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Ethnicity and gender effects on participation motivation of young athletes

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Ethnicity and Gender Effects
on Participation Motivation of Young Athletes

A Thesis
Presented to
The Faculty of the Department of Human Performance
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Mary Katherine Olks
December 1998

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ABSTRACT

ETHNICITY AND GENDER EFFECTS ON PARTICIPATION MOTIVATION OF YOUNG ATHLETES

by Mary K. Olks

The purpose of this study was to determine any differences in participation motives of youth sport participants by their ethnicity and gender as measured by the Participation Motivation Questionnaire (PMQ) (Gill, Gross and Huddleson, 1983). This was accomplished by examining boys ($n = 68$) and girls ($n = 89$) from four different ethnic groups in six middle schools in Northern California.

A 4 (Ethnicity) x 2 (Gender) x 8 (Factor) ANOVA with repeated measures on the last factor indicated that a significant ethnicity main effect was found on the PMQ. However, post hoc procedures indicated that no statistically significant or meaningful differences were found. In addition, there was a statistically significant main effect found on the PMQ Factors. Post hoc procedures revealed statistically significant findings among several of the factors. Also, no statistically significant difference was found in participation motivation due to the gender of the participant.

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CHAPTER 1

Introduction

The study of motivation as it pertains to everyday activities has changed dramatically since the late nineteenth century when pioneers like Sigmund Freud led the way in studying human motivation (Atkinson, 1964). When focusing on early work of motivational research, Birch and Veroff (1966) developed a paradigm of seven incentives they believed were essential for human motivation, more specifically achievement motivation. These incentives included: curiosity, achievement, affiliation, aggression, independence, power, and sensory incentives. Birch and Veroff believed that people are constantly faced with a number of choices about the courses of action they can take. The course of action which people do select comes about partially because of the incentives that are particularly attractive to them and the value they attach to these incentives.

In 1976, Alderman was working on his own research to find the answer to the question, what causes an individual to participate in or drop out of sport? By reviewing early works by Tolman (1932), Hull (1943), and Birch and Veroff (1966), Alderman concluded that "consequences of an individual's participation into sport will have varying degrees of incentive value to them. This will also influence not only subsequent activity in that sport, but also the intensity with which they participate" (p. 170).

Alderman and Wood (1976) conducted a study that examined the behaviors of 425 Canadian ice hockey players. The purpose was to see if the motivation incentives developed by Birch and Veroff (1966) could be used to understand motivation in sport. They concluded that incentives such as affiliation, excellence and arousal tended to be more prominent than the other four incentives.

Gill, Gross and Huddleson (1983) expanded the study of participation motivation in youth sports by developing the Participation Motivation Questionnaire (PMQ) pertaining to the reasons children participate in sport. Their results indicated that the most important reasons for participating were to improve skills, have fun, and learn new skills. Boys placed more importance on achievement/status reasons than girls, but generally the responses of boys and girls were similar.

Others have used the instrument developed by Gill, et al. (1983) to study this area. Gould, Feltz, and Weiss (1985) conducted a study designed to determine the motives of competitive youth swimmers, and to see if gender, age, ability and experience vary in their objectives to participate. The results supported previous research indicating that the swimmers rated fun, fitness, skill improvement, challenge and team affiliation as reasons for participation (Gould, et al., 1985). There was also evidence indicating that gender and age contributed to motives for participating. Females were equivalent when compared to

males in the emphasis that they place on achievement and status, but saw friendship and fun as even more important.

White and Duda (1994) used the PMQ combined with a questionnaire relating to task and ego orientation to test the relationship of gender, level of sport involvement, and participation motivation. They concluded that subjects who were high in task orientation tended to stress the participation motives of skill development, fitness, affiliations, team membership and competition as more important.

In another study on motives for participating in sport, Weingarten, Furst, Tenenbaum, and Schaefer (1984) modified the PMQ and expanded the original 30-item questionnaire to 41-items. They found that among Israeli youth, boys were to a greater extent motivated to take part in competitive sport by familial/societal influence, enjoyment derived from sport life-style, and the achievement/competitiveness aspect of sport than girls.

In recent years, there has been an increased interest in elements of study related to involvement in youth sports (Wankel & Kreisel, 1985). A survey of sport practitioners and sport psychologists involved with youth sport research indicated that "determining why young athletes participated in youth sports and why these young athletes stop participating were ranked as two of the most important psychological issues requiring further study" (Wankel & Kreisel 1985, p. 65). The recent literature also indicates

gender significantly influences participation motives for young athletes, showing that males tend to rate achievement and status as most important and females rate fun and friendship as most important (Gill et al., 1983; Gould et al., 1985).

What has not been discussed in the literature is ethnic participation in sport and if individuals' ethnic backgrounds or gender relate to their motives for participation. Until now, ethnicity has been investigated in American research on the basis of leisure and/or recreational activities, suggesting that non-white ethnic groups show low levels of interest and participation in most forms of recreational activities outside the home (Wel, Linssen, Kort, & Jansen, 1996). For instance, Hutchison (1987), concluded in field observations of White, Black, and Hispanic groups in 13 neighborhood and regional parks in Chicago, that significant differences were found not only in the types of activity, but also in the age, gender, size, and social composition of activity groups. Meeker, Woods, and Lucas (1973) suggest that wild land activities and recreation in national parks are symbolic of White man's domination and exclusiveness. They maintain that the collective nature of Blacks, as opposed to the more individualistic orientation of Whites, influences their selection of leisure activity.

While the literature on ethnicity and sport participation motives is scarce, a few studies have investigated this phenomenon. Finkenberg (1990) concluded in

his study on ethnicity, gender and their influence on selection of physical activities among college students, that Caucasian women and Black men and women do not participate in elective physical activities at a level proportionate with their representation within the university. Moreover, students from Asian-Pacific islands, particularly men, participate in excess of expectation (Finkenberg, 1990).

Yan and Thomas (1995) in their study of physical activity in American and Chinese children indicated that significant differences existed between American and Chinese families in children's physical activities, parental expectations, modes of encouragement, and attitudes toward children's recreational and sport activities. They conclude that a weak relationship was found between children's physical activity patterns and parental expectations, suggesting that "socio-cultural environment and ethnicity might influence physical activities, in general, and more specifically children's exercise behaviors" (Yan & Thomas, 1995 p. 38).

Purpose Statement

With the limited work done on ethnicity and youth sport participation, it is evident that more work needs to be conducted to find out if differences really do exist. The purpose of the study, therefore, was to determine any differences in participation motives of youth sport participants by their ethnicity and gender.

Hypotheses

The following null hypotheses will be made for the purposes of the study: a) Ethnic background will not affect participation motives to participate in youth sport; b) Gender will not affect participation motives in youth sport; c) Differences in the Participation Motivation Questionnaire (PMQ) Factors will not affect participation motives in youth sport; d) PMQ Factors and ethnicity will not affect participation motives in youth sport; e) PMQ Factors and gender will not affect participation motives in youth sport; f) Ethnicity, gender and PMQ Factors will not affect participation motives in youth sport.

Limitations

1. Due to the participants chosen for this study, language barriers and comprehension of the questionnaire may be a limitation, because all subjects were not fluent in reading and comprehension of the English language. Mexican-Americans received a translated version of the questionnaire, but African, Asian, and European-Americans did not.
2. The participants' willingness to answer the questions honestly and completely was a limitation.
3. The participants' categorization or assignment to an ethnic group could be a limitation especially if someone (teacher or researcher) aided in selecting an ethnic category for the participant.

Delimitations

This study was delimited to:

1. African-American, Asian-American, European-American, and Mexican-American, male and female children.
2. African-Americans and Mexican-Americans in Northern California. These groups are potentially different than African-Americans and Mexican-Americans in other areas in the United States.
3. Seventh and eighth grade students in school districts in Northern California.

Definition of Terms

The terms used in this study will be defined as follows:

Participation motivation refers to reasons individuals adopt for "initiating, continuing, and sustaining involvement in physical activity" (Weiss & Chaumeton, 1992, p.61). In this study the PMQ will be used to measure participation motivation.

Intrinsic motives are those motives that come from within the individual. Factors include, wanting to learn new skills, having fun, liking the excitement and action of the activity (Ryckman & Hamel, 1983).

Extrinsic motives are those motives that come from the individuals' external environment. Factors include, wanting to win, wanting to gain status, pleasing parents, friends, and coaches (Ryckman & Hamel, 1983).

