

Motivation To Participate In Basketball Among Undergraduate Students In Universities In Kurdistan, Iraq

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Abstract: The main purpose of this study is to examine undergraduate students' motivation to participate in Basketball in universities in Kurdistan, Iraq. The participants are first year undergraduate students who study physical education course in universities in Kurdistan. In this study, survey study is used and Sport Motivation Scale (SMS) is used as research instrument to collect data from all the participants motivated by intrinsic motivation, extrinsic motivation and autonomous motivation to participate in Basketball based on gender difference and frequency of participation. There are 608 participants (441 male students and 167 female students) in this study. Mann-Whitney U test(M-W) shows significant difference in motivation to participate in Basketball among undergraduate students in Iran based on gender and frequency of participation. Intrinsic motivation toward accomplishment and extrinsic motivation such as Identified Regulation, Introjected Regulation and External Regulation strongly motivates the female students to involve in learning and improving Basketball skills and also experiencing pleasure as well as being part of exciting experiences. This study also shows that the frequency of participation among undergraduate students in Basketball is increased by extrinsic motivation (Identified Regulation, Introjected Regulation and External Regulation). Therefore, these results also clarify that motivation to participate in Basketball based on frequency of participation and gender is closely related in extrinsic motivation

Key words: Motivation, Basketball, Gender, Frequency of Participation, Physical Education

1. Introduction

Motivation has been a core subject in sports and exercise field of psychology (Roberts, 2001) and it is considered as a crucial subject in the effort of explaining the participation of people in sports. Besides, motivation is also greatly designed as a hypothetical structure that is being used to illustrate the external or internal energy that approaches towards the strength, direction, perseverance and the start of behavior (Vallerand, 2004). According to Gillison, Osborn, Standage and Skevington (2009), motivation is the external inducement and internal contraption which evoke and direct behavior. So, everyone is motivated in different ways (Kocabas, 2009). Thus, distinguishment of motivation encompasses the personality elements, social factors and perceptions.

Motivation is assumed to present when a person is undertaking a duty or is been assessed and also when entering competition or in any attempt of obtaining excellence. Meanwhile, motivation is also described as underlying basis and behavior inclination which is the fundamental of ideas, feelings, and behaviors in life, hence, produce outcomes. So, motivation is one of the most crucial push factors that keeps and excites individual in participating physical activities. The individuals with intrinsic motivation that participate in a physical activity are the individuals who participate for the sake of pleasure and mastery or skill development and they have the tendency to participate for a long run as compared to those who are extrinsically motivated (Gillison et al., 2009; Kocabas, 2009). The individuals who are extrinsically motivated will participate with reasons which are not related to the activity itself, such as health and physical appearance improvement, and rewards (Frederick & Ryan, 1993).

Nonetheless, influences in the participation of individuals in physical activities such as the mental preparation, tactical training, physical state and common routine which comprises of diet, sleep, school and other connections are affected by motivation (Alderman, 1974; Straub, 1978 and Singer, 1986). Thus, motivation affects performances and it tends to be the only influence which individuals can have control in. According to Cox (1991), no act in sports occurs with emptiness in motivation. So, motivation plays a big role in the level of achievement among participants. Highly motivated players in making progress upon their performances will allocate time and energy in improvising their skills and abilities in the game. Upon the initial stage of a competition, motivation will give a big impact in the players' performance level. The success or failure of this game falls on the players' motivation which motivate them to play hard, present the best performance and never surrender as well as to win in the game. Without the presence of motivation to succeed, players will not be able to outlast a competition and let alone the challenges incurred. The role of motivating players is vital when the team is facing a challenge. However, the players with excessive motivation could also cause anxiety to the team and make the team having difficulties in game (Adeyeye, Vipene & Asak, 2013).

