

UDC 796.01

*Svitlana Kalytka,*  
[sv-kalitka@ukr.net](mailto:sv-kalitka@ukr.net)  
*Viktor Rebryna,*  
[estet.direktor@gmail.com](mailto:estet.direktor@gmail.com)  
*Andrii Bukhval,*  
[buhval83@mail.ru](mailto:buhval83@mail.ru)  
*Volodymyr Tarasiuk \*,*  
[olimp\\_lpk@ukr.net](mailto:olimp_lpk@ukr.net)  
*Oleksandr Hrabovskiy \*\*,*  
[sanja2163@mail.ru](mailto:sanja2163@mail.ru)

## **Teenagers' Motivation to Sports Practicing**

*Lesya Ukrainka Eastern European National University (Lutsk)*  
*Lutsk Pedagogical College \* (Lutsk)*  
*Kivertsi Medical College \*\* (Lutsk)*

### **Abstract:**

Nowadays teenagers' motivation to physical culture and sports practicing is one of the most topical socio-pedagogical problems. Educational system requires qualitative and innovative approach to human needs, formation of stable motivation to sports-recreational activity as an important component of healthy lifestyle and positive social behavior. Objective of the research is to study the motives that prompt teenagers to physical culture and sports practicing. In the study we have applied the methods of theoretical analysis of scientific, methodological, special literature, generalization of practical experience on the topic and questioning. Teenagers aged 12–16 (56 girls and 43 boys) who practice various kinds of sport took part in the study. We have found out that one of the most important components in the process of organization of educational activity is motivation. Teenagers are led by various motives, among them the most important one is increasing the level of physical preparedness among 88,37 % and 62,50 % of the questioned (for boys and girls accordingly); health condition improvement – 88,37 % and 69,64 %; physical qualities development – 86,05 % and 62,50 %; finding pleasure in motor activity – 74,42 % and 46,43 %; obtaining of body built harmony – 67,44 % and 35,71 %. The questioned teenagers have pretty high level of sports motivation which is proved by desire to participate in competitions – 67,44 % and 55,36 % (for boys and girls accordingly); reaching high results in sport – 62,79 % and 60,71 %; becoming a champion of a region – 60,47 % and 33,93 %; becoming a champion of Ukraine – 62,79 % and 57,14 %; becoming a world champion, the Olympic Games champion – 60,4 % and 58,93 %; learn will qualities training – 65,12 % and 60,71 % which are a necessary precondition of self-affirmation and reaching the set aim.

### **Key words:**

*teenagers, motivation, physical culture, sport, prior basic preparation.*

---

**Scientific problem formulation.** In recent years teenagers' attitude to physical training and sports is one of the most topical social and educational problems. Numerous studies show that physical activity is a necessity for teenagers. This is due to a sharp increase in technological advances, modern living conditions, increase of study load, intensive growth of information content and insufficient information about healthy lifestyles and personal state of health [2; 3; 6]. The education system needs a high-quality and innovative approach to human needs and developing durable motivation to sports, which is an important component of a healthy lifestyle and positive social behavior [1; 4; 5]. Therefore, the study of teenagers' motivational sphere to physical training and sports is important.

**Analysis of recent research and publications.** The study of the motives which activate the desire of teenagers to systematic physical training and sport is one of the important educational problems in physical education because motives are crucial in behavior and stimulate activity.

Motivation is the process of developing and foundation of intentions to do something or not to do. Motive is the internal state of the individual, which determines and directs its actions each time. Motives are usually divided into socially relevant, personally relevant and professionally relevant; positive and negative, which are defined by knowledge, beliefs, attitudes, interests and needs [1; 3; 6; 8].

The structure of motivation in education is a hierarchical model of motives classification that is frequently used and introduced by American psychologist Maslow, A. [4]: physiological needs, safety needs, need for social relations, need for self-esteem and self-actualization needs. Above-mentioned types of motives in various combinations may be present in sports activities and contribute to conscious and effective teenagers' personal development with skilful creative approach of the teacher or coach to this activity.

Motivation to physical activity is a special state of the individual, which aims to reach an optimal level of physical fitness and efficiency [8].

The process of developing the interest in physical training and sports is not one but multi-stage process: from the first basic hygiene skills (in childhood) to profound psycho-physiological knowledge of the theory and methodology of physical education and intensive sport activity [9].

In theory and methodology of physical education, pedagogy and educational psychology there are many scientific works dedicated to the motivation in the educational process, external and internal factors are defined that influence the development teenagers' motivation to sports activities [1; 3; 5].