Operationally defined for the purpose of this study the

following terms will be used:

Racial group is defined as any group of people that share similar phenotypical characteristics, e.g., skin color, hair texture, facial features, and height. "Salient distinctions between racial groups are always socially defined phenomena which at most only imperfectly corresponds to genetically transmitted traits and then, only to phenotypes rather than genotypes" (Berreman, 1972, p. 186).

Ethnic groups in addition to having similar phenotypical characteristics "either itself identifies or is seen by others as identifying with an exclusive culture" (Singh, 1981, p. 1).

Importance of Study

With over 20 million American youngsters involved in some form of organized youth sport activity, a better understanding of how to best meet their needs and provide adequate opportunities, activities and experiences is essential (McGuire & Cook, 1983). The significance of the current study was to see if there is a relationship between ethnic background, gender and participation motives in middle school children. What motivates one child from a traditional European-American upbringing may be completely different than what motivates a child from an Asian-American upbringing. Finding the different reasons why children from different ethnic backgrounds and genders participate in sport is important because sport psychologists can then suggest to coaches and youth sport leaders a variety of techniques to

motivate and encourage youth participants to begin and continue involvement. It would be of great value to investigate these differences, if any, because of the diversity in cultures that make up the United States.

Chapter 2

REVIEW OF LITERATURE

This chapter will be devoted to the explanation and literature review of participation motivation in sport. It will consist of a brief overview on the early research in motivation, including research on motivation in the workplace and classroom. Then a brief description of early work on participation motivation, followed by an explanation of the development of the Participation Motivation Questionnaire, (PMQ) Gill et al. (1983). Also included will be studies that use the PMQ, and then a review of participation motives and ethnicity will be provided.

Early research in motivation

In earlier times motivational psychologists were mainly concerned with experimental research. They were interested in the concept of what moved a resting organism to a state of activity or excitement. This type of research focused on needs, drive, instinct, and arousal. Most of the early works were conducted on monkeys and rats who were deprived of food and/or visual stimulation. It was then determined how this affected speed of learning and choice behavior (Weiner, 1990).

In the 1930's, the study of motivation was separate from learning. Researchers at the time, primarily Hull (1943) believed that in order for learning to occur there must be some sort of reinforcement and drive reduction. According to his theory, learning habits strengthened the relationship

between stimulus and response. He proposed that any increase in drive had a proportionate increase in its effect on habits, habits were energized by drive producing action. (Hull, 1943). He also believed that habits grew in strength as a result of the number of trials the stimulus and response had when presented together, as well as the magnitude and/or delay of rewards that may have been associated with that action (Hull, 1943).

Tolman (1932) introduced the concept of latent learning. His important research in this area concluded that learning can occur without reward and drive reduction. Certain motives are seen as latent until aroused by certain signals or cues which indicate that some performance will be instrumental to achievement. "The strength of aroused motivation to achieve as manifested in performance has been viewed as a function of both the strength of motive and the expectance of goal-attainment aroused by situation cues" (Atkinson, 1957, p. 359). Motivation explained the use, but not the development of knowledge; the two were seen as separate.

By the 1960's learning, perception and memory entered into the mainstream research on motivation. According to Weiner (1990) Edward Thorndike believed that a reward would automatically increase the probability of a response, increasing the same response when in that particular environment. It was later learned that if a reward was perceived as controlling, it might hinder future effort, as

opposed to if it was seen as positive feedback, in which it would then be considered intrinsically motivating (Deci, 1975).

During the 1960's cognitive psychologists began to apply studies done earlier on animals to humans, concentrating in the area of achievement. Research primarily focused on evaluating success and failure and it was soon realized these factors were easily manipulated and the effects on future performance easily determined. This started the empirical study of motivation (Weiner, 1990).

Social theorists also played an important part in the study of motivation. Their theory was based on the idea that some individuals perceived events as skill determined and believed that they had personal control as opposed to events that were determined by chance and therefore were out of their control (Weiner, 1990).

Motivation refers to those "personality factors, social variables and/or cognitions that come into play when a person undertakes a task at which he or she is evaluated, enters into competition with others, or attempts to attain some standard of excellence" (Roberts, 1992, p. 96). How and by what means people are motivated in the workplace has also been a topic studied in motivational research. There are certain incentives in the workplace that enhance the motivation of employees. These may include bonuses, contests, promotions and seminars. Increased attention to the environmental variables encountered by workers can create

positive supportive conditions for high levels of motivation and task performance (Martin, Schhermerhorn, & Larson, 1989).

A model was developed by Martin et al., (1989) to illustrate the importance of environmental factors and how an individual may perceive these situations and variables in the workplace as potential motivators. Their theory consists of four variables: arousal, motivation, behavior, and performance. Arousal is the energizing of a person to pursue an intended behavior. Choice of an intended behavior is referred to as motivation which, in turn, leads to a person's actual behavior. Performance is viewed as the outcome of a combination of actual behaviors (Martin et al.). Their theory further stressed the importance of social influences, group effects, group norms, social learning, and cooperative problem solving strategies. The nature of the job, proper job descriptions, use of equipment and the physical environment of the workplace have the potential to influence an individual's job performance (Martin et al.).

How to motivate children in the classroom has also been an area in participation research that has received a great deal of attention (Harter, 1978; Sonstroem & Kampper, 1980; Weiner, 1990). In early stages of life, a child seems to have the motivation and energy to do and get into just about anything. But as children grow older and enter school their levels of motivation seem to decline. What accounts for the change in these formerly excited, curious, intrinsically motivated children (Lepper & Hodell, 1989)?

An explanation can be that in the classroom, topics are often presented in a structured format according to schedules, not when children are particularly interested or ready to learn. As a result, motivation can be a problem for many students in any educational system (Lepper & Hodell, 1989).

In summary, motivation is a topic that has been studied in many different areas by many different theorists. It is this existing research that sets the foundation for others to build, expand and create new ideas and theories on the study of motivation, and specifically participation motivation.

Early work on participation motivation and sport

Participation motivation refers to reasons individuals adopt for "initiating, continuing, and sustaining involvement in physical activity" (Weiss & Chaumeton, 1992, p.61). Alderman (1976) summarizes his work to explain certain motives for participating in sport. He suggested the following must be taken into consideration:

1. Incentives operate differently for different people in different situations.
2. The expectancies they have are a function of the incentives values they attach to perceived outcomes.
3. Some incentives work with or against other incentives.
4. A determination of exactly what incentive systems are most salient for a person at any given moment is necessary if we are to understand their behavior at that

time (p. 221).

Birch and Veroff indicated that people are constantly faced with a number of choices about the courses of action they can take throughout their lives. The action that is taken is a direct result of the incentives and values individuals attach to these incentives. The validity of this approach, according to Birch and Veroff (1966), has been supported in both a manipulation of variables in numerous experimental research studies and in the reality of the common developmental problems people are faced with on a daily basis.

Alderman and Wood (1976), focused on the paradigm originally developed by Birch and Veroff (1966) regarding the seven incentives essential for human motivation: curiosity, achievement, affiliation, aggression, independence, power, and sensory incentives. The purpose of their study was to see if the motivation incentives could be used to understand motivation in sport. Alderman and Wood (1976) took the previously mentioned categories and added items that logically connected to each category. Eighty-four items were collected and each category included 12 of these items. The example, "It's important to make your teammates agree with you" would fall under the incentive of power. They then administered this questionnaire to 425 Canadian ice hockey players enrolled in a summer sports program. The subjects were asked to respond to each item as it related to how they saw themselves as athletes. The responses were: always,

often, seldom or never. The results indicated that the majority believed that affiliation was the most important motivator, followed by excellence, arousal, and esteem/power. It was expected that hockey players would find aggression as a high motivator incentive, but the results did not find this to be the case (Alderman & Wood, 1976).

Recent work on participation motivation and sport

Recent research in participation motivation conducted by Gill, et al. (1983), Weiss, Bredemeier, and Shewchuk (1985), and Raugh and Wall (1987), indicated that young children are motivated by intrinsic reasons such as, having fun, improving skills and learning new skills as opposed to extrinsic reasons such as, pleasing parents and friends, wanting to win and wanting to gain status.

Following this same logic as Alderman (1976), and Alderman and Wood (1976), Gill, et al. (1983) constructed the PMQ to establish possible reasons for participation in sport, as well as to describe participation motivation in youth sport. The authors also mention that the youth sport phenomenon is the most widely discussed research topic in sport psychology and with the growing participation in youth sports, continues to be of interest to many sport psychologists.