Participation of students in programs involving sports during their college years will lead them to the exposure of extensive range of life benefits. These benefits include sense of satisfaction in accomplishment, discovering ways to tackle pressure, options to control body weight yet keeping physical well-being, making connections with others, as well as revealing the improvement and enhancements of skills (Banta, Bradley & Bryant, 1991). In the formation of life quality enhancement, participation of university students in sports activities is crucial and beneficial. Nonetheless, basis of students' participations in sports clubs diverse in the perspective of motivational factors (Ellis, Compton, Tyson & Bohlig, 2002). It has become a necessity for

athletes to be motivated as this element is proven to contribute in the increment of positive outcomes which includes their performance (Vallerand, 2000). For example, motivation is a necessity in enhancing and performing skills in sports (Chantal, Guay, Dobрева-Martinova & Vallerand, 1996).

Problem Statement

In most of the Iraq universities, students should pass physical and psychological skill tests before they could enrol the sports and physical education studies. It has been observed that the first-year students were lack of physical and psychological skills (Al-Khushali, 2012). Even though many of the students in both genders have participated in sports before entering the universities, they were still weak in sports skills and could not apply their skills while playing and during training sessions (Al-Khushali, 2012). Although the students have practiced and learnt the basketball skills, but they have not been investigated about their motivation, experience and frequency of practicing basketball before they enter universities. So, to improve the levels of pupils' performances, it is important to put focus on the types of motivation, frequency and experience of practising. Besides, extrinsic motivation or over-focus on extrinsic rewards could also demotivate students and give negative impacts to their performance (Daley & Duda, 2006).

In addition, first-year students in Iraq universities are at higher psychological tensions (i.e. strain, intensesness, anxiety, nervousness, fearfulness) comparing to the second year and third year. Those psychological tensions will cause low self-determinate and demotivate the students to participate in sports (Barić, 2011). So, it is necessary to find out the types of motivation that can motivate them to participate in Basketball. Furthermore, it has showed that there are significant differences between male and female students' in the mastery levels of Basketball skills in Kurdistan, Iraq because female students are not playing Basketball as much as male students during their studies in universities (Erin, 2015). So, their level of skills and mental states during the game are fairly lower and weaker (Erin, 2015).

Previous studies have showed that motivation has significant influences on both physical and psychological states of students who continue their studies in Iraqi universities In Football (Al-Zubaid & Al-Hayali, 2013), Volleyball (Muhammad, 2011; Trad, 2005), Handball (Al-Khushali, 2012) and Taekwondo (Salih & Ali, 2012). However, it has been found out that only a few investigations on Basketball have been carried out. Besides, there is no specific study conducted on the motivation to participate basketball among college students in the universities in Kurdistan, Iraq. Therefore, it is essential to conduct a study about motivation on Basketball among the college students in universities in Kurdistan, Iraq to find out the substantial and various factors that could motivate them to participate in Basketball during their studies in universities.

Research Questions

1. Is there any differences between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation factors of male and female students?

2. Is there any differences between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation factors of high frequency practice group and low frequency practice group?

Literature review

A study conducted by Fortier, Vallerand, Briere and Provcher (1995) studied the differences between gender in participation-motivation, and the findings was the view that girl players were more motivated by intrinsic motivation to accomplish tasks and they exposed a greater propensity than boys in the extrinsically motivated identified-regulation, but in a new research of 632 track and field players from Malaysia, it was found out that male participants were highly intrinsically motivated comparing with women (Chin, Khoo & Low, 2012). It is also hypothesized that in interscholastic sports, males would place greater emphasis on competitive factor and outcome than their female counterparts.

Data from youths in North Ireland by Thill and Brunel (1995) confirmed that boys of age 11 to 19 years showed consistent interest in sports while girls showed a sharp decline in interest. A study by Thill and Brunel (1995) on motivation for physical activity over 3000 youths aged 11 to 19 years old showed that all boys and younger subjects of both sexes in this study were intrinsically motivated such as achieving success in competition. However, only a few girls showed this enthusiasm during late adolescence stage. Most of the girls felt that the factors of fitness and experiencing success are more important to motivate them to participate in physical activities.

