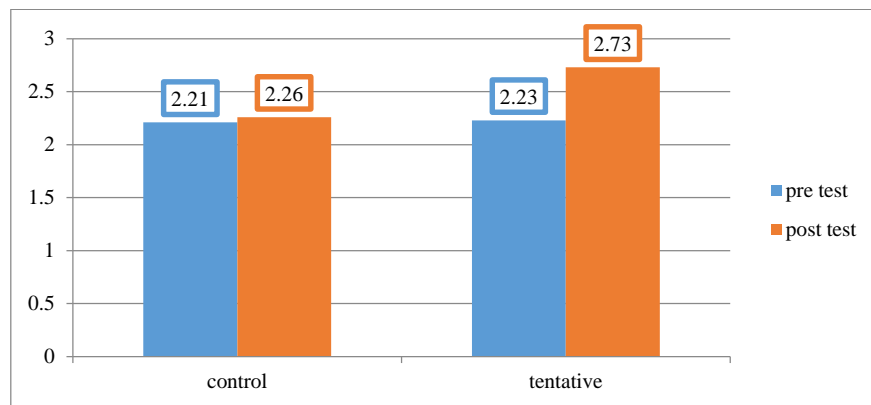
Table 6: The results of ANOVA test for friendship

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Correlation Model	10.67	2	5.34	33.82	0.01
Pre-test Effect	2.77	1	2.77	17.53	0.01
Total	215.87	60			

R Squared = 0.543 (Adjusted R Squared = 0.527)

As shown in Table 6, there is a significant difference in the post-test of the skill development in the two groups by adjusting the pre-test effects ($p=0.01$, $F=33.82$). Therefore, Selected games have a significant effect on the friendship in the sixth grade students.

Chart 3 shows the mean of friendship for the two groups of research in the pre-test and post-test phases.



4. The effect of selected games on fun in sixth grade girl students

The Levin test was used for evaluating the consistency of variance for 2 groups. The results were shown in Table 7.

Table 7: The results of the Levin test for evaluating the consistency of variance

Variable	F	Degree of Freedom 1	Degree of Freedom 2	Sig
Fun	0.14	1	58	0.93

According to Table 7, there is a consistency of variance between the data of two groups; Therefore, ANOVA test was used to evaluate the difference in the changes of the two groups and in order to eliminate the pre-test's impact. The results are shown in Table 8.

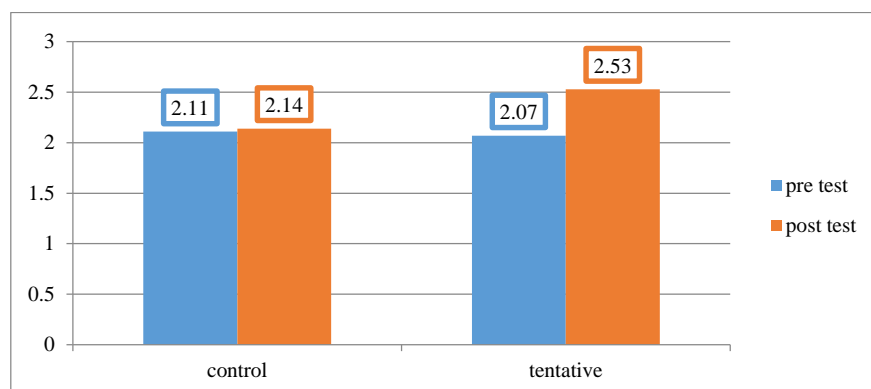
Table 8: The results of ANOVA test for fun

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Correlation Model	17.15	2	8.75	84.80	0.01
Pre-test Effect	6.05	1	6.05	59.84	0.01
Total	175.44	60			

R Squared = 0.543 (Adjusted R Squared = 0.527)

As shown in Table 8, there is a significant difference in the post-test of the skill development in the two groups by adjusting the pre-test effects ($p=0.01$, $F=84/80$). Therefore, Selected games have a significant effect on the fun in the sixth grade students.

Chart 4 shows the mean of fun for the two groups of research in the pre-test and post-test phases.



5. The effect of selected games on sporty performance motivation in sixth grade girl students

The Levin test was used for evaluating the consistency of variance for 2 groups. The results were shown in Table 9.