The development of the questionnaire was based on two pilot studies in which undergraduate students in a sport psychology class were instructed to interview five youth sport leaders, and five youth sport participants. The total

of 750 participants and 750 adults were to indicate the reasons and the objectives for participating in youth sport programs (Gill, et al., 1983). With the responses they received and recent literature on youth sport, a 37-item questionnaire was developed. The questionnaire was then administered to 27 boys and 24 girls, ages 12-16 who participated in a community soccer program in Waterloo, Ontario, Canada. With the results from these pilot studies, modifications were made, which resulted in the present day 30-item questionnaire, which covered possible reasons why a person may participate in sports (Gill, et al.), (see Appendix A).

The structure used was a mean importance rating that calculated the responses as follows; 1 = very important, 2 = somewhat important, and 3 = not at all important. The results of this study showed that boys as well as girls gave "improve skill" the highest rating, followed by "fun" and "learning new skills". This part of the analysis provided the descriptive knowledge the authors were investigating. A factor analysis of the results was performed in order to group the statements that were logically connected. This resulted in the eight factors. These factors included: achievement and status motivation, team orientation, fitness oriented reasons, energy release, miscellaneous reasons, skill development, friendship, and fun.

The specific purpose of their study was to investigate,

at a descriptive level, participation motives in sports and then to use these results to generate other research that may contribute to program planning. The findings indicated skill development was the most important factor for participating in sports among youth. At the end of the study the authors pointed out that these results may have had some bias factored in because the data were collected at a youth sport camp where skill development was most likely emphasized. They mention that, to date, little information on participation motivation exists, however, when studied various approaches have been used. Some examples are Martens' (1970), study in which he did work on sport participation comparing motivation categories of affiliation and task orientation to success and satisfaction, while Sonstroem, (1974; 1978), developed the PEAS scale, (Physical Estimation and Attraction Scales) to assess attitudes towards physical ability. Both these approaches focused on attitudes and motives for sport participation rather than reasons.

Dwyer (1992) studied the internal structure of the PMQ. He was interested in finding if the internal consistency of the eight factors, (when used with college students) would be similar to the results found by others that have used this instrument. His study consisted of 185 university students (112 men and 73 women) enrolled in a general education course in physical education. The average age of the students was 19.9 years. All students were physically active and did some form of physical activity at least once a week. The students

answered the PMQ on a 5-point Likert scale ranging from, not at all important (1) to somewhat important (3) to very important (5). This deviated from the 3-point Likert scale developed by Gill, et al. (1983) and used most often when recording responses on this particular questionnaire. According to the author this allowed for greater response variability. A background questionnaire was also used to assess the students' age, gender and frequency of participation in physical activity. Only six of the original eight factors of the questionnaire were used, they were the following: team orientation, achievement/status, fitness, friendship, skill development, and fun (Dwyer, 1992). According to Dwyer, the reason for using only six of the eight factors was that these factors had psychological meaning. Dwyer states that in order to increase "the interpretability of the factors, the items that deviated from the content of remaining items comprising each factor were deleted" (Dwyer, 1992, p. 286). Descriptive statistics revealed that a student's most important motives for participating in physical activity were to maintain fitness, experience fun, excitement/challenge, and to improve and learn new skills. The least important motives for participating in physical activity were to maintain and develop friendships, experience achievement and status, and experience teamwork.

Results indicated that the internal structure of the questionnaire was similar to that used in studying youth

sports. In comparing these results to research on youth participants, it can be concluded that adults and youths have similar reasons for engaging in physical activity (Dwyer, 1992).

In the study by Gould, et al. (1985) that assessed the participation motives of competitive youth swimmers it was found that that females' motives for participation were equivalent to males' in the importance they placed on achievement/status, but the females placed even more importance on friendship and fun. In general the results supported previous research, Gill, et al. (1983) in which motives such as learn new skills, skill improvement, fun, team atmosphere and challenge were most important motives for participation. Each swimmer (n = 365) was asked to fill out the PMQ. The study was also designed to determine if gender, ability, age, or experience were significant variables in participation. They found differences in motives when looking at gender, age, and years of experience (Gould, et al.). Specifically, females rated fitness, friendship, something to do, and fun, as more important than males. Younger swimmers rated the individual factor of achievement/status, and individual items such as, parents or friends want me to participate, something to do, like the coach, and like to use the facilities, as more important than the older swimmers. And finally, least experienced swimmers rated the factor of skill development as more important than the more experienced swimmers. They conclude that

differences do exist among variables, such as, gender, age and ability, and these differences carry with them different reasons for participating in sport (Gould et al.). Overall, fun, fitness, skill development, team atmosphere, and challenge were rated as most important.

In another study, the PMQ, along with the Task and Ego Orientation in Sport Questionnaire (Duda, 1986) were used to study the relationship between goal orientation and reasons for participating in sport (White & Duda, 1994). Nicholls' (1989) theory of achievement motivation indicates that the goal perspective which an individual brings to a particular situation impacts their motivation for involvement. More specifically, Nicholls maintains that the experience of ego involvement is not truly realized until a child is approximately 10 years of age. At this age, children begin to understand and have a differentiated conception of ability (White & Duda, 1994).

Two hundred and thirty five volunteer male and female sport participants were used in this study. Out of these participants four groups were formed characterized by their age and level of athletic achievement: youth sport, high school, recreational and intercollegiate. These results indicate that athletes who were high in ego orientation tended to emphasize competition and recognition/status as reasons for participation, and subjects who were high in task orientation tended to stress skill development, fitness, and placed less emphasis on reasons like affiliation, team

membership, and competition.

Using the results of early research in the area of participation motivation it seems that depending on the sport, level of athletic ability, age or gender, people participate in sports for a variety of reasons. However, the motives of learning new skills, skill development and having fun, seem to be the most prominent. While level of skill, age, and gender are important variables in determining an individual's participation motives, it is also possible that the ethnic background of these individuals can be just as important.

Ethnicity and ethnic research

People participate in sports for a variety of reasons. What interests one person may or may not interest another (Alderman & Wood, 1976). For a long time in history differences have existed among cultures. From views of marriage, child-rearing and values instilled in the home, culture seems to direct many attitudes and beliefs.

When reading literature on sport participation, little is mentioned about how the differences in culture relate to participation motives in youth sports. According to Finkenberg (1990) "programs in physical education have traditionally presented curricula with little consideration given to possible needs of students from differing ethnic backgrounds" (p. 321).

A limitation with research in the area of participation motivation is that little attention has been focused on

ethnic participation in sport. Until now, ethnicity has been investigated on the basis of leisure and/or recreational activities, suggesting that ethnic minorities show low levels of participation in most forms of recreational activity outside the home (Wel et al., 1996).

Washburne (1978), presented a theoretical perspective which poses some explanations for analyzing differences among ethnic groups. The marginality hypothesis states that "socioeconomic position of ethnic minorities leads to their marginalization, which in turn is responsible for their low rates of participation in leisure activities" (p. 176). The ethnicity hypothesis focuses on "cultural differences in leisure-time activities or preferences, and the tendency for ethnic groups to socialize with those of similar backgrounds" (p. 176).

Another limitation in ethnic research seems to be different definitions of ethnicity and the differences between Blacks, Whites, and other ethnic groups. The terms race and ethnicity seem to have been used interchangeably without careful definition of either concept, even though the "implied association between race and ethnicity contradicts research in race and ethnic relations" (Hutchison, 1988, p. 11). Eliminating the ambiguity in how ethnic groups are defined may bring researchers closer to an understanding of people's motives for participation in a variety of activities. The different opinions between the definitions and understanding of race and ethnicity has been given

considerable attention, and theorists argue about the kinds and degrees of differences and similarities between the two. It seems the differences in interpretation oftentimes are a direct result of the lack of cross-national empirical studies on the subject (Singh, 1981).

Much of the research on ethnicity has focused on racial differences (Black/White), as opposed to ethnic and cultural differences. Minority ethnic groups such as Hispanics, Asians, and Native Americans should be included. There is also lack of scientific data on the "social, psychological, cultural and familial influences in ethnic variations in leisure behavior" (McDonald & Hutchison, 1987, p. 33).

For the purposes of this study a racial group will be defined as "any group of people that share similar phenotypical characteristics, e.g., skin color, hair texture, facial features, and height" (Berreman, 1972, p. 186). This study will focus on ethnic groups and ethnic groups will be referred to and described as the following: an ethnic group in addition to having similar phenotypical characteristics "either itself identifies or is seen by others as identifying with an exclusive culture" (Singh, 1981, p. 1).