A study by Kilpatrick, Hebert and Bartholomew (2005) of 233 students (132 women, 101 men) aged from 18 to 47 years showed that intrinsic motives such as enjoyment and challenge, were more desirable for engaging in sport than motivations for exercise which were more extrinsic and focused on appearance and weight and stress management. In that study, males showed higher levels of motivation than females for challenge, competition, social recognition, strength and endurance with participating in sports. Meanwhile, females showed higher levels of motivation upon importance of exercise to improve their skills or weight management with exercises than did males. The findings showed that males displayed greater emphasis on intrinsic motivation while females were extrinsically motivated compared with males. So, the males participants in competitive sports are also motivated to "have future" through sports in comparison with their female counterparts.

In the study by Gill et al., (2009) also found out participants' reasons for participating in sport and exercise included enjoyment, health and fitness, weight control, improving sports skills. Although, enjoyment was the primary factor of all participants showed high levels of intrinsic motivation for sport and exercise but male participants were also extrinsically motivated to participate in sport and exercise upon social pressure (introjected regulation) such as their friends were participating in the sports or to attain ego enhancement. In addition, female participants showed guilt or embarrass as a motivating factor (introjected regulation) for them participate in sport and exercise such as the sense of guilt felt when failing to maintain the healthy lifestyle.

Besides, study by Monazami, Hedayatikatooli, Neshati & Beiki (2012) that comprised of 112 Iranian athletes, discovered that female athletes recorded higher in all types of intrinsic motivation, while male athletes recorded higher in extrinsic motivation in identified regulation, external regulation, and overall extrinsic motivation compared with their counterparts. In addition, a survey study was conducted on 5,000 secondary school students in the urban school

system to find the activities that showed high level of participation (Couturier, Chepko & Coughlin, 2007). The results did not show any significant difference in the field in terms of intrinsic motivation. However, there was difference between motivated factors and preferred activities: men motivated extrinsically because of the competition and physical activities that required by those sports activities. Meanwhile, women chose the sports that did not need a lot of competition and allow them to maintain their active life style. So, women wanted to take part in those sports that involved team members, such as team games and dancing. These results proved that women motives are intrinsic and they are opposite to men.

In the survey study on 172 US undergraduate students (Kingston, Horrocks & Hanton, 2006) found out that the male students who received sports scholarships showed a significantly higher level of extrinsic motivation, especially EM for external-regulation (winning quantifiable prizes) as compared to female students. Besides, a study by Amado et al. (2014) used sample involving 1897 basketball, handball, football and volleyball young players (1378 boys and 519 girls) in range of age from 11 to 16 years old, in which they were randomly selected. The results showed that the male players have better internal-motivation and external-motivation. So men are more motivated compare to women in this study. This is because men were evaluated by external benefits of sports practices such as rewards, public recognition, exhibitionism and competition.

A study conducted by Wilkinson and Bretting (2011) to identify the motivation which could motivate the 88 female students to be active in physical education classes. The findings showed that physical education teacher should provide training programmes to train and to motivate the female students to be more physically-active. In addition, this study also concluded that the female students were intrinsically motivated rather than extrinsically. In contrary with the result of a research conducted by Nunez, Martin-Albo, Navarro & Gonzalez (2006), the female players showed more orientation of self-determining, while male players showed greater rates in the extrinsic-motivation in Spain. However, a study by Nunez et al. (2006) did not find any significant difference in terms of intrinsic motivation between genders. They suggested that socioeconomic status, age and cultural factors may act as mediators when interpreting gender differences. In United States, male and female swimmers from age 8 to 19 years rated "having fun" and "improving skills", "being challenged" and "being physically fit" as important reasons for indulging in sports and the results did not found any significant differences between intrinsic and extrinsic motivation based on gender. However, females rated "fitness" and "friendship", "something to do" and "fun" as being more important than males. Besides, a study by Sarrazin et al. (2002) also showed that female players are more motivated by intrinsic-motivation as compared to male players among 35 handball players in France.

A study conducted by Madonia, Cox and Zahl (2014) to examine the role of the mode of earlier sporting-activities in predicting the motivation of physical activities among undergraduates' students. They were 124 students (91 women and 33 men) participating in this study. The results showed that the aerobic participation form and the form of resistance positively expressed autonomy feelings and self-determination. Besides, the participants were more intrinsically motivated in anaerobic forms of exercise.

