



SAMBO COMPETITORS' SPORTS MOTIVATION AND SATISFACTION

G. Domuschieva-Rogleva^{1*}, M. Yancheva²

¹Department of Psychology, Pedagogics and Sociology, National Sports Academy "Vassil Levski", Sofia, Bulgaria

²Department of Wrestling and Judo, National Sports Academy "Vassil Levski", Sofia, Bulgaria

ABSTRACT

The theoretical framework of this study includes the Self-Determination Theory. The **aim** of this study was to reveal self-motivation and satisfaction with sports activities among sambo athletes according to sex, age, sport experience and their performance in competition, and to trace the interconnections and interdependencies between them. **Method:** The research was done among 74 athletes in sambo, 52 men, 22 women; aged 13 to 35 years, with mean age 21,6 years. The used questionnaires were: the Bulgarian versions of the Sport Motivation Scale (SMS) and the Athlete Satisfaction Questionnaire (ASQ). The results showed that the participants in the present study scored higher on self-determined types of intrinsic motivation than on non self-determined types of motivation. There were correlation interdependences among the components of self-motivation and satisfaction with sports activities. **Conclusion:** The results may be used as a fundament for creating different training programs which will form certain skills, necessary for a more active and efficient coping, as well as for a higher self-determined motivation in sports activities.

Key words: intrinsic and extrinsic motivation, personal treatment, training and instruction

INTRODUCTION

Self-determination theory (SDT) is one of the most popular and widely tested approaches to motivation in sport and other achievement domains (1-3). This theory is based on a number of motives or regulations, which vary in terms of the degree of self-determination they reflect. Essentially, self-determination theory proposes that individuals have three innate needs (autonomy, competence, and relatedness) that must be satisfied by social contexts in order to facilitate motivation within that context. When individuals are able to realize these needs, motivation will be more self-determined and positive cognitive, affective, and behavioral responses will ensue (4).

Intrinsic motivation is fully self-determined and characterised by interest in, and enjoyment

derived from, sports participation. There are three types of intrinsic motivation, namely intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation. Intrinsic motivation is considered to be the healthiest type of motivation and reflects an athlete's motivation to perform an activity simply for the reward inherent in their participation (1-3).

External motivation represents non-self-determined or controlling types of extrinsic motivation because athletes do not sense that their behaviour is choiceful and, as a consequence, they experience psychological pressure. Participating in sport to receive money as a prize, to win medals typifies external regulation. Participating to avoid punishment or negative evaluation is also external. Introjection is an internal pressure under which athletes might participate out of feelings of guilt or to achieve recognition. Identified regulation represents self-determined type of extrinsic motivation because behaviour is initiated out of choice,

*Correspondence to: Galina Domuschieva-Rogleva, Department of Psychology, pedagogics and sociology, National Sports Academy "Vassil Levski", Sofia, galinarogleva@abv.bg, phone +359892299882

although it is not necessarily perceived as enjoyable. These types of motivation represent engagement in a behaviour because it is highly valued.

Amotivation represents a lack of intention to engage in a behaviour. It is accompanied by feelings of incompetence and lack of connection between one's behaviour and the expected outcome. Some of athletes exhibit a sense of helplessness and often require counselling, as they are highly prone to dropping out.

Within a self-determination theory framework, research in sport and physical education (5-7) has linked more self-determined forms of motivation (i.e., intrinsic motivation and well-internalized forms of extrinsic motivation) to a variety of positive motivational outcomes. The least self-determined forms of motivation (i.e., amotivation and external regulation) have typically been linked to maladaptive motivational outcomes (or negatively related to adaptive outcomes).

Satisfaction is seen as a significant aspect of engaging in sports activities (8-11). It is a positive affective state, which is the result of a cognitive assessment that what is received or experienced meets or exceeds certain personal standards. Satisfaction can be considered at different levels - from more general (e.g. life satisfaction) to more specific areas (e.g. athlete satisfaction, which may include body shape satisfaction, coach and leader satisfaction to specific aspects (e.g. achieving certain goals and making strategic decisions) (12, 13).