Participation by different ethnic groups

With ethnic diversity showing a incredible increase, (more than 400,000 persons immigrate to the United States each year), and with the Hispanic population doubling each decade since 1960, minority groups are becoming powerful forces (Hutchison, 1988). McMillen (1983) and

Hutchison and Fidel (1984), state that leisure and recreation activities are an important part of the informal social organization, societal activity, and cultural norms of population subgroups in the urban communities.

It is these different social and cultural norms that indicate differences do exist among many minorities. This information in turn can be helpful in investigating the differences among minorities in terms of their participation motives in sport, adding to the already existing literature, as well as creating opportunities for further research.

African-American participation

In a study on ethnicity and urban recreation among Whites, Blacks and Hispanics in Chicago's public parks it was concluded that meaningful social and cultural differences between ethnic and racial subgroups produce distinctive patterns of recreational behavior (Hutchison, 1987). Differences in certain recreational activities may be a direct result of distinctive characteristics of ethnic subcultures, their social class and/or a combination of the two.

In one study it was found that Blacks, as a group made more use of recreational facilities and peer group activity than Whites, who preferred to participate more in outdoor wildlife recreational activities. The authors suggest that the collective values of Blacks as opposed to the more individualist orientation of Whites may directly influence their selection of leisure activity (Meeker, et al., 1973).

According to Hutchison (1987), peer groups are found among all ethnic groups, Whites, Hispanics, and Asians, but are more profound and more important in the Black community. Other studies have shown slight differences in Black and White recreational activities, and attribute those differences to social class (marginalization paradigm), rather than race or ethnicity (ethnicity paradigm). For instance, Edwards, (1981) found that Black/White differences disappear among Blacks living in White areas. In another study that examined race and gender influences which affect the socialization of Black/White children's sports participation, it was found that White children were more heavily influenced by specific agents of socialization, such as parents and teachers, whereas Black children were more influenced by the opportunities and values given to them by their sport (Greendorfer & Ewing, 1981).

Asian-American participation

According to Shifflett, Buliavac, Howd, O'Brien and Seifert (1991) during the last decade the Asian population in the United States has grown at a remarkable rate. Predictions estimate 9.8 million Asian residents in the year 2000. Since their increased population in American society is likely to happen, their development and growth should be of great importance to the schools and universities that they will attend. Research has been conducted on a comparative level examining Asians in business, education and acclimation to American culture, but little if anything has been done

related to physical activity. Physical activity is important to minorities because it allows minorities the opportunity to interact, learn, and obtain skills that will help them maintain an active and healthy lifestyle (Shifflett et al.). Shifflett et al. conducted a study to examine the purposes Caucasians and Asians had for participating in physical educational classes. The Purposes for Engaging in Physical Activity Scale (PEPAS) instrument (Steinhardt, Jewett, & Mullan, 1988) was administered to 547 students in 25 physical activities classes. A total of 413 subjects (163 Asians and 250 Caucasians) participated in the study. The 22 item survey was then divided into three categories and analyzed. The three categories were: fitness, interactive sports and games, and non-interactive sports and games. Non-interactive activities were defined as those sports and games where only indirect contact, such as across a net, was made with an opponent (Shifflett et al.). The purposes for engaging in sports for both groups were very similar. Improving individual development was identified as the primary purpose for both groups. Asian students, however, tended to gravitate towards non-interactive activities, badminton, tennis, volleyball, and archery, while Caucasians participated more in fitness activities, centered around cardiorespiratory functioning and/or musculoskeletal functioning. Asians were also less committed to an active lifestyle and exercised less frequently. The authors

conclude that if physical educators use the information obtained in this study and evaluate their programs to include activities for minorities, the idea for promoting health, fitness, and well-being among the diverse population of our youth will be enhanced (Shifflett et al.).

Rowley (1986), and Yan and Thomas, (1995), indicated that parents' motivational, emotional, and economic support fundamentally determines children's participation in sports programs and the continuity of the involvement in physical activities. Yan and Thomas' (1995) study examined the cultural and gender differences in children's physical activities in American and Chinese cultures, and focused on parental support and the role it can play in their involvement in physical activities. One hundred and eighty three parents of 5-15 year-old children participated in this study. The three groups examined were, American Born Chinese, (ABC), Non Chinese Americans (NCA), and a group from the Peoples Republic of China (PRC). A questionnaire designed by the researchers, was given to the parents at their child's school or church. The questionnaire focused on the child's involvement in physical activities, parent's support and general attitude toward their child's physical participation in sport. The results determined that NCA children had higher percentages of fitness activities and team sports than PRC and ABC children. PRC children were more than likely to participate in activities geared toward recreational activities than boys and girls in the other two

groups. ABC children of both genders participated more in individual sports than NCA and PRC children. Boys were more involved in fitness and team sports than girls, and girls preferred more involvement in recreational activities among all three groups of children. When examining parental support it was found that PRC parents had lower expectations than the other two groups for children's participation in physical activity. ABC parents had higher expectations in most categories and NCA parents had high expectations in team sports and fitness activities. The study concludes that it did not find a significant relationship between children's physical activity patterns and parental expectations and support (Yan & Thomas, 1995). The article further concluded that ABC parents shared some similarities with NCA parents in their expectations, support and influence in their child's physical activity participation. This may help explain why ABC parents and children after working, living and socializing in America for many years may very well change their lifestyles and values, yet still maintain their own ethnic identity and background.

Mexican-American participation

Mexican Americans are the fastest-growing ethnic group in the southwestern United States (Alvirez & Bean, 1976). With information obtained from the 1990 census, it was predicted that over 28 million people of Hispanic origin would be living in the United States in 1996. With this same data, it is predicted that by the year 2015 there will be

over 41 million people of Hispanic origin living in the United States (U.S. Department of Commerce, 1997). A distinguishing characteristic in the Mexican-American family is a consistent separation of all leisure activities by gender, where male children are allowed greater freedom and benefits and female children are sheltered more from any outside contact with others, except for family (Alvirez & Bean, 1976). Literature also stresses the importance of family, extended family, male dominance, and separation by age (Alvirez & Bean).

In research conducted by McMillen (1983), it was found that Mexican-Americans who thought it was important to have relatives living nearby participated less in leisure activities and reported a lower intensity of participation. Those who had few or no relatives living in the same area reported participation in more activities and had higher frequency of participation (McMillen, 1983). This research supports the importance of family and helps to explain the possible influence they have on participation motives in the Mexican-American culture.

Hutchison and Fidel (1984) in their research found Mexican-American recreation patterns show a strong preference for stationary activities involving families or mixed social groupings requiring extensive use of outdoor facilities. They believed that their findings are explained by the influence of the traditional family and group orientations of the Mexican-American population (Hutchison & Fidel, 1984).

In conclusion it is evident that more research is needed regarding ethnic groups and participation motives, more specifically Mexican-American's activities and involvement. The research on participation in leisure and recreational activities however, provides researchers with a framework to build upon, which includes the possibility for developing theories and explanations for differences that may exist between ethnic groups regarding their motives for participation in sports.

CHAPTER 3

Method

The purpose of this study was to determine any differences in participation motives of youth sport participants by their ethnicity and gender. In this chapter the following will be discussed: participants, instrumentation, procedures and statistical analyses.

The following null hypotheses were made for the purpose of the study: a) Ethnic background will not affect participation motives to participate in youth sport; b) Gender will not affect participation motives in youth sport; c) Differences in the Participation Motivation Questionnaire (PMQ) Factors will not affect participation motives in youth sport; d) PMQ Factors and ethnicity will not affect participation motives in youth sport; e) PMQ Factors and gender will not affect participation motives in youth sport; f) Ethnicity, gender, and PMQ Factors will not affect participation motives in youth sport.

Participants

The total number of participants for this study were 157. They consisted of 23 African-American, 45 Asian-American, 44 European-American and 45 Mexican-American male and female children from Northern California. It is important to understand that African-Americans and Mexican-Americans in Northern California maybe (potentially) different than African-Americans and Mexican-Americans in other areas in the United States, therefore, this study and

its results will reflect only subjects residing in Northern California. The grade levels of the participants were seventh and eighth grades. This group was chosen because most studies that have used the PMQ have been youth sport participants in these grades or at the age represented by these grades. Participants were athletes who played sports in school-based programs or in organized after school leagues. The participants were tested during their physical education classes to maximize the number of participants.