Besides, López-Fernández, Merino-Marbán, Fernández-Rodríguez (2014) conducted a study on 138 triathlon participants who were recruited during an international triathlon competition, composed of 95 males and 43 females to assess the relationship between sex and motivation in triathletes utilizing a multidimensional measurement of motivation in sports. Results of data analysed from MANOVA indicated non-significant difference between men's and

women's motivation scores among male and female triathletes. A research by De Pero et al. (2009) also showed that there are no sex differences in motivation among athletes from different sports and competition levels.

Furthermore, a study by Chantal et al. (1996) was to examine the differences of gender in the motivation of the elite players, as previous studies showed that women had greater stages of motivation in intrinsic than males. They were 98 Bulgarian national elite (63 males and 35 females) involved as participants in this study. The findings showed the elite players who obtained awards were more extrinsically motivated as comparing to those players who did not obtain any rewards. Besides, elite players also showed more internal levels of motivation. Besides, data analysis also showed that the high internal motivation goes to female athletes rather than male. So, woman players were motivated by enjoyment and gratification. However, male players were somehow motivated by extrinsic reasons, such as "winning a medal".

A study by Wilson, Rodgers, Fraser and Murray (2004) found out that there were minor differences among gender for exercise regulations. Their participants displayed intrinsic and identified regulations were strongest correlated to autonomous behaviours for men and women. However, results showed that women were better in self-regulation than men. By the way, this study also concluded that identified regulation was the most important factor in predicting exercise regulations for men and women, in predicting their current exercise behaviour and behavioural intentions to continue exercising.

2. Methodology

Methodology and Sampling Method

According to Creswell (2012), research designs are the specific procedures involved in the last three steps of the research process: data collection, data analysis, and report writing. So, research designs allow us to answer our research questions. This study utilizes a quantitative methodology research to investigate the motivation of first year college students in participating Basketball. So, this study uses cross sectional survey study and quantitative data is collected to obtain statistical results from the sample using questionnaire (Mujis, 2011). The population for the study consisted of all the first year college students who took the physical education course in all the universities in Kurdistan, Iran. Total population sampling is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics such as specific attributes or traits, experience, knowledge, skills, exposure to an event (Dhivyadeepa, 2015). So, Total Population Sampling (TPS) is suitable to examine the entire population in this study. All the participants are undergraduate students who have registered the physical education course in the public universities in Kurdistan, Iran. In Kurdistan, there are 28 universities but only 6 universities offer physical education courses. So, a total of 608 first year college students participated in the study. From the total of 608 participants, there are 167 female participants and 441 male participants. All the participants were informed about the purpose and were explained the way to answer the questionnaire of this study to ensure that they understood before they answered the questionnaires.

In order to collect data, questionnaire was selected to investigate the students' motivation. Every students was requested to answer a brief demographic questionnaire to assess the participants' age, sex, race, year in college, whether he or she participate basketball sport, year of

experience, frequency of practicing in a week, name of the university, then completing the Sports Motivation Scale (SMS).

Validity and Reliability

Instrument used for this study is Sports Motivation Scale questionnaire (Pelletier et al, 1995). This instrument is suitable to evaluate students' motivations to participate in sports activities. This questionnaire assesses seven types of motivational reasons to participate in Basketball sports such as intrinsic motivation to know, intrinsic motivation to accomplish things, intrinsic motivation to experience stimulation, identified regulation, introjected regulation, external regulation, and Autonomous Motivation. All questions in the questionnaire were marked and answered, therefore there was no missing values in this research. Previous researches in sports had provided support for the factorial structure and the reliability of this scale (Li & Harmer, 1996; Pelletier et al., 1995).

To determine the validity of the content, an expert group was used to make sure the instrument used in this study is valid (Idris, 2010). So, the group of experts are 3 lecturers from the Faculty of Physical Education in the University of Koya who have more than 13 years of experience in the field of sport psychology. The experts were requested to assess every component of the structure and the instrument as a whole in terms of content, clarity, language, size as well as detail, practicality, focus and relevance.

