

## Motivations for Participating in Team Sports and their Relationship to the Development of Responsibility Values in Secondary School Students

دوافع ممارسة الأنشطة الرياضية الجماعية وعلاقتها بتنمية قيم تحمل المسؤولية لدى تلاميذ الطور الثانوي

Baza Elaze AbdelAziz <sup>1</sup>, Kerroum bachir <sup>2</sup>

<sup>1</sup> University of Laghouat, Amar Telidji/ [B.bazaelaze@lagh-univ.dz](mailto:B.bazaelaze@lagh-univ.dz)

<sup>2</sup> University of Laghouat, Amar Telidji/ [B.karoum@lagh-univ.dz](mailto:B.karoum@lagh-univ.dz)

Laboratory of Cognitive Dimensions and Applied Perceptions in Training Sciences through Multiple Approaches

Received: 14/06/2024

Accepted: 04/10/2024

Published: 01/12/2024

**Abstract:** This research aims to study the relationship between the motivations for practicing group sports and developing the values of taking responsibility among secondary school students, The study used the descriptive approach with a sample of 90 secondary school students involved in team sports for School Sports. Data were collected using two questionnaires: one measuring the motivations for participating in team sports and the other measuring the values of taking responsibility, prepared by the researcher. The results indicated a positive relationship between the motivation for playing team sports and the value of taking responsibility. Additionally, the study revealed variations in motivations for engaging in team sports activities based on gender.

**Keywords:** Motivation -Team Sports -Values -Responsibility

**المخلص:** يهدف البحث إلى دراسة العلاقة بين دوافع ممارسة الأنشطة الرياضية الجماعية وتنمية قيم تحمل المسؤولية لدى تلاميذ الطور الثانوي، استخدمنا المنهج الوصفي على عينة مكونة من 90 تلميذا من تلاميذ المرحلة الثانوية المنخرطين في الأنشطة الجماعية للرياضة المدرسية. تم جمع البيانات باستخدام استبيانين: أحدهما يقيس دوافع ممارسة الأنشطة الرياضية الجماعية والآخر يقيس قيم تحمل المسؤولية من اعداد الباحث. وأشارت النتائج إلى وجود علاقة إيجابية بين دوافع ممارسة الأنشطة الرياضية الجماعية وقيم تحمل المسؤولية. بالإضافة إلى ذلك، تم العثور على اختلافات على أساس الجنس في دوافع ممارسة الأنشطة الرياضية الجماعية.

**الكلمات المفتاحية:** الدوافع – الرياضات الجماعية-القيم- تحمل المسؤولية

### **1. Introduction and problematic of the study:**

Motives are considered a pivotal factor influencing individuals' participation in a specific sport branch .

Studies in this field seek to answer questions such as "Why and how do people actively engage in sports activities?

Researchers aim to understand the reasons behind participation in specific activities. Why might one person prefer tennis while another prefers football? Why do athletes choose to walk long distances alone? Why do runners dedicate 10-20 hours a week to their sport? And why would a parachutist dare to jump from thousands of feet in the air? (Bakker et al, 1990).

Understanding motivation is crucial because it drives and directs human behavior, as sports activities require direction, the motivations associated with them are diverse, reflecting the variety of sports and the numerous direct and indirect goals achievable through participation. (Alziq,2009, P217)

Several factors contribute to shaping an individual's motivations towards sports activities, including basic life needs, environmental influences, family life, parental attitudes towards sports, childhood games, early school physical education experiences, and exposure to stimuli within sports institutions and clubs, competitions, sports festivals, and sports media such as newspapers, magazines, radio, and television.

Motivations associated with sports activities can be categorized as either direct or indirect. Direct motivations include the feeling of satisfaction and fulfillment resulting from physical activity, the aesthetic pleasure derived from the beauty and grace of one's movements, a sense of accomplishment from overcoming challenging physical training or activities requiring courage and willpower, and participation in competitions with their associated emotional experiences, record-breaking achievements, and the desire to prove superiority and win.