Instrumentation

The Participation Motivation Questionnaire (PMQ) (Gill, et al., 1983) was used to measure motives for participation. Subjects were asked to respond to 30 reasons for participating in sports including such statements as, "I like to win", "I like to meet new fiends", and "I like to feel important". Subjects responded to the questionnaire on a 3-point Likert scale: 1 = very important, 2 = somewhat important, and 3 = not at all important (see Appendix A). The questionnaire was evaluated for accurate reading level sufficient for seventh and eighth grade children; teachers assisted in the interpretation of the questions when language barriers became a problem. Copies of all questionnaires, demographic sheets and consent forms were available in Spanish (see Appendixes B and F). No problems were encountered in completing the questionnaire or understanding the nature of the questions. This assumption was made based upon a pilot study completed by the researcher in which 70

young children were asked to fill out the PMQ. No clarifications were necessary regarding the questions for any of the children.

The construction of the PMQ (Gill, et al. 1983) was based on a review of the literature on youth sports and two pilot studies at a youth sports camp, in which boys ($n = 720$) and girls ($n = 418$) were to give reasons why they participated in sports. General categories of participation motivation were then compiled by a factor analysis which resulted in the present day 30-item, eight factor questionnaire. The eight factors include the following: achievement or status reasons, team-oriented reasons, fitness-oriented reasons, energy release reasons, miscellaneous reasons, skill development reasons, friendship reasons, and items related to fun. These factors and the loading on each factor can be found in Appendix C.

The first step in analyzing the data was to determine the importance of the 30 reasons. Mean importance ratings were scored using a 3-point Likert scale. 1 = very important, 2 = somewhat important and 3 = not at all important. Results indicated that boys and girls rated "improving skills" as most important, followed by "fun", "learning new skills", "being challenged", and "being physically fit". Least important motives for both boys and girls were "to get rid of energy", "parents and close friends want me to play", "travel", and to "be popular".

Internal consistencies were then examined by calculating

all correlations among all the possible pairs of items within each factor. Reliabilities were also calculated using analysis of variance procedures. Cronbach's alpha was calculated from an Item x Subject ANOVA on each factor (Gill, et al., 1983) These mean interitem correlations revealed that achievement/status, team, and fitness reasons showed the highest reliabilities, and friendship reasons showed the weakest internal consistency among the eight factors. Overall the internal consistencies were good.

Procedures

The procedures of this study consisted of contacting school districts that met the requirements of the study (grade level, and ethnic distribution) and to obtain permission to conduct research in their district. The principals of the schools were contacted once district approval for the study was provided. Every principal was sent a letter with an explanation of the study, procedures, demographic sheet and questionnaire, as well as a detailed explanation of the potential importance of the study. The principals were asked to introduce the study to the faculty. However, in most cases all the information that was sent to the principals was passed on directly to physical education teachers. These teachers were later contacted and provided with additional information, as well as to arrange dates and times for the visits to the school (see Appendix D).

The research was conducted in six school districts, in Northern California, four in San Jose, one in East Palo Alto,

and one in Santa Clara. Out of those six school districts, 16 schools were contacted. Five out of the 16 schools contacted the researcher upon receiving the information letter, the other 11 that had to be called on a consistent basis to find out if they were willing to participate. Six schools overall actually participated in the study. All participating schools were required to submit a written letter on their school letterhead informing San Jose State University Human Subject Review Board of their willingness to participate in the study, and that they were fully informed of the procedures and purpose.

Two visits were arranged for each school, one to hand out participant and parental consent forms and explain the study to potential subjects, and the other to collect signed consent forms and administer the questionnaire and demographic sheet. These visits occurred during the first 10-15 minutes of physical education classes. This gave the researcher permission to conduct research with willing and informed participants (see Appendixes A and E). Only subjects who returned the signed informed consent were given the questionnaire. In the event that language barriers became a problem, a faculty member from the school was present to interpret any questions pertaining to the items or instruction. This occurred only once.

In the beginning of the data collection process approximately 1 week was allowed between the time informed consent forms were distributed and the second visit in which

the questionnaire was administered. It was later decided that a 24-hour period seemed adequate for the subjects to remember their informed consent forms. Also, incentives by the teachers were beneficial in guaranteeing a higher return rate. These incentives included: dismissal from participating in the weekly mile run, having a day of not dressing in physical education attire, or obtaining passes for perks at school. Subjects were given the questionnaire and asked to rate the 30 questions according to the 3-point Likert scale options, 1 = most important, 2 = somewhat important, and 3 = not at all important. They were also asked to complete a demographic sheet with their age, grade level, gender, and ethnic background. The assumption was made that seventh and eighth grade children would know their ethnic background, and if for some reason he or she did not, the researcher would determine this with the help of faculty present. This only occurred three times during data collection. At no time were any names written on any of the forms. Completing the questionnaire and demographic sheet took approximately 10-15 minutes. This time was determined by a previous pilot study in which 70 children were given the PMQ, and the range of time for completion in that study was 10-15 minutes, a time that has remained constant. It was made clear to the subjects that this questionnaire pertained to participation in sports both outside of school, as well as in their school based sport programs. In one case a principal instructed all teachers to give each student a

consent form. This resulted in an overwhelming number of returned consent forms and questionnaires. To eliminate subjects who did not meet the criteria of the study, participants, were instructed to write on the back of the questionnaire what sports they participate in and the name of their team, or if they just participated in sports for fun or as a requirement for physical education classes. This procedure took place at one school in which a large amount of participants gathered in the gymnasium to take the questionnaire.

Data were collected from April 6, 1998 to June 9, 1998. The total number of consent forms passed out were approximately 1500 and the number returned were 498 for a return rate of 33.5%. The goal of 45 subjects for each ethnic group was determined, and in the case of extreme numbers in one particular group a random selection of 45 was conducted. African-American subjects were the most difficult to obtain and the total subjects for that group was only 23. European-Americans consisted of 44 participants.

Design and Analysis of Data

A 2 (gender) X 4 (ethnic group) X 8 (factor) ANOVA with repeated measures on the last factor was used to see if there were any differences in ethnicity and participation motives in youth sports. In the event of a statistically significant effect a post hoc procedure followed. Tukey's Honestly Significant Difference (HSD) was used to determine any significant differences between groups.

CHAPTER 4

Results and Discussion

Presented in this chapter are the analyses, results and discussion of data collected for this study. The purpose of the study was to determine any differences in participation motives of youth sport participants by their ethnicity and gender. This was accomplished by administering the PMQ to 498 participants from six schools. Six participants were eliminated because of mixed race, in which there was not an appropriate category for the participant to mark. Ten were eliminated because they did not follow instructions, i.e. not completing the questionnaire or demographic sheet. Approximately 100 were eliminated because they were not athletes. This was determined by having participants indicate on the back of the questionnaire what organized sport they played or if they played strictly for physical education class. This procedure was implemented at one school in which all participants were gathered in the gymnasium. This resulted in an overwhelming number of students taking the questionnaire. If a child did not write anything down or indicated they just played sports as a requirement for physical education classes, their questionnaire was disregarded. Nine were also eliminated for finishing the questionnaire too fast, less than 5 minutes, and had all answers marked as 1, 2, or 3. The range of 10-15 minutes to complete the questionnaire is based on a pilot study conducted by the researcher in which participants

completely finished both items within that time frame. With the remaining questionnaires, 45 were randomly selected for the Asian-Americans and 45 were randomly selected for the Mexican-Americans. These two groups had the greatest number of participants. The following results are based on data from 157 participants. These participants included: 23 African-Americans, 45 Asian-Americans, 44 European-Americans, and 45 Mexican-Americans.

Descriptive Analysis

Presented in Tables 1 and 2 are the descriptive statistics of the sample of subjects, including: ethnic group, gender, age, and grade level. The schools that were contacted, on the average, had a population made up of: 4% African-American, 23% Asian-American, 30% European-American and 43% Mexican-American. These data were obtained from the demographic portion of the questionnaire.

Table 1

Frequencies of Participants' Ethnic Background and Gender

Ethnicity	<u>Gender</u>		<u>Total</u>
	<u>Male</u>	<u>Female</u>	
	<u>n</u>	<u>n</u>	<u>n</u>
African-American	12	11	23
Asian-American	20	25	45
European-American	13	31	44
Mexican-American	23	22	45
Total	68	89	157

Table 2

Frequencies by Ethnicity, Age, and Grade Level

Ethnicity	<u>Age</u>				<u>Grade</u>	
	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>7th</u>	<u>8th</u>
	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>	<u>n</u>
African-American	6	13	3		15	7
Asian-American	7	27	10	1	21	24
European-American	8	28	7	1	29	15
Mexican-American	9	24	12		24	21
Total	30	92	32	2	89	67

Note. Totals in Table 2 are missing data from one African-American male who did not indicate his age and grade level.