In a pilot study, thirty-two questionnaires were collected. Analysis of data for internal reliability of the instrument- Sports Motivation Scale questionnaire was evaluated using the Cronbach's alpha test. The reliability value ranging from 0.88 till 0.91 were obtained from the pilot study for seven component of motivational reasons in Sports Motivation Scale questionnaire. Thus, this instrument was suitable to be used in this study because reliability value of 0.70 had been achieved.

Procedure of Action

Upon receiving permission from the related universities, researcher will arranged suitable dates and places to meet with all the subjects. Then, the researcher explained and briefed regarding the questionnaires to all the subjects before they could answer the questionnaire. All questionnaires were given to participants labelled with numbers and grouped according to different universities. After all subjects were clear and understand all the questions in the questionnaire, they were given 15 to 25 minutes to answer their questionnaires. After that, they handed their questionnaires to the researcher and the assistants to be analysed.

3. Results

Normality Test

Skewness and kurtosis normality tests were conducted for data collected for Intrinsic, Extrinsic, Autonomous motivation (A-motivation) and the results were as shown below;

Table 1: Normality tests by Skewness and Kurtosis for Intrinsic, Extrinsic and A-motivation

Motivation Factors	Skewness	Kurtosis
Intrinsic	-1.160	-0.660
Extrinsic	1.149	-1.661
A-motivation	-0.746	-1.049

Based on table 1, the result of Intrinsic showed Skewness (-1.160) and Kurtosis (-0.660). Meanwhile, Skewness and Kurtosis values for Extrinsic were 1.149 (Skewness) and -1.661 (kurtosis). The Amotivation showed Skewness (-0.746) and Kurtosis (-1.049). Therefore, Skewness and Kurtosis for all the motivation factors were not normally distributed when Skewness and Kurtosis range was more than ± 1.00 (Hair, Hult, Ringle, & Sarstedt, 2017)

Answer to Research Questions

Question 1: Is there any differences between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation factors of male and female students?

Table 2: Mann-Whitney results for gender differences between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation (A-motivation)

Motivation Factors	Mann-Whitney U	Z	Sig
A-motivation	656.500	-0.274	0.784
Intrinsic	462.500	-2.170	0.030*
Extrinsic	374.500	-3.024	0.002*

The Mann-Whitney test results showed the significant differences are found in the motivation factors such as Intrinsic and Extrinsic. There was significant difference between female students and male students in Intrinsic motivation (U= 462.500, z= -2.170, p< 0.05). The results also showed that there was significant difference between female students and male students in Extrinsic motivation (U= 374.500, z= -3.024, p< 0.05). However, there was no significant for difference gender in A-motivation (U= 656.500, z= -0.274, p> 0.05) for the first year undergraduate students in Universities in Kurdistan, Iran. Thus, Mann-Whitney test has been used to identify significant differences for the motivation subscales of intrinsic motivation factor and extrinsic motivation factor between male and female students in this study.

Table 3: Mann-Whitney results for gender differences between Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Autonomous Motivation (A-motivation) In Motivation subscales

Motivation subscales	Mann-Whitney U	Z	Sig
IM_ Toward Know	556.000	-1.276	0.202

IM_Toward Accomplish	477.500	-2.064	0.039*
IM_Toward Experience	492.000	-1.900	0.057
EM_Toward Identified Regulation	288.000	-3.900	.000*
EM_Introjected Regulation	395.000	-2.828	.005*
EM_External Regulation	456.000	-2.234	.026*
A-motivation	656.500	-0.274	0.784

Based on table 2, there was significant difference between female students and male students in EM_Toward Identify Regulation with $U= 288.000$, $z= -3.900$, $p< 0.05$, in EM_Introjected Regulation with $U= 395.000$, $z= -2.828$, $p< 0.05$ and in EM_ External Regulation with $U=456.000$, $z=-2.234$, $p< 0.05$. Besides, there was significant difference between female students and male students in IM_ Toward accomplish with $U=477.500$, $z=-2.064$, $p< 0.05$. However, there were no significant difference between female students and male students in IM_Toward Know ($U= 556.000$, $z= -1.276$, $p> 0.05$) and IM_Toward Experience ($U= 492.000$, $z= -1.900$, $p> 0.05$) for the first year undergraduate students in this study.