Athlete satisfaction is seen as a quality of life or as an attitude to the organization and management of the team. It is a necessary condition for participation in sports and a successful and long career. Lack of it can lead to redirection of the athlete to other areas of activity, containing potential conditions for success and satisfaction (14, 15). Satisfaction with the activity of a given sport is closely related to the subjective assessment of the athlete for the benefits of this activity, which are related to several main areas: self-knowledge, life experience, physical and mental health, public recognition and social contacts, satisfaction and inner harmony, personal cultivation.

PURPOSE

The aim of this study was to reveal self-motivation and satisfaction with sports activities among sambo athletes according to sex, age, sport experience and age, and to trace the interconnections and interdependencies between them.

Participants: The research was done among 74 athletes in sambo, 52 men, 22 women; aged 13 to 35 years, with mean age 21,6 years. The subjects were divided into two groups: the first included 32 athletes aged 10 to 19 years, and the second group - 36 athletes aged 20 to 40. The surveyed athletes have different sports experience: 16 - up to three years; 18 - with experience between 4 and 5 years; 21 - between 6 and 10; and 19 - over 10 years. All researched athletes were informed about the purpose of the study.

METHODS

The used questionnaires were:

1. **Sport Motivation Scale (SMS)** (16), Bulgarian version (17) – a test which consists of 28 items researching the motivation in sport assesses: intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, identified regulation, introjected regulation, external regulation, and amotivation. Each of the subscales is scored on a 7-point Likert scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly).

2. **Athlete Satisfaction Questionnaire – ASQ** (14), Bulgarian version (18). The methodology used in the present study consists of four subscales: training and instructions, team performance, individual performance, personal treatment. Two of the subscales reflect the satisfaction of the training process, and the other two reflect the satisfaction with the achievements.

Organization: the studies were conducted in several steps within competitions of the sambo championships. SPSS 25.0 was used for statistical processing. A set of statistical procedures was applied: descriptive statistics, comparative analysis ((Mann-Whitney (U), Kruskal-Wallis (H) test), regression and correlation analysis.

RESULTS

The comparative analysis of the experimental data shows that there were no statistically significant differences between the subjects differentiated by gender and sports experience

in terms of motivational self-determination. The leading type of motivation among all the researched individuals was the extrinsic motivation of introjected regulation (M 5.69; SD = 1.07). Intrinsic motivation to experience

stimulation (M=5.65; SD = 1.14) and intrinsic motivation to know (M = 5.63; SD = 0.92) showed very similar results. The least significant was amotivation (M = 2.11; SD = 1, 36).

Table 1. Mean values of sports motivation, differentiated by age

Variables	Intrinsic motivation to know		Intrinsic motivation to accomplish		Intrinsic motivation to experience stimulation		External regulation		Extrinsic motivation of introjected regulation		Extrinsic motivation of identified regulation		Amotivation	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Athletes in the research	5,6	0,9	5,5	1,0	5,7	1,1	3,78	1,4	5,7	1,1	5,2	1,1	2,1	1,36
10-18 years old	5,7	0,9	5,5	0,9	5,7	1,1	4,2	1,4	5,7	1,2	5,4	1,1	2,3	1,47
19-35 years old	5,5	1,1	5,6	1,1	5,6	1,2	3,2	1,1	5,7	1,0	5,0	1,1	1,9	1,09

There was a statistically significant difference between the subjects, differentiated by age in terms of external regulation (U = 2.43; α = 0.015). For younger athletes, the achievement of external incentives and / or prizes is significantly more pronounced, compared to athletes between 19 and 35 years (**Table 1**).