Inferential Analysis

A 4 (Ethnicity) x 2 (Gender) x 8 (Factor) ANOVA with repeated measures on the last factor was conducted to test the null hypotheses. The ANOVA summary table for the between-subjects effect is presented in Table 3. A significant ethnicity main effect was found $F(3,149) = 3.00$, $p < .05$. The means and standard deviations for each ethnic group indicate that European-Americans ($M = 1.62$, $SD = .28$) differ from African-Americans ($M = 1.51$, $SD = .27$), Asian-Americans ($M = 1.48$, $SD = .23$), and Mexican-Americans ($M = 1.46$, $SD = .22$), in their participation motives in youth sports. Therefore, the null hypothesis that ethnicity would not affect participation motives in youth sport was rejected.

These results, in which differences exist between the ethnic groups, coincide with other literature. Hutchison (1987) concluded in his study on ethnicity and urban recreation among Whites, Blacks, and Hispanics in Chicago's public parks that meaningful social and cultural differences between ethnic and racial subgroups produce distinctive patterns of recreational behavior. Furthermore, these differences may be a direct result of distinctive characteristics of ethnic subcultures, their social class and/or a combination of the two. Shifflett et al. (1991) in their study which looked at Asian and Caucasian college students and their reasons for participating in physical activity, concluded that Asian students tend to gravitate towards activities such as badminton, tennis, and volleyball,

while Caucasians participated more in fitness activities. Asians also were less committed to an active lifestyle and exercised less frequently than Caucasians.

Table 4 is the post hoc procedure conducted for the ethnicity main effect using the Tukey's (HSD) Test. This test was performed to find where differences existed between the four ethnic groups.

Table 3

Summary Table for the 4(Ethnicity) x 2(Gender) x 8(Factor)

Source	Mean Square	<u>df</u>	F value
Ethnicity	1.522	3	3.000*
Gender	.007	1	.138
Ethnicity Gender	.004	3	.078
error	.508	149	

* $p < .05$.

Table 4

Post hoc Procedures for Ethnicity Main Effect

$$HSD = q \sqrt{\frac{MS_{within}}{n}}$$

q = value at the .05
level (k, df).
k = number of groups

$$HSD = 6.49 \sqrt{\frac{.508}{23}}$$

n = number of
subjects in each
cell.

$$HSD = 6.49 \sqrt{.022}$$

$$HSD = .96$$

According to the results, the mean difference between any two ethnic groups must be at least .96 to be significant. Using this value, the following conclusion that no significant differences between the ethnic groups existed. Saying that there is "no significant difference" is not equivalent to saying there is "no difference". There may be differences among the four ethnic groups in their participation motives in youth sport, however, these differences are not large enough to satisfy the criterion of statistical significance.

In addition, no statistically significant difference was found in participation motives due to gender of the participant. Therefore, the null hypothesis that gender would not affect motives for participating in youth sport was accepted $F(1,149) = .138, p > .05$.

Literature on participation motivation conducted in the

early 1980's indicated that there were slight differences in gender, in which males and females differed in the importance they placed on certain factors of the PMQ. However, in this current study no gender differences were found.

Socialization plays a major role in the differences between results published in the early 1980's and results of this current study. New participation opportunities are now available for women that were not available years ago. Government legislation, i.e. Title IX, has demanded equal treatment for women in all public programs. The women's movement as well as the health and fitness movement emphasized that women benefit greatly as human beings when they are provided with opportunities to become competent and able, mentally and physically (Coakley, 1994). Finally, increased opportunities in women's professional sports and increased media coverage, have provided young women with positive role models. Young women are able to see and read about their accomplishments and achievements. These professional female athletes have inspired and given encouragement to young females to actively participate in sports (Coakley, 1994).

Presented in Table 5 is the ANOVA summary table for the tests of within-subjects effects. No significant 3-way interaction of gender, ethnicity and participation motives in youth sport was found. Also, no 2-way interactions were found to be statistically significant. However, when collapsed over gender and ethnicity a statistically

significant main effect of PMQ Factors was found $F(7,1043) = 47.30$, $p < .001$). Therefore, the hypothesis that differences in the PMQ Factors will not affect participation motives was rejected. In addition, the hypotheses that PMQ Factors and ethnicity, PMQ Factors and gender, and PMQ Factors, ethnicity, and gender will not affect participation motives in youth sport were all accepted.

Table 5

Analysis of Variance for Within-Subjects Effects

Source	Mean Square	<u>df</u>	F value
Factors	5.335	7	47.301*
Factors & ethnicity	.131	21	.131
Factors & Gender	.006	7	.601
Factors, Ethnicity & Gender	.008	21	.797
error	.113	1043	

* $p < .05$ level.

Table 6 provides the means and standard deviations for the PMQ Factors.

Table 6

Means and Standard Deviations for PMQ Factor Totals

	<u>n</u>	<u>M</u>	<u>SD</u>
Achievement/ Status	157	1.64	.45
Team oriented	157	1.49	.48
Fitness oriented	157	1.33	.39
Energy release	157	1.76	.38
Miscellaneous	157	1.80	.42
Skill development	157	1.38	.38
Friendship and Affiliation	157	1.48	.38
Fun	157	1.28	.33

Table 7 illustrates the Tukey's HSD post hoc procedures for the PMQ Factors main effect. This test was performed to find where the differences existed between the eight PMQ Factors.

Table 7

Post Hoc Procedures for PMQ Factors Main Effect

$$HSD = q \sqrt{\frac{MS_{within}}{n}}$$

$$HSD = 5.82 \sqrt{\frac{.113}{157}}$$

$$HSD = 5.82 \sqrt{12.52} \quad HSD = .16$$

According to this test, the mean difference between any two of the eight factors must be at least .16 to be significant. Using this value, the conclusion that significant differences were found in PMQ Factors was made. Table 8 represents the statistically significant factors.

Table 8

Statistically Significant PMO Factors

	<u>Achievement</u>	<u>Team</u>	<u>Fitness</u>	<u>Energy</u>	<u>Misc.</u>	<u>Skill</u>	<u>Friendship</u>	<u>Fun</u>
	1	2	3	4	5	6	7	8
<hr/>								
1 Achievement	--	.15	.31	.12	.16	.26	.16	.36
2 Team		--	.16	.27	.31	.11	.01	.21
3 Fitness			--	.43	.47	.05	.15	.05
4 Energy				--	.04	.38	.28	.48
5 Misc.					--	.42	.32	.52
6 Skill development						--	.10	.10
7 Friendship							--	.20
8 Fun								--

Note. Differences between the means must be at least .16. Therefore, all pairings that are in bold are statistically significant.

These results indicate factors that contained items related to fun, fitness and skill development were endorsed as most important by the participants. In contrast factors that contained items related to achievement/status, energy release, and miscellaneous were endorsed as being only somewhat important by the participants. These results support other literature in which the factors rank of importance was determined. The Gould et al. (1985) study indicated skill development, team oriented, and fitness, factors were rated as being most important. In contrast, the factors of energy release, and miscellaneous items were rated least important. In addition, Dwyer (1992) concluded that the most important motives for participating among college students were fitness, fun, and skill development factors, and the least important factors were friendship, achievement/status and team-oriented factors.

CHAPTER 5

Summary, Recommendations, and Conclusions

This chapter is devoted to the summary, recommendations and conclusions of the study. Provided is an interpretation of the results, how the procedures may have affected the results of the study, and recommendations for others who may want to conduct a similar study using similar methodology.

Summary

The results presented in this study did reveal some differences, but not to the extent that was expected from the literature. This may be explained by several factors. The participants, in general, may have been a contributing factor to the lack of significant results. The studies that have used the PMQ in the past did so in environments that were conducive to sports. Those studies took place at youth sports camps, and/or competitive arenas, with subjects who were directly involved in sports and on competitive teams.

Data collection for this study was conducted during physical education classes. However, in a couple of situations the introduction and testing environments for these physical education classes were different. In addition, at two schools potential participants were gathered together in one room, either the gymnasium or the cafeteria. This resulted in a large group of individuals in one place. This was overwhelming for one researcher and it became very difficult to compete for their time and attention.