Indirect motivations include seeking health and physical fitness through sports, contributing to increased work capacity and productivity, a sense of obligation to engage in physical activity, and awareness of the social contribution of sports. (Allawi, 1995)

Among the activities that attract considerable interest from students within educational institutions are team sports. These activities provide a fertile ground for developing individual skills and abilities. Through participation, individuals express their capabilities, inclinations, attitudes, and emotions, which positively impact their personality development. Consequently, students acquire knowledge, skills, and social qualities such as cooperation and responsibility. These values foster cohesion and integration among team members, helping them abandon negative behaviors and develop new, positive ones (Al-Rubaie, 2011, p. 83). The relationships formed through interaction and engagement during team sports, where interaction is positive and characterized by cohesion and mutual support, contribute to the formation and development of sound educational values in students. This includes the value of responsibility, which is among the most important values to instill in young people, as it forms the foundation for building individuals capable of taking ownership of their actions and decisions and contributing positively to society.

Therefore, this study seeks to shed light on the relationship between motivations for participating in team sports and responsibility values among secondary school students. It aims to answer the following questions:

1. Is there a correlation between motivations for participating in team sports and responsibility values among secondary school students?
2. Are there statistically significant differences in motivations for participating in team sports based on gender?

## **2. Partial hypotheses:**

- 1 .There is a correlation between motivations for participating in team sports and responsibility values among secondary school students.
- 2 .There are differences in motivations for participating in team sports based on gender.

## **3. Aims of the study:**

- 1 .Determine the relationship between motivations for participating in team sports and the level of development of responsibility values in the study sample.
- 2 .Reveal differences in motivations for participating in team sports based on gender.
- 3 .Identify the main motivations for participating in team sports among secondary school students.

## **4. Significance of the study:**

This study is significant in highlighting the key motivations for participating in team sports among an important segment of society, namely youth and adolescents, represented by secondary school students. It also explores how participation in team sports and school sports contributes to and utilizes the development of important positive educational values such as responsibility, which are essential for individual success and social integration.

## **5. Definition of Terms**

### **5.1. Motivation:**

**Idiomatically:** Motivation can be defined as "the athlete's willingness to exert effort to achieve a specific goal" (Rateb, 2007, p. 72).

**Procedurally:** Motivation is the driving force that motivates students to achieve their goals and strive for success and achievement.

**5.2. Team Sports:** These are sports in which a group of individuals participate in a specific activity and perform it collectively (Kara, 2022, p. 427).

**5.3. Values:** These are a set of principles, rules, and ideals that people believe in and agree upon, and which they use as a standard to evaluate their actions and judge their material and moral behavior (Ben Melouka, 2022, p. 126).

#### **5.4. Responsibility:**

**Idiomatically:** Responsibility refers to the actions, tasks, and duties that an individual must perform through what they acquire and learn from beneficial activities and programs. It is, therefore, responsibility for actions towards others and a self-responsibility towards the group and society. Individuals must bear the consequences of their behavior and solve their problems (Atef Nemer Khalifa et al., 2021).

**Procedurally:** Responsibility is a personality trait that represents an athlete's awareness of their duties and obligations, whether towards themselves, their team, or the sport in general and their willingness to bear the consequences of their actions and decisions, working to improve their performance and achieve their goals.

#### **6. Previous Studies:**

• **Sayyad Hadj and Koutchouk Sidi Mohammed (2019):** This study, titled " Motivated Students of the Final Sections in the Secondary Stage towards the Demand for Collective Activity in the Share of Physical Education and Sports," aimed to identify the motivations of Final year secondary school students towards participating in group activities during physical education classes. The researchers adopted a descriptive approach with a sample of 140 students and used a questionnaire as the research instrument. The main findings revealed that the students' motivations for participating in group activities were attributed to competition, self-expression, and physical fitness.

• **Darredoune Kenza and Lamtioui Fatima Zohra Imane (2021):** This study, titled " The Role of Group Sports Activities in Reducing Psychological Stress in

the Baccalaureate Students," aimed to highlight the positive role of group sports activities in Stimulating and developing a spirit of cooperation and brotherhood among students. The researchers used a descriptive approach and a questionnaire as the research instrument with a sample of 140 middle school students. The main findings revealed that group sports activities play an important role in physical education classes, creating an atmosphere of cooperation among students and maintaining group cohesion.

