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## Examination of the relationship between role satisfaction and achievement motivation among players: a research on veteran national players

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### Abstract

The purpose of the present research is examining the relationship between role satisfaction and achievement motivation among players. In addition, the present research aims at examining whether there are significant differences in players' role satisfaction levels and achievement motivation levels in terms of age groups, gender, length of sporting, country, and the roles they assume within the team. 29 female, 46 male; a total of 76 elite veteran players selected via random sampling method among elite veteran players who participated in international veteran friendly matches participated in the research. Questionnaire form that consists of three parts was used as the data collection tool of the present study. First part of the questionnaire form includes 4 questions about the players' personal information; the second part is Role Satisfaction Scale developed by Bray (1998), and the third part includes the Sports Motivation Scale developed by Pelletier et al. (1995). According to research findings, there are significant differences in players' role satisfaction and achievement motivation levels in terms of age groups, gender, length of sporting and countries ( $p < 0.005$ ). Research findings show that there is a significant correlation between role satisfaction and achievement motivation at a 0.01 significance level.

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## 1. Introduction

Role satisfaction can be defined as the feelings related to the satisfaction with the roles that individuals assume in their lives. What is meant here is whether the roles we assume and our living conditions comply with each other (Beauchap and Bray, 2001). We may not always perform the role we assume in living conditions with satisfaction. From time to time, the roles we assume may result in dissatisfaction (Bray, 1998).

Role satisfaction among players can be defined as the sense of satisfaction provided by the sportive roles related to sportive living. In this sense, role satisfaction constitutes the most critical issue of sportive achievement (Beauchamp et al., 2002). Because, one of the most basic factors that affect sportive achievement motivation is the sense of satisfaction with the roles the players assume in the sportive activities especially in sportive competitions. Undoubtedly, role satisfaction in sports is of more importance in assuming of roles related to team sports than the roles assumed in individual sports activities (Bray, et al., 2002).

Motivation is one of the most important driving forces of sportive performance. On the other hand, sportive achievement that can be explained with player performance is a product that can change according to the motivation levels of individuals. Achievement motive among players is one of the primary factors that increases the motivation level (Can et al., 2010; Soyer et al., 2010).

The highest level of performance which players try to achieve is the total of their physical, mental, and psychological preparations. Maintenance of long duration trainings of high intensity during physical preparation period depends on the motivation. Achievement motivation can explain why individuals participate in physical activities, and why they endure activities that require a long-term patience and endurance.

Various definitions of motivation involves three main factors. These factors are; prompting, canalizing, and continuing the behavior (Steers et al., 2004: 379).

According to intrinsic motivation perspective, motivational status can be defined as the experience of presenting one's own talents (Brief and Aldag, 1976: 497).

Intrinsic motivation tools are directly related to the nature of the job and are caused by the content of the job. These involve factors such as; interesting and challenging jobs, independence at work, importance of the work for the worker, participation, responsibility, variety, creativity, (especially in sports) opportunities for using the talents, and satisfying feedback related to one's performance (Mottaz, 1985: 366).

Extrinsic motivation tools involves two dimensions. The first dimension is related to social motivation tools; and second dimension is related to organizational (club-federation) tools (Mottaz, 1985: 366). Social motivation dimension involves factors such as friendship, helpfulness, support of work (team) mates and leader (trainer); and it is based on the quality of interpersonal relations. Organizational dimension of extrinsic motivation tools is related to the opportunities provided to increase the work (sports) performance by the organization (club-federation). These tools are tangible and involves factors such as; adequacy of the resources, wage equality and sufficiency, promotion opportunities, additional benefits and job security. These factors can also be called as instrumental motivation tools (Dundar et al., 2007).

According to double-factor theory that evaluates the effects of intrinsic and extrinsic motivation tools together on the performance of the individuals (players), only intrinsic factors (achieving a job- gaining a sportive achievement, variety of the jobs, independence, responsibility, personal and professional development, performance level in sports etc.) can produce high-level motivation. On the other hand, extrinsic motivation tools (working conditions, waging, the image of the company-club-federation, job security, promotion, social environment, position symbols etc.) cannot motivate but provide the necessary conditions for motivation (Brislin et al., 2005: 89; Mahaney and Lederer, 2006: 42).

Intrinsic and extrinsic motivation tools are different in content, but it is accepted that both groups of motivation tools have positive effects on the motivation of the players (Wiersma, 1992). Some researches on the effects of intrinsic and extrinsic motivation tools on the motivation of the players have found that, especially in western societies, intrinsic motivation tools have stronger effects than the extrinsic tools provided by the organization (eg, Mottaz, 1985; Chen et al., 1999; DeVoe and Iyengar, 2004; Brislin et al., 2005). On the other hand, according to

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