In every testing environment students who participated

in after-school or school-based programs were asked to participate. Whether or not each subject met those criterion and were genuine athletes is unknown. Some may have participated to receive the incentives offered by their teachers and others may have agreed to participate because their friends were doing so.

Another problem in collecting data was that the children had to bring home informed consent forms to be signed by their parents and many children did not return the consent forms in time to be included in the study. This resulted in the elimination of many potential subjects.

The instrumentation that was used may have also been a factor in the lack of significant results. The ANOVA that was conducted provided useful information and was used to analyze the groups. The utilization of the F test in the ANOVA provided overall comparisons that indicated whether there was a significant difference between the group means. The ANOVA also analyzed the total variability of the data into between- and within-subjects effects. However, it did not provide any meaningful differences due to the fact that a 3-point Likert scale was used and the means of each factor were too close to make any significant conclusions.

The choice of using a 3-point Likert scale may have also influenced the results of this study. Administering a questionnaire that used a 5- or 7-point Likert scale might have made a difference in the mean scores and giving the results much more meaning and possible significance. The PMQ

has been modified in some studies with athletes. According to Dwyer, (1992) a 5-point Likert scale in which (1) was not at all important, (3) was somewhat important, and (5) was very important, added greater response variability, which in return gave his results a little more meaning.

Recommendations for Future Study

Based upon the above summary and conclusions the following recommendations are made for future study.

1. Be consistent in your protocol. Provide a controlled environment to ensure consistency in your results. This will enable the researcher to keep accurate records of exactly how many consent forms have been given out and returned, as well as maintain a consistent testing environment.

2. Add a question on the demographic sheet instructing participants to indicate what sport they play, the number of years involved in that sport and the name of their team. This may help in eliminating participants who are not athletes, and just participating in the study because their friends are participating.

3. Conduct research at a sports camp or clinic. This step will allow the researcher the possibility to obtain informed consent as the parents are signing up their children for a particular camp or clinic. This may also result in an easier and faster way to collect data.

4. Adequately research the ethnicity of school districts before committing to the subjects you have chosen for the

study. In this particular study this step may have eliminated some frustration in the inability to meet the total number of subjects that were to be collected for each ethnic group. The number of African-Americans and European-Americans for this study were the most difficult to obtain.

5. Ask participants to return the signed informed consent forms the day after they are handed out, instead of a week. This should result in a higher return rate.

6. It is recommended that using the Chi-square to analyze the data will provide more meaningful results. It analyzes the data in a way that measures the discrepancy between the observed frequency and the expected frequency for each category and sums each cell or category. This test, would have been able to show the statistical significance between the percentage of African-Americans who chose #1 (most important), on any given question or factor, and how many Asian-Americans chose #2 (somewhat important) on any individual question or factor.

7. It is also recommended that new researchers acknowledge the differences in the increased opportunities of female athletes over the last decade. Changes are constantly taking place and noting these differences can greatly add to the explanation of the inconsistencies in the literature.

8. The next step in research in this area is to conduct this same study and methodology to the East, South, and Midwest regions of the United States to find out if differences in ethnicity and gender exist in other parts of

the country.

Conclusions

This research indicated that, within the area of participation motivation slight differences exist in an individual's ethnic background and motivation for participating in sport. The present findings were based on research in leisure studies that indicated substantial differences in a person's ethnic background and motives for participating in leisure and recreational activities.

Using the existing literature, and the results of this study coaches, physical educators, and sport administrators can begin to create new curriculum and programs to enable children from any ethnic background to begin and maintain an active interest in sports. These programs can be designed to cater to the various motives children have for participating in sport. For example, a program that is designed towards skill development and not towards fun and excitement, may lose the interest of potential participants, which in turn could lead to participants dropping out or losing interest in sports altogether. Organizers of sport programs should emphasize all motives if they are to fully meet the objectives of all participants. Further research is needed to know for certain whether patterns exist between ethnicity and participating in youth sports.

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Appendix A

PMQ and Demographic Sheet

This questionnaire has been developed to determine why youth participate in sports.

Please answer the following items as follows:

1=Most important 2=Somewhat important 3=Not important.

	1	2	3
	<u>Most</u>	<u>Somewhat</u>	<u>Not</u>
1. I want to improve my skills.	_____	_____	_____
2. I want to be with my friends.	_____	_____	_____
3. I like to win.	_____	_____	_____
4. I want to get rid of energy.	_____	_____	_____
5. I like to travel.	_____	_____	_____
6. I want to stay in shape.	_____	_____	_____
7. I like the excitement.	_____	_____	_____
8. I like the teamwork.	_____	_____	_____
9. My parents or close friends want me to play.	_____	_____	_____
10. I want to learn new skills.	_____	_____	_____
11. I like to meet new friends.	_____	_____	_____
12. I like to do something I'm good at.	_____	_____	_____
13. I want to release tension.	_____	_____	_____
14. I like the rewards.	_____	_____	_____
15. I like to get exercise.	_____	_____	_____

This questionnaire has been developed to determine why youth participate in sports.

Please answer the following items as follows:

1=Most important 2=Somewhat important 3=Not important

	1	2	3
	<u>Most</u>	<u>Somewhat</u>	<u>Not</u>
16. I like to have something to do.	_____	_____	_____
17. I like the action.	_____	_____	_____
18. I like the team spirit.	_____	_____	_____
19. I like to get out of the house.	_____	_____	_____
20. I like to compete.	_____	_____	_____
21. I like to feel important.	_____	_____	_____
22. I like being on a team.	_____	_____	_____
23. I want to go on to a higher level.	_____	_____	_____
24. I want to be physically fit.	_____	_____	_____
25. I want to be popular.	_____	_____	_____
26. I like the challenge.	_____	_____	_____
27 I like the coaches or instructors.	_____	_____	_____
28. I want to gain status or recognition.	_____	_____	_____
29. I like to have fun.	_____	_____	_____
30. I like to use the equipment or facilities.	_____	_____	_____

Age _____

Grade Level _____

Gender: Male _____ Female _____

Ethnic Background:

European-American _____ (White, Caucasian)

African-American _____ (Black)

Hispanic:

Latino/a _____

Mexican-American _____

Other _____ (please identify)

Asian-American:

Cambodian _____

Chinese _____

Japanese _____

Korean _____

Laotian _____

Thai _____

Vietnamese _____

Other _____ (please identify)

Asian-Indian _____

Native-American _____

Pacific Islander _____

Other _____ (please identify)

Appendix B

PMQ and Demographic Sheet in Spanish

Este cuestionario ha sido desarrollado para determinar las razones de que los jovenes participan en los deportes.

Favor de contestar lo siguiente asi:

1=lo mas importante 2=importante 3=no es importante

	1	2	3
	<u>Mas</u>	<u>Importante</u>	<u>No</u>
1. Queiro mejorar mis conocimientos.	_____	_____	_____
2. Quiero estar con mis amigos.	_____	_____	_____
3. Me gusta ganar.	_____	_____	_____
4. Me quiero perder energia.	_____	_____	_____
5. Me gusta viajar.	_____	_____	_____
6. Me gusta mantererme en buena forma.	_____	_____	_____
7. Me gustan las emociones.	_____	_____	_____
8. Me gusta trabajar en equipos.	_____	_____	_____
9. Mis pardres o mis amigos quieren que yo juege.	_____	_____	_____
10. Quiero aprender nuevos conocimientos.	_____	_____	_____
11. Me gusta conocer a nuevas personas.	_____	_____	_____
12. Me gusta hacer algo que yo se hacer bien.	_____	_____	_____
13. Quiero deshacerme de la tension.	_____	_____	_____

Este cuestionario ha sido desarrollado para determinar las razones de que los jovenes participan en los deportes.