Boyko, O. [1] studied the aspects of impact of motivational component on the improvement of the efficiency of physical training sessions, including the distinguished by the author interest as the main component of motivation, and the development of which, especially in teen-age, lies down in the transition from the natural need to move to the conscious need to exercise.

Any motive is a conscious need and arises based on it. In connection with that it is necessary to consider in detail the basic needs which result from the motives to physical activity. Puni, A. Ts. distinguish three groups of these motives: the need for movement; the need for student performance of duties; and the need for doing sports activities [7].

Syrvacheva, I. S. [9] distinguishes internal (active interest in physical exercising) and external (with respect to the student) motivation to activities, including sports. External motivation arises under the condition of correspondence of the goals and motives to the capabilities of students. Internal motivation arises in the successful implementation of the motives and objectives, in teenagers' inspiration, desire to exercise, interest in independent studying, and when they enjoy the process in the classroom, conditions of the lesson (relationship) with a teacher, coach, and fellows in the group.

However, there is, unfortunately, not enough available research materials for us, that have the relation to the development of motivation and teenagers' motivational priorities to doing sports.

The **aim** of the study is to investigate the motives that encourage teenagers to do sports.

The **methods** of theoretical analysis of scientific, methodological and special literature and synthesis of practical experience on the subject were applied. In order to identify the main reasons that motivate teenagers to do sports, the survey was conducted (based on the study of Grygorenko, V. G., Ilyin, Ye. P.) [2; 3; 5]. The questionnaire included 18 questions.

The students aged 13–16 took part in the study (56 girls and 43 boys) – students of the Children's sport school in Lutsk who do various sports (volleyball – 15 boys and 22 girls, boxing and kickboxing – 10 boys and 9 girls, athletics – 8 boys and 10 girls, karate – 10 boys, and gymnastics – 15 girls) during the preliminary basic training stage (2–3 years of experience).

**The main part and justification of the results of the study.** Analysis of modern scientific research has allowed us to identify the main reasons why teenagers do physical training and sports [2; 6; 7; 9].

1. Health improvement and disease prevention. The strongest motivation for self-exercise, of course, is the opportunity to improve health and prevent the diseases. The favorable impact of the exercising on the body is known for a long time and there is no doubt in that, and now it can be seen in two related areas: promoting healthy lifestyles and reducing the likelihood of disease; and therapeutic effect of exercise on many types of diseases.

2. Increased efficiency. Ongoing psychological study of human behavior in the performance of work showed that the decline in productivity is due to its monotony and uniformity. Continued implementation of mental activity reduces the rate of perception to a greater number of professional errors. Short perform of specific exercise on the muscles of the body and visual apparatus increases to a great extent the effectiveness of relaxation than passive recreation.

3. Pleasure of the process of exercising. During the exercising the changes of all systems in human body occur, especially of the cardiovascular and respiratory system. Certain types of exercise are an indispensable tool to relax and neutralize negative emotions. The pleasure of training is associated with the release of adrenal gland hormones: adrenaline and noradrenaline.

4. Sports motivation. This type of motivation is based on the human desire to improve their athletic performance. The whole history of humanity, the evolution was built on the spirit of competition and the competitive spirit of the relationship. The desire to reach a certain level, to overtake his rival with sporting achievements is one of the powerful regulators.

5. Aesthetic motivation. The essence of aesthetic motivation is subject to health fashion and harmonious human body. It is often present where the aerobics, athletic gymnastics, yoga and other systems are involved. Typically, aesthetic motivation has a long-term focus on specific areas and sports.

6. The desire to communicate. Independent physical exercise with a group, for example, in interests clubs (jogging, hiking, cycling), was one of the main motivations in our country more than a dozen years ago and it was massive. At present, the situation has changed somewhat, and now this motivation is not so effective.

7. The desire to know your body, its capabilities. This motivation is largely similar to sports motivation, but not absolutely similar to it. If sports motivation is a competition between sportsmen, then this type of motivation is based on the desire to overtake themselves and their laziness. This motivation is the desire to maximize the physical abilities of your body, improve your physical condition, and increase physical fitness.

8. Motivation of creativity, education and family strengthening. The next part of self-exercise is a group of motivations. Physical exercises allow virtually unlimited opportunities for improvement in various areas, including family strengthening. They play an important role in the education of children: in fact they transfer the experience from generation to generation.

9. Random motivation. All the other motivations that have a narrow specific orientation belong to this group. Most common example of random motivation to do physical exercises is a desire to lose weight.