Satisfaction with sports activities

The leading factor for all the subjects was training and instructions (M = 3.67; SD = 0.44). With very high values was the factor

personal treatment (M = 3.56; SD = 0.42). The other two factors, team performance (M = 3.17; SD = 0.46) and individual performance (M = 3.15; SD = 0.59), had similar values. The comparative analysis showed the presence of statistically significant differences in terms of individual (u = 2.54; α = 0.013) and team performance (u = 2.56; α = 0.012) in athletes divided by age, as the values of both factors were higher among the persons aged 10 to 18 years (**Table 2**).

Table 2. Mean values of satisfaction, differentiated by age

Variables	Training and instruction		Team performance		Individual performance		Personal treatment	
	M	SD	M	SD	M	SD	M	SD
Athletes in the research	3,7	0,4	3,17	0,5	3,15	0,6	3,6	0,4
10-18 years old	3,7	0,5	3,3	0,5	3,4	0,5	3,6	0,5
19-35 years old	3,6	0,4	3,0	0,4	3,0	0,6	3,6	0,5

To reveal the relations and interdependence of the studied variables, we used correlation analysis (Spearman criterion). Satisfaction with training and instruction interacted with intrinsic motivation to know (r = 0.406; p = 0.01), intrinsic motivation to accomplish (r = 0.457; p = 0.01), intrinsic motivation to experience stimulation (r = 0.436; p = 0.01),

extrinsic motivation of introjected regulation (r = 0.314; p = 0.05). The higher the level of satisfaction with the training and instructions, the lower the amotivation (r = -0.422; p = 0.05). The personal treatment was related to the Intrinsic motivation to know (r = 0.318; p = 0.05) (**Table 3**).

Table 3. Significant correlation between the studied variables

Variables	Intrinsic motivation to know	Intrinsic motivation to accomplish	Intrinsic motivation to experience stimulation	External regulation	Amotivation
Training and instruction	0,406**	0,457**	0,436**	0,314*	-0,422**
Personal treatment	0,318*				

* p=0,05; ** p=0,01

Stepwise regression analysis was applied in line with the aim of the research. The different types of sports motivation were analyzed as

independent variables. The components of satisfaction were analyzed systematically as dependent variables (**Table 4**).

Table 4. Influence of self-motivation on components of satisfaction with sport's activity

Dependent variables	Intrinsic motivation to accomplish				Intrinsic motivation to know				External regulation			
	β	t	sig.	ΔR^2	β	t	sig.	ΔR^2	β	t	sig.	ΔR^2
Training and instruction	0,48	3,55	0	0,22								
Team performance					0,305	2,052	0,047	0,071				
Personal treatment									-0,315	-2,161	0,037	0,171

The results showed that a high level of Intrinsic motivation to accomplish increased satisfaction with training and instruction ($\beta = 0.484 *$). The high level of Intrinsic motivation to know increased the satisfaction with the team performance ($\beta = 0.305 **$), while the external regulation reduced the satisfaction with the personal treatment ($\beta = -0.315 **$).

CONCLUSION

This study examined the impact of sport motivation on the satisfaction with sports activity.

The results in the present study confirmed that there are certain correlations between sambo athletes' level of self-motivation and satisfaction with sports.

The results from the empirical study with sambo competitors proved that there are significant differences, concerning sports motivation and satisfaction only among the tested participants, differentiated by age. The results showed that the participants in the present study scored higher on extrinsic motivation of introjected regulation and self-determined types of intrinsic motivation.

Satisfaction with the training and instructions and the personal treatment were the leading factors among the participants in general. Similar results were obtained in a study of a larger number of athletes practicing different sports (11). Competitors from 10 to 18 years are significantly more satisfied with individual and team performance, compared to athletes over 19 years.

The results from this study showed that self-determined forms of motivations were positively associated with training and instruction and personal treatment.

It was found that certain components of sports motivation stimulate athletes' satisfaction with sports. The high level of Intrinsic motivation to accomplish increases the satisfaction with the training and the instructions. The Intrinsic motivation to know increases satisfaction with team performance, while external regulation decreases satisfaction with personal treatment. The results from the research are a valuable guide, both in terms of focus on maximum sports achievements and on the overall satisfaction with sports.

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