Question 2: Is there any differences between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation factors of high frequency practice group and low frequency practice group?

Table 4: Mann-Whitney results for high frequency practice group and low frequency practice group between Intrinsic Motivation, Extrinsic Motivation and Autonomous Motivation (A-motivation)

Motivation Factors	Mann-Whitney U	Z	Sig
Intrinsic	651.500	-0.055	0.956
Extrinsic	230.500	-4.252	0.000*
A-motivation	558.000	-1.007	0.314

According to Mann-Whitney results as shown in table 4, there was significant difference between high frequency practice group and low frequency practice group in extrinsic motivation ($U= 230.500$, $z= -4.252$, $p< 0.05$). However, there were no significant differences between the high frequency practice group and low frequency practice group in intrinsic motivation ($U= 651.500$, $z= -0.055$, $p> 0.05$) and A-motivation ($U= 558.000$, $z= -1.007$, $p> 0.05$). In addition, Mann-Whitney test has been used to identify significant differences for the motivation subscales of intrinsic motivation between the high frequency practice group and low frequency practice group in this study.

Table 5: Mann-Whitney results for differences of high frequency practice group and low frequency practice group between Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Autonomous Motivation (A-motivation) in Motivation subscales

Motivation subscales	Mann-Whitney U	Z	Sig
IM_Toward Know	611.500	-.463	.644
IM_Toward Accomplish	468.500	-1.923	.055
IM_Toward Experience	559.000	-.990	.322
EM_Toward Identified Regulation	312.000	-3.467	.001*
EM_Introjected Regulation	284.000	-3.724	.000*
EM_External Regulation	261.500	-3.953	.000*
A-motivation	558.000	-1.007	.314

Based on table 5, there were significant differences in motivation subscales for extrinsic motivation between high frequency practice group and low frequency practice group in which low frequency practice group practiced 1-2 times a week and high frequency practice group practiced 3-4 times a week. In EM_ Toward Identified Regulation there was significant difference between more frequently practiced students (3-4 times a week) and less frequently practiced students (1-2 times a week) with $U= 312.000$, $z= -3.467$, $p< 0.05$. Similar result in EM_Introjected Regulation with $U= 284.000$, $z= -3.724$, $p< 0.05$ and EM_ External Regulation $U= 261.500$, $z= -3.953$, $p< 0.05$. However, there was no significant differences between more frequently practiced students and less frequently practiced students in all the motivation subscales for Intrinsic Motivation and A-motivation. So, there was no significant results on students' views in intrinsic motivational subscales and A-motivation for two groups in this study.

4. Discussion

Based on Mann-Whitney results there is a significant gender difference appears in extrinsic motivation especially for identified regulation, introjected regulation because the female students are highly motivated by extrinsic motivation than the male students in Universities in Kurdistan, Iran. The female students are highly motivated by identified regulation to participate in basketball because they feel that participation in Basketball is personally important to them so that, they can enjoy the benefits of exercise such as to improve their fitness and health as well as maintain their good look. These are the reasons female students are more self-determined and autonomous than male students. This Findings is in line with study of Kilpatrick et al. (2005) and Fortier et al. (1995) which showed that females are extrinsically motivated compared to males. Besides, the female student are also highly motivated by introjected regulation to attain social approval such as socialising with friends to avoid feeling anxiety or feeling guilty and to gain feelings of self-worth through participation in Basketball. So, female students participate in sports and exercise due to internal pressures that are regulated by contingent self-esteem. This

study is in line with studies conducted by Wilson et al. (2004) which also proved that there are differences among gender for exercise regulations and the results showed that women are more motivated by introjected regulation than men. Besides, identified regulation was also the most important factor for women to determine their exercise regulations, their current exercise behaviour and their intentions to continue on exercising (Wilson et al., 2004). Results of this study also support by Chin et al. (2012) showed that the female athletes are more extrinsically motivated compare to male athletes especially during late adolescence stage (Thill & Brunel, 1995).