Favor de contestar lo siguiente asi:

1=lo mas importante 2=importante 3=no es importante

	1	2	3
	<u>Mas</u>	<u>Importante</u>	<u>No</u>
14. Me gustan los reconocimientos.	_____	_____	_____
15. Me gusta hacer ejercicio.	_____	_____	_____
16. Me gusta tener algo que hacer.	_____	_____	_____
17. Me gusta la accion.	_____	_____	_____
18. Me gusta el espiritu del equipo.	_____	_____	_____
19. Me gusta salirme de la casa.	_____	_____	_____
20. Me gusta la competencia.	_____	_____	_____
21. Me gusta sentirme importante.	_____	_____	_____
22. Me gusta estar en un equipo.	_____	_____	_____
23. Quiero continuar a un nivel mas alto.	_____	_____	_____
24. Quiero mantenerme en buena forma.	_____	_____	_____
25. Quiero ser popular.	_____	_____	_____
26. Me gusta la provocacion.	_____	_____	_____
27. Me gustan los entrenadores o instructores.	_____	_____	_____
28. Quiero tener reconocimiento.	_____	_____	_____
29. Me gusta divertirme.	_____	_____	_____
30. Me gusta usar el equipo o las facilidades.	_____	_____	_____

Hoja de Demograficos

Edad _____

Nivel de Educacion _____

Sexo: hombre _____ mujer _____

Etnicidad:

Europeo-americano _____ (Blanco, Caucasian)

Africano-americano _____ (Negro)

Hispanic:

Latino/Latina _____

Mexicano-americano _____

Otro _____ (por favor indentifique)

Asian-americano:

Cambodiano _____

Chino _____

Japonese _____

Koreano _____

Laotian _____

Thailandese _____

Vietnames _____

Otro _____ (por favor indentifique)

Asian-Indian _____

Native-americano _____

Pacifico-Islander _____

Otro _____ (por favor indentifique)

APPENDIX C
PMQ Factors

The eight factors comprised from the PMQ include the following:

Factor 1 includes items that represent achievement or status motivation, (winning, feel important, being popular, gaining status, doing something I'm good at, and rewards).

Factor 2 includes team-oriented reasons, (teamwork, team-spirit, being on a team).

Factor 3 relates to fitness-oriented items, (staying in shape, getting exercise, being physically fit).

Factor 4 relates to energy release items, (getting rid of energy, releasing tension, something to do, traveling, getting out of the house).

Factor 5 accounts for miscellaneous reasons, (parents/close friends want me to play, coaches want me to play, and interest in facilities and equipment).

Factor 6 includes items on skill development, (improving skills, learning new skills, going on to a higher level).

Factor 7 includes the two friendship items, (being with friends, and making new friends, and also included challenge and competition, suggesting affiliation orientation).

Factor 8 includes items associated with fun, (having fun, liking the action and excitement).

The ranges of the scores are as follows:

Factor 1 has a range in scores of 6, (the lowest score), and 18, (as the highest score).

Factor 2 has a range from, 3 to 9 .

Factor 3 has a range from, 3 to 9.

Factor 4 has a range from, 5 to 15.

Factor 5 has a range from, 3 to 9.

Factor 6 has a range from, 3 to 9.

Factor 7 has a range from, 4 to 12.

Factor 8 has a range from, 3 to 9.

A high score will indicate a low degree of importance for participation based upon the rating scale.

APPENDIX D

Letter to Principals

Date _____

Dear _____:

My name is Mary Olks and I am a graduate student at San Jose State University, working on my Masters in (societal studies), sport psychology. I am writing to ask in your help in obtaining data for my thesis. The focus of my study is to investigate the reasons why children participate in sport. Additional focus will be on ethnicity, gender, and participation motives. The ethnic groups that have been chosen are African-Americans, Asian-Americans, European-Americans, and Mexican-Americans. The grade levels I am studying are seventh, and eighth graders. I have chosen your school because the population of your student body is the right age and ethnic background for my study. I am asking your permission to conduct research at your school, as well as your support in advising faculty members about the importance of this study. For it is these differences, if any, that can provide youth sport leaders and coaches with a variety of techniques to motivate and encourage youth participants, from any ethnic background or gender to continue involvement.

The actual study will consist of a questionnaire that will be handed out during the first 15-20 minutes of homeroom periods. Informed consent forms must be obtained by all

students and signed by a parent or legal guardian. Please let me know as soon as possible if you and your school are willing to participate in this study. Enclosed you will find a sample questionnaire and consent form. If you would like any additional information, including my current 42 page paper, please do not hesitate to call me at (408)920-0214 or my advisor at San Jose State University, Dr. David Furst at (408)924-3039. Thank you.

Regards,

Mary Kay Olks

APPENDIX E

Consent Form

Responsible Investigator(s): _____

Title of Protocol: Ethnicity and Gender Effects on
Participation Motivation.

My child or ward has been asked to participate in a research study investigating the reasons why children participate in sports, with additional focus on ethnic background and gender. My child or ward will be required to fill out a questionnaire pertaining to reasons why children participate in sport and a demographic sheet that includes their age, grade level, and ethnic background. No names will be written on either survey. These surveys will take approximately 15-20 minutes to complete and will be done at my child or ward's school. There will be no risks or discomforts to the subjects, and none are anticipated, and no discernible benefits are expected. The results of the study may be published but no information that could identify the subject will be included. The subjects will also receive no compensation for their participation.

Any questions regarding this research study should be referred to Mary Kay Olks at (408)920-0214 or Dr. David Furst at (408)924-3039. Complaints about the research may be presented to Dr. James Bryant at (408)924-3010. Any questions or complaints about research, subjects' rights, or research-related injury may be presented to Serena Stanford, Ph.D., Associate Academic Vice President for Graduate Studies

and Research at San Jose State University at (408)924-2480.

No service of any kind, to which subjects are entitled to will be jeopardized if my child or ward chooses not participate in the study, participation is strictly voluntary. Any subject for any reason may refuse to participate in the study or in any part of this study. If my child or ward does decide to participate he or she is free to withdraw at any time without prejudice to the subject's relations with San Jose State University or any other participating institution.

Subject's signature

Date

Investigator's signature

Date

Also let it be known that the signature of the investigator on this document indicates agreement to include the above named child or ward in the research and that he or she has been fully informed of his or her rights.

The signature of a parent or guardian on this document below indicates approval for the child or ward to participate in the study and a statement that the child or ward is freely willing to participate. The signature of the subject on this document indicates agreement to participate in the study.

Name of Child or Ward

Date

Parent or Guardian's Signature

Date

Relation to Child or Ward

Phone

Full Mailing Address

Investigator's Signature

Date

Appendix F

Consent Form in Spanish

Investigador(es) Responsable: _____

Titulo Del Estudio: Etnografia y Los Efectos Generos en La Participacion y La Motivacion.

Mi hijo/hija ha sido invitado a participar en un estudio investigando las razones de por que los jovenes participan en los deportes, con un estudio tambien del genero y del etnico de los jovenes. Mi hijo/hija tendra que llenar un cuestionario que esta relacionado con las razones por que los ninos participan en los deportes, y tambien una hoja demografica que incluye su edad, nivel de educacion, y su historia etnica. Los nombres de los ninos no seran escritos en ninguna de las dos formas. Las formas estaran completas en 15-20 minutos en la escuela del nino.

No seran riesgos o una falta de comodidades para los ninos y no estan anticipados. Los resultados del estudio a lo mejor seran publicados, pero ningun tipo de informacion podra identificar a uno de los ninos, que participo en el estudio. Los ninos no recibiran una compensacion por su participacion en el estudio.

Si Ud. tiene preguntas sobre este estudio, favor de llamar a la Senorita Mary Olks (408) 920-0214 o al Dr. David Furst (408) 924-3039. Las quejas del estudio pueden ser presentados al Dr. James Bryant (408) 924-3010. Otras preguntas o quejas sobre el estudio, los derechos de los ninos que participan en el estudio, y cualquier otra pregunta

pueden ser presentados a Serena Stanford, Ph.D., quien es la Asociada Vicepresidente Academico por los Estudios Graduados e Investigacion en la Universidad de San Jose al numero (408) 924-2480.

Ningun servicio de cualquiera tipo, a lo que los ninos tienen derecho, sera comprometido si su hijo/hija decide de no participar en el estudio. El estudio es voluntario. Cualquier nino pueden negarse de participar en el estudio o en cualquier parte de este estudio. Si su hijo/hija decide de participar en el estudio, es libre de quitarse del estudio en cualquiera momento sin meterse en problemas con La Universidad de San Jose.

Firma del participante

Fecha

Firma del investigador

Fecha

Tambien, la firma del investigador en este documento indica un acuerdo de incluir el nino, nombrado arriba, en el estudio y que el o ella ha sido informado de sus derechos.

La firma del padre o protector del nino en este documento indica la aprobacion por el nino a participar en el estudio y una declaracion que el nino esta dispuesto a participar. La firma del nino en este documento indica que esta de acuerdo a participar en el estudio.

Nombre del nino

Fecha

Padre o protector

Fecha

Relacion con el nino

Numero del telefono

Direccion de la casa

Firma del investigador

Fecha

IMAGE EVALUATION TEST TARGET (QA-3)

APPLIED IMAGE, Inc.
1653 East Main Street
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Phone: 716/482-0300
Fax: 716/288-5989

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