Along with the positive, the sports activities may also be based on «negative» motivation. The main factors are being busy at home, personality traits, professional activity, the lack of group for exercising and place close to home, poor health, and others [9].

The results of the study of teenagers' motives to do sports showed that the most important thing for them, especially for young people, is to improve the physical fitness: 88,37 and 62,50 % of those who were questioned (for boys and girls, respectively); to improve their health: 88,37 and 69,64 %; to develop physical qualities: 86,05 and 62,50 %; to enjoy motor activity: 74,42 and 46,43 %; to get body harmony: 67,44 and 35,71 %; to normalize the body weight: 46,51 and 33,93 %; to relax after mental stress 58,14 and 33,93 %; this shows a desire to meet the needs of increasing the efficiency and physical fitness, health improvement and disease prevention, enjoying the process of exercise (Table 1).

Table 1

The results of the study of teenagers' motivation to do sports

Motives	Kind of sport									
	volleyball		boxing, kickboxing		track and field athletics		karate	Gymnastics	total	
	boys n=15	girls n=22	boys n=10	girls n=9	boys n=8	girls n=10	boys n=10	girls n=15	boys n=43	girls n=56
To pass a test, get a good mark	2	0	3	0	2	3	9	1	16	4
To improve the level of physical fitness	12	13	10	7	6	7	10	8	38	35
To enjoy the process physical training	13	12	3	4	7	9	9	1	32	26
To improve the health	13	10	9	8	8	9	8	12	38	39
To attain the body harmony	8	6	5	3	6	8	10	3	29	20
To normalize body weight	6	1	4	3	3	9	7	6	20	19
To learn new exercises	4	3	6	5	2	4	5	4	17	16
To get a advice for an independent exercising	1	1	0	0	1	1	4	0	6	2
To relax after mental stress	9	3	1	2	7	9	8	5	25	19
To develop physical qualities	11	15	9	7	8	10	9	3	37	35
To take part in the competitions	11	11	6	8	7	9	5	2	29	31
To achieve high results in sport	12	19	7	6	6	8	2	1	27	34
To become the champion of the region	10	5	7	4	7	9	2	1	26	19
To become the champion of Ukraine	14	18	8	5	6	8	1	1	27	32
To become the champion of the world, Olympic Games	12	18	9	5	5	7	0	3	26	33
To get financial reward	7	1	2	2	3	5	0	1	12	9
To improve the financial status	6	2	1	0	4	7	0	1	11	10
To learn how to develop strong-will	7	13	5	9	7	8	9	4	28	34

The surveyed teenagers have quite high level of motivation in sport, as we see the desire to take part in competitions: 67,44 and 55,36 % (for boys and girls, respectively); to achieve high results in sport: 62,79 and 60,71 %; to become the champion of the region: 60,47 and 33,93 %; to become the champion of Ukraine: 62,79 and 57,14 %; to become the champion of the world, and Olympic Games: 60,4 and 58,93 %; to learn how to develop strong-will: 65,12 and 60,71%, which is a necessary precondition to self-realization and reaching the goal. Girls have strongest sports motivation, which may be explained with earlier puberty and the formation of character, single-mindedness and the need for self-realization.

Significantly lower levels of motivation, especially for girls, is associated with cognitive activity and receiving reward and profit, namely to learn new exercises: 39,53 and 28,57 %; to get advice for the independent exercise: 13,95 and 3,57 %; to pass a test, get a good mark; 32,21 and 7,14 % to receive financial reward: 27,91 and 16,07 %; to improve the financial state: 25,58 and 17,86 % respectively.

Our study confirms the results of several authors [1; 3; 5] on motivating teenagers to physical training and sports, among which is health improvement, development of physical qualities, improvement of body fitness and achievement of high sports results. However, we have identified a significantly higher level of teenagers' motivation to do sports, which, in our opinion, is related to the training experience of 2–3 years that corresponds to the previous stage of basic training.

**Conclusions.** Motivation is one of the most important components in the process of education. Teenagers are guided by different motives, among which the most important is to increase the level of physical fitness: 88,37 and 62,50 % of those who were questioned (for boys and girls, respectively); to improve health conditions: 88,37 and 69,64 %; to develop physical quality: 86,05 and 62,50 %; to enjoy motor activity: 74,42 and 46,43 %; to attain body harmony: 67,44 and 35,71 %.