Table 9: The results of the Levin test for evaluating the consistency of variance

Variable	F	Degree of Freedom 1	Degree of Freedom 2	Sig
Sporty performance motivation	2.05	1	58	0.16

According to Table 9, there is a consistency of variance between the data of two groups; Therefore, ANOVA test was used to evaluate the difference in the changes of the two groups and in order to eliminate the pre-test's impact. The results are shown in Table 10.

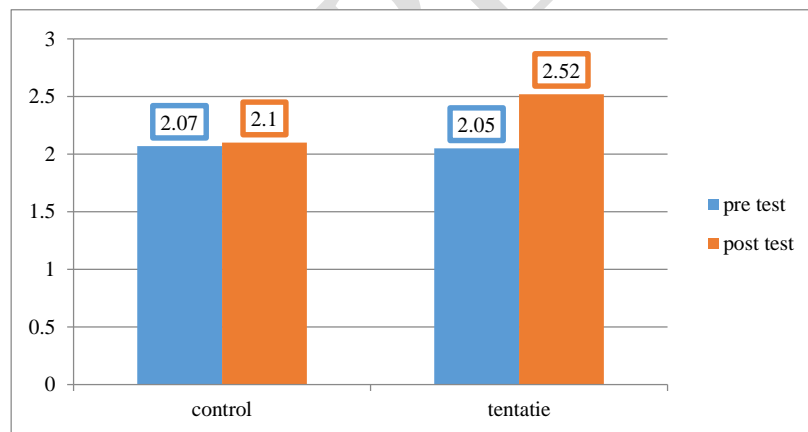
Table 10: The results of ANOVA test for sporty performance motivation

Source	Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Correlation Model	11.28	2	5.64	149.76	0.01
Pre-test Effect	1.53	1	1.53	40.75	0.01
Total	192.80	60			

R Squared = 0.840 (Adjusted R Squared = 0.835)

As shown in Table 10, there is a significant difference in the post-test of the skill development in the two groups by adjusting the pre-test effects ($p=0.01$, $F=149.76$). Therefore, Selected games have a significant effect on the sporty performance motivation in the sixth grade students.

Chart 5 shows the mean of sporty performance motivation for the two groups of research in the pre-test and post-test phases.



4. DISCUSSION

Nowadays, the dominance of technology and its products such as the Internet, satellite, and computer games that cause to influence active participation in sports exercise, especially among teenager and youth. Inactivity leads to obesity among young people. The necessity and importance of addressing the discussion for the motivation to participate in sports activities when it comes to the benefits of sport and exercise.

One of the important factors in the occurrence of differences in the participation of athletes in various sports fields is their level of skill, the amount of effort and their motivational component; But in our country, the physical education class is not important and most students are reluctant to do sports activities. This issue and observing the immobility among students led the study to focus on increasing the students' interest and motivation for exercises in physical education class and finally it focused on why students in the sixth grade are reluctant to learn sport's techniques and exercises and try not to do them with different excuses?

In evaluating the effects of these games on student's performance, a significant difference in post-test of Situational factors ($F=49.93$, $p=0.01$), skill development ($F=48.11$, $p=0.01$), friendship ($F=33.82$,

$p=0.01$), fun ($F=84.80, p=0.01$) and sporty performance motivation ($F=149.76, p=0.01$) in two groups that observed with average effect in pretest.

The research showed that performing selected games also affects students' Situational factors, friendship and skill development which is in correspond with the results of the researches of Ellen (2006) and Lean (1999); Also, Wallhead and Ntoumanis (2004) showed that the pleasure and effort between students who received sporting education intervention were significantly higher than the classes traditionally taught, consistent with the results of this research.

According to the results, it can be stated that the extent of people activity is greatly influenced by their motivations for action. Sporty performance motivation through individuals is one of the most important things that helps athletes succeed. Students' participation in these activities, in addition to maintaining health and creating a fresh life, promotes social skills such as finding friends. Therefore, physical education teachers and educators are necessary to encourage students to do sports activities by creating a variety in the physical education classroom through the implementation of various games.

Value is a very important role in the development of self-determinism motivation. When students feel they can't work properly, they delay in class and spend little time doing physical activity. Students need to believe that activity and work require time and effort. If students value what they do, they are likely to do it again, even if they don't enjoy it (Maziari & Kashif, 1993).

5. CONCLUSION

The overall results of this study indicate that performing a variety of sports activities effect on situational factors, developing the skill, friendship, fun and sporty performance motivation of sixth - grade students. Therefore, the sixth-grade elementary teachers who have been trained in track and field program, in order to increase the motivation, for effective learning, they need to design appropriate and various games in this field.

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