•**Sigha Ahmed and Nawassriya Mouna (2023):** This study, titled "Recreational sports physical activity and its reflection in the value of taking responsibility from the point of view of the students of Umm el Bouaghi University," aimed to identify the role of recreational physical and sports activity and its reflection on the development of the value of responsibility from the student's perspective. The researchers used a descriptive approach and a questionnaire as the research instrument with a sample of 100 students from Umm Al-Bouaghi University. The results showed that recreational physical and sports activity plays a significant and positive role in developing the value of responsibility among university students.

## **7. Methodological Procedures Followed in the Study:**

**7.1. Exploratory Study:** Before conducting the Exploratory Study, we collected preliminary information from the M'sila Provincial School Sports League, which provided us with the following information:

- The number of secondary schools involved in school sports in M'sila province reached 34 (2023/2024 season).
- The number of students involved in team sports reached 744.

Based on this data, we conducted our Exploratory Study with a sample of 10 secondary school students enrolled in Abi Mizraq and Ibn Shabira high schools and involved in school sports outside the study sample. They were selected

randomly, and the two questionnaires were distributed to the mentioned sample, where data were collected through their responses to the items.

**7.2. Research Methodology:** We used a descriptive approach in this research due to its suitability for the nature of the topic.

**7.3. Research Population and Sample:** The research population in our study consisted of all secondary school students involved in team sports within the M'sila Provincial School Sports League for the 2023/2024 season. The following table shows the distribution of the research population according to sport type:

**Table 1: Distribution of research population by sport type**

No.	Programmed Sport	Number of Students	Male	Female
01	Football	464	416	48
02	Handball	164	96	68
03	Volleyball	60	60	00
04	Basketball	56	28	28
<b>Total</b>		744	600	144

**Source: M'sila Provincial School Sports League**

**7.4. Research Sample:** The current study sample consisted of 90 secondary school students involved in team sports affiliated with the M'sila Provincial School Sports League, selected randomly.

**7.5. Research Tool:** The research tool included:

- Questionnaire on Motivations for Participating in Team Sports:** This questionnaire was divided into four sections: psychological motivations, social motivations, physical attributes motivations, and aesthetic motivations. It included 24 statements developed by the researcher.

- Questionnaire on Responsibility Values:** This questionnaire included 10 statements developed by the researcher.

8. Psychometric Properties of the Research Instruments:

8.1. Validity:

1. **Experts' Validity:** The two questionnaires were initially presented to a group of 5 professors from the Institute of Physical Education and Sports Sciences for evaluation and assessment of the clarity of the proposed statements and their suitability for each dimension. Modifications were made to the study instruments based on the experts' opinions and observations until the final versions of the questionnaires were reached.

2 .**Internal Consistency Validity:** Validity was calculated using internal consistency. The researcher calculated Pearson's correlation coefficient between the score of each statement and the total score of the questionnaire.

Table 2 shows the correlation coefficients for the Motivations Questionnaire:

Section	N° Statements	Correlation Coefficient	Significance Level
Psychological	06	0.857	0.001
Social Motivations	06	0.851	
Physical Attributes	06	0.893	
Aesthetic	06	0.909	
Overall Scale	24	0.891	

The table shows that all correlation coefficients are significant at the 0.001 significance level, indicating the consistency of the statements with the sections they belong to. This confirms their validity and suitability for measuring what they were designed to measure.



Table 3 shows the correlation coefficient for the Responsibility Values Questionnaire:

Section	Number of Statements	Correlation Coefficient	Significance Level
Responsibility Values	10	0.931	0.001

The table shows that the correlation coefficient is significant at the 0.001 significance level, indicating the consistency of the statements with the section they belong to. This confirms their validity and suitability for measuring what they were designed to measure.