However, the results of this study is different with study conducted by Monazami et al. (2012) that showed female athletes are highly motivated by intrinsic motivation while male athletes are highly motivated by Extrinsic Motivation in identified regulation, introjected regulation and external regulation. Besides, this study also different with the study of Amado, et al. (2014) who showed that male athletes have higher intrinsic and extrinsic motivation as well as slightly higher A-motivation than female athletes. So male athletes focus more on external benefits from the sports practice such as rewards, social recognition, exhibitionism, competition (Wilkinson & Bretzing, 2011; Nunez et al., 2006). Apart from that, male students with sports scholarships showed higher Extrinsic Motivation specifically for EM external regulation (obtaining measurable rewards) than females athletes among 172 students in United States (Kingston et al., 2006)

This study is also different from study by Couturier et al. (2007) which did not show any significant difference in intrinsic motivation. In addition, the results of this study is also different from study conducted by Nunez et al. (2006) which did not show any significant difference in intrinsic motivation and Extrinsic Motivation between genders. However the result of A-motivation is in line with study by Nunez et al. (2006) which did not show any significant difference in A-motivation. Therefore, socioeconomic status, age and cultural factors could also act as mediators besides A-motivation when interpreting gender differences in this study.

Based on Mann-Whitney results, there are no significant differences in intrinsic motivation and autonomous motivation between high frequency practice group and low frequency practice group in this study. The findings of this study is different from study carried out by Madonia et al. (2014) who showed that the intrinsic motivation will motivate an individual to take part frequently in physical activities. This study is also different from study conducted by Puente-Díaz and Anshel (2010) which showed that autonomous motivation was the reason to motivate the exercisers to exercise frequently. Therefore, people who have lower A-motivation, participate less frequently in physical activity than those with higher A-motivation. However, the results of this study show that there are no significant differences exist in intrinsic motivation and A-motivation among the first year undergraduate students in Universities in Kurdistan, Iran based on their frequency of participation in Basketball. This is because all the students in this study are motivated by intrinsic motivation and autonomous motivation regardless of the frequency to participate in Basketball in every week. However, significant differences were found between high frequency practice group and low frequency practice group (1-2 times and 3-4 times per week) in extrinsic motivation. So, the low frequency practice group (1-2 times per week) is less motivated by extrinsic motivation than the high frequency practice group (3-4 times per week) in this study. The results indicate that the participation of students in Basketball in every week is motivated by extrinsic motivation and controlled motivation. In addition, the high frequency practice group (3-4 times per week) is more motivated by identified regulation, introjected regulation, and external regulation to participate in Basketball than the low frequency practice

group. External regulation motivates students to participate frequently in Basketball by specific external eventualities such as to attain the desired consequence like tangible rewards or to avoid a threatened punishment. Besides, introjected regulation implies an external adjustment that motivates students to participate frequently in sports with positive motivational consequences in the form of more frequent exercise behaviour, positive attitudes toward exercise, and overall physical fitness (Wilson et al., 2004). Besides, identified regulation such as the health factor is also very important to motivate the students to participate frequently in sports (Monazami et al., 2012) to stay healthy. Besides, extrinsic motivation also pushed the students to participate frequently in physical activities to meet people and to take part in social programmes. So, high frequency exercisers felt that extrinsic motivation such as competition, social attain and teamwork (Gillison et al., 2009) are the important reasons for participation in sports compared to low frequency exercisers. Instead, low frequency exercisers felt that intrinsic motivation such as fun and enjoyment (Kilpatrick et al., 2005) are the important reasons to participate in sports.

5. Conclusion

Understanding motivations related to physical activities and sports is essential to identify the participants' or players' motivations that could motivate them to engage in physical activities and improve their performances in sports. Thus, intrinsic motivation, extrinsic motivation, and autonomous motivation are three important concepts to identify different motives for participation in Basketball among the first year undergraduate students in Iran according to gender groups and frequency of participation of different groups based on their demographic background. Therefore, high intrinsic motivation showed in female students is due to their desire to attempt challenge and to decrease dropout rate in universities through participation in Basketball. In contrast, high extrinsic motivation are shown in this study because female students and the group of students who take part frequently in Basketball tend to take part in physical activities in order to obtain rewards and to avoid anxiety through participation in Basketball.

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