## 8.2. Reliability:

To measure the reliability of the research instrument, we used Cronbach's alpha coefficient and obtained the following results:

**Table 4: Cronbach's alpha reliability coefficients**

Questionnaire	Cronbach's Alpha
Motivations for Participating in Team Sports Questionnaire	0.830
Responsibility Values Questionnaire	0.715

The table shows that the overall reliability coefficient for both questionnaires is very high, reaching 0.830 for the Motivations for Participating in Team Sports Questionnaire and 0.715 for the Responsibility Values Questionnaire. This indicates that the questionnaires have a high degree of reliability.

8.3. Statistical Methods Used in the Study:

- Pearson's correlation coefficient
- Cronbach's alpha reliability coefficient
- Mean, standard deviation
- T-test for significance of differences

9. Presentation, Analysis, and Discussion of Results:

9.1. Presentation, Analysis, and Discussion of the First Hypothesis:

“There is a correlation between motivations for participating in team sports and responsibility values among secondary school students involved in school sports.”

Table 5: Relationship between motivations for participating in team sports and responsibility values

Variable	Mean	Standard Deviation	Correlation Coefficient	P- value	Significance Level	Statistical Significance
Motivations for Participating in Team Sports	41.61	5.56	0.145**	0.000	0.05	Significant
Responsibility Values	67.62	9.07				

Table 5 shows that the mean score for responsibility values was 67.62 with a standard deviation of 9.07, while the mean score for motivations for participating in team sports was 41.61 with a standard deviation of 5.56. The

correlation coefficient is 0.145 at the 0.05 significance level, and the p-value is 0.000, which is less than 0.05. This indicates a positive correlation between motivations for participating in team sports and responsibility values among secondary school students.

This positive relationship can be explained by the unique and fertile environment that team sports provide for secondary school students to develop and strengthen their sense of responsibility. Through participation in team sports, students can cooperate, communicate effectively, and strengthen teamwork, contributing to the achievement of common goals. This positively reflects the increase in responsible behaviors both on and off the field. Additionally, motivations to achieve accomplishments can contribute to the development of responsibility values, as success requires commitment to deadlines and duties, as well as taking responsibility for mistakes.

This finding aligns with the study by Atef Nemer Khalifa et al. (2021), which showed that social responsibility is higher among those who participate in sports activities compared to non-participants in all dimensions of social responsibility (personal, moral, collective, and national). It also emphasizes the importance of focusing on sports and social activities in universities and encouraging students to participate due to their positive impact on developing a sense of social responsibility. This result also agrees with the study by Sighe Ahmed and Nawassriya Mouna (2023), which concluded that recreational physical and sports activity plays a significant and positive role in developing the value of responsibility among university students. It provides them with social, moral, practical, and scientific experiences and skills, and is also an important means of developing students' interests and talents and helping them achieve their goals. Additionally, Tarik Balci and Mehmet Yanik (2020) concluded in their study that

students believed in the importance of fulfilling their duties in physical education and sports activities, supporting their teammates, focusing on team spirit, establishing good communication and that there is a relationship between students' values in physical education and sports and their self-reported levels of personal and social responsibility behaviors.

9.2. Presentation, Analysis, and Discussion of the Second Hypothesis:

“There are differences in motivations for participating in team sports based on gender.”

Table 6: T-test results for motivations for participating in team sports based on gender

Motivation	Gender	Sample	Mean	SD	Calculated T-	Tabular T-	Significance Level	DF	Significance									
Psychological	Male	60	20.58	2.89	3.16	2.61	0.05	98	Significant									
	Female	30	18.38	3.70														
Social	Male	60	27.45	5.15	1.16				2.61	0.05	98	Not Significant						
	Female	30	27.51	5.30														
Physical Attributes	Male	60	31.20	6.24	3.03							2.61	0.05	98	Significant			
	Female	30	29.01	5.13														
Aesthetic	Male	60	29.34	6.26	3.08										2.61	0.05	98	Significant
	Female	30	31.23	6.70														

Table 6 shows that the mean score for psychological motivations among males was 20.58 with a standard deviation of 2.89, while for females it was 18.38 with a standard deviation of 3.70. The calculated T-value was 3.16, greater than the

tabular T-value of 2.61 at the 0.05 significance level. This indicates significant differences between male and female students in psychological motivations.

This finding aligns with the study by Knioua Mouloud (2008), which attributed this difference to the significant interest males have in physical exercise and sports in general to achieve a strong physique, especially since males at this stage have reached a degree of morphological maturity where their muscles appear larger compared to females. This provides a sense of self-esteem and leads to greater psychological stability in males, especially since they may have previously experienced psychological disturbances due to the physiological and morphological changes they underwent.

This result also agrees with the study by Kashef and Iron Freize (2015), which found that males are more motivated to participate in sports activities for stress reduction, feeling energized, and enjoyment than females. This may indicate that they face greater life pressures than females. Additionally, the study by Darredoune and Lamtioui (2022) concluded that group sports activities positively reduce psychological stress among baccalaureate students by promoting relaxation.

Regarding social motivations, the mean score for males was 27.45 with a standard deviation of 5.15, while for females it was 27.51 with a standard deviation 5.30. The calculated T-value was 1.16, less than the tabular T-value of 2.61 at the 0.05 significance level. This indicates no significant differences between male and female students in social motivations.

This result can be explained by the fact that social motivations for participating in physical activities may be shared between genders. Team sports play a significant role in building a collaborative environment for students within the

school setting. Amraoui Mohamed (2023) emphasized in his study that the role of the physical education teacher in selecting appropriate competitive and group exercises helps foster a spirit of cooperation and collaboration among students, which may lead to closer social motivations between genders. This result is consistent with the study by Naji and Yassar Ali (2021), which found that social motivations were similar between male and female students and are considered important motivators for participating in sports activities. They help support feelings of belonging, excellence, and enjoyment, and enhance self-esteem in both genders. It also aligns with the study by Sami et al. (2021), which emphasized the importance of sports programs in developing social and moral qualities in adolescents, such as cooperation, discipline, tolerance, and working for the group.

Overall, this result suggests that social motivations for participating in physical activities may not differ significantly between male and female students, as the school environment and group sports activities play a pivotal role in developing these motivations in both genders equally.

Regarding motivations related to physical attributes, the mean score for males was 31.20 with a standard deviation of 6.24, while for females it was 29.01 with a standard deviation of 5.13. The calculated T-value was 3.03, greater than the tabular T-value of 2.61 at the 0.05 significance level. This indicates significant differences between male and female students in motivations related to physical attributes, favoring males.

This finding aligns with Sayad Hajj and Koutchouk Sidi Mohammed (2019) study, which concluded that physical fitness motivation led students to prefer participating in group activities in physical education classes.

On the other hand, this finding differs from the study by Tayeb et al. (2019), which found no significant differences between males and females in the health-physical domain. The researchers attributed this to both genders having the same characteristics and incentives to maintain health and physical fitness.

Regarding aesthetic motivations, the mean score for males was 29.34 with a standard deviation of 6.26, while for females it was 31.23 with a standard deviation of 6.70. The calculated T-value was 3.08, greater than the tabular T-value of 2.61 at the 0.05 significance level. This indicates significant differences between male and female students in aesthetic motivations, favoring females.

This finding aligns with the study by Kniousa Mouloud (2008), which confirmed that females are more interested in artistic and aesthetic movements that require grace and flexibility, to appear attractive and have a healthy physique.

It also aligns with the study by Naji and Yassar Ali (2021), which found that the aesthetic and artistic motivations dimension was statistically significant in favor of females. The researchers attributed this to women being naturally more inclined towards adornment and beauty than men.

## **10. Conclusions and Recommendations:**

The results of the current study indicate a positive correlation between motivations for participating in team sports and responsibility values among secondary school students involved in school sports, confirming the validity of the first hypothesis. This result is consistent with several previous studies that have concluded the positive role of team sports activities in developing responsibility values in students, these activities provide students with the opportunity to experience responsibility on both individual and group levels, as

they are responsible for their performance and, at the same time, for the success or failure of their team. Additionally, many team sports require players to make quick decisions and solve problems on the field, which encourages the development of critical thinking and leadership skills and helps players develop their ability to take responsibility for their actions and decisions.

Regarding the second hypothesis, the results showed statistically significant differences in motivations for participating in team sports based on gender. Psychological motivations and motivations related to physical attributes were higher among males, while aesthetic motivations were higher among females. These results are consistent with the expected biological and cultural differences between genders, as males are seen as more inclined towards physical and competitive activities, while females are more interested in aesthetic and artistic aspects.

On the other hand, the results did not show statistically significant differences between genders in social motivations for participating in team sports. This suggests that these motivations, related to cooperation, belonging, and social interaction, may be shared between males and females in the context of team sports activities.

Overall, these results emphasize the importance of encouraging participation in team sports in schools, as they contribute to the development of responsibility values and positive personal and social attributes in students of both genders. The results also support the need to consider differences in motivations and interests between males and females when designing and implementing sports programs to ensure optimal engagement and inclusion of all students.



## 11. References:

- Abdel Kader Sami and others. (2021). The role of extracurricular group sports activities in forming and developing social values among Algerian university students. *Communication Journal*, 27(2), 30-42.
- Ahmed Yahya Alziq. (2009). *Psychology* (1st ed.). Wael Publishing House.
- Al-Rubaie Mahmoud Dawood. (2011). *Physical education curricula*. Dar Al-Kutub Al-Ilmiyah.
- Amraoui Mohamed. (2023). The role of team sports competition in building some areas of morale within the school environment. *Journal of Sports Creativity*, 14(1), 294-312.
- Atef Nemer Khalifa and others. (2021). The role of sports activities in enhancing social responsibility among Benha University students. *Journal of Physical Education and Sports Sciences*, 28(12), 98-133.
- Bakker, F. C., Whiting, H. T. A., & van der Brug, H. (1990). *Sport psychology: Concepts and applications*. John Wiley & Sons .
- Ben Melouka Belkheir. (2022). Sports violence and its relationship to religious values. *Sports System Journal*, 9(3), 114-130.
- Darredoune kenza, Lamtioui fatima zohra imane. (2022). The role of group sports activities in reducing psychological stress in the baccalaureate students. *Journal of Integration in Social and Sports Sciences Research*, 6(1), 324-352.
- Kara said. (2022). The Dominant locus of control in Team and individual sports: a comparative study. *Journal of Sports Creativity*, 13(1), 422-438.
- Kashef N Zayed, Irene Hanson freize. (2015). Motives for university students to practice sports activities according to self-determination theory. *Journal of Educational and Psychological Studies*, 9(2), 340-350.

- Knioua Mouloud. (2008). Motives for practicing physical education and sports among students of the final sections of secondary education. Master's thesis. University of Constantine.
- Mohamed Hassan Allawi. (1995). Sports psychology (2nd ed.). Dar Al-Maarif.
- Mohamed Tayeb and others. (2019). An Analytical Study of the Motivation of Physical Activity in Secondary School Students and their Impact on their Physical Health. *Journal of Sports Performance Sciences*, 1, 14-39.
- Oussama Kamel Rateb. (2007). Sports psychology: Concepts-Applications (4th ed.). Dar Al-Fikr Al-Arabi.
- Saif Alaa Naji, Yassar Sobeih Ali. (2021). Motives for physical activity of high school students in Baghdad. *Journal of Sports Education Sciences*, 14(5), 80-92.
- Sayad Hadj, Koutchok Sidi Mohammed. (2019). Motivated students of the final sections in the secondary stage towards the demand for collective activity in the share of physical education and sports. *Journal of Human Sciences*, A(52), 205-216.
- Sigha Ahmed, Nawassriya Mouna. (2023). Recreational sports physical activity and its reflection in the value of taking responsibility from the point of view of the students of Umm el Bouaghi University. *Sports System Journal*, 10(2), 385-399.
- Tarik balci, Mehmet Yanik. (2020). The relationship between physical education and sports values with self-reported personal and social responsibility behaviors. *African Educational Research Journal*. Vol. 8(4), pp. 897-905.