The surveyed teenagers have quite high level of motivation in sport, as we see the desire to take part in competitions: 67,44 and 55,36 % (for boys and girls, respectively); to achieve high results in sport: 62,79 and 60,71 %; to become the champion of the region: 60,47 and 33,93 %; to become the champion of Ukraine: 62,79 and 57,14 %; to become the champion of the world, and Olympic Games: 60,4 and 58,93 %; to learn how to develop strong-will: 65,12 and 60,71 %, which is a necessary precondition to self-realization and reaching the goal.

Thus, at the preliminary basic training stage teenagers have strong interest in the chosen sport, which is typical for students in sports schools. The aim of the training is not only to enjoy the process, but achieve high results. Teenagers aged 13–16 have motives to exercise systematically due to the formation of character and self-realization in society. They have the prevalence of two main reasons to do sports: a desire to improve their physical abilities and achieve high sports results.

**Prospects for further research.** The process of teenagers' motivation development is inseparably linked to specific psychological characteristics, level of physical fitness and athletic performance that will be the object of our further research in the future.

---

## References

1. Boyko, O. (2013). Teoretychni perspektyvy motyvatsiynykh skladovykh na pidvyshchennia efektyvnosti zanyat iz fizychnoi kultury [Theoretical perspectives of influence of motivational components on increasing the effectiveness of physical culture trainings]. *Fizychno vykhovannia, sport i kultura zdorovya u suchasnomu suspilstvi*, 1 (21), 94–98.
2. Bilichenko, O. O. (2011). Osoblyvosti motyvatsii do zanyat z fizychnoho vykhovannia u studentiv [Peculiarities of motivation to physical education classes among students]. *Pedahohika, psykholohiya ta medyko-biologichni problem fizychnoho vykhovannia i sportu*, 5, 3–5.
3. Horshkova, N. B. (2005). Motyvatsiya shkolariv do zanyat fizychnoyu kulturoyu i sportom [Motivation of pupils to physical culture and sport practicing]. *Aktualni problem fizychnoi kultury i sportu*, 6-7, 130–133.
4. Maslou, A. G. (1999). *Motivatsiya i lichnost* [Motivation and personality]. Saint Petersburg.
5. Pereverzeva, S., Andrianov, T., Dronnikova, Dronnikova, E. (2012). Opredelenie faktorov motivatsii starsheklasnikov k zaniatiam fizicheskoy kulturoy i sportom [Definition of the motivational factors of senior pupils to physical culture and sport practicing]. *Fizychno vykhovannia, sport i kultura zdorovya u suchasnomu suspilstvi*, 2 (18), 188–191.
6. Prystynskyi, V. M., Kurysko, N. O., Prystynska, T. M., Hryhorenko, O. I. (2008). Vzayemozvyazok piznavalnoi aktyvnosti ta rozvytku motyvatsii do zanyat fizychnoyu kulturoyu v navchalno-vykhovnomu protsesi zahalnoosvitnikh shkil [Interconnection of cognitive activity and development of motivation of physical culture classes in educational process of general schools]. *Pedahohika, psykholohiya ta medyko-biologichni problem fizychnoho vykhovannia i sportu*, 6, 59–63.
7. Puni, A. T. (1979). *Psykholohiya fizychnoho vykhovannia i sportu: navchalnyi posibnyk dlya IFK* [Psychology of physical education and sport: manual for Institute of physical education]. Moscow.

8. Raevskiy, R. T., Kanishevskiy, S. M. (2008). *Zdorovyie, zdorovyi i ozdorovitelni obraz zhizni studentov* [Health, healthy and health-improving lifestyle of students]. Odessa: Nauka i tehnika.
9. Sirvacheva, I. S. (2003). Motivatsiya samostoyatelnykh zanyatiy fizicheskimi uprazhneniyami [Motivation of independent physical exercises practicing]. *Fizicheskaya kutura, zdorovyie: problem, perspektivy, tehnologii*, 108–111.
- 

**Information about the Authors:**

**Kalytka Svitlana**; <http://orcid.org/0000-0001-5446-2743>; [sv-kalitka@ukr.net](mailto:sv-kalitka@ukr.net); Lesya Ukrainka Eastern European National University; 30 Vynnychenka Street, Lutsk, 43025, Ukraine.

**Rebryna Victor**; <http://orcid.org/0000-0002-1965-9177>; [estet.direktor@gmail.com](mailto:estet.direktor@gmail.com); Volyn Boxing Club of Olympic Reserve, 22A Vidrozhzenia Street, Lutsk, 43000, Ukraine.

**Bukhval Andrii**; <http://orcid.org/0000-0002-0909-3755>; [buhval83@mail.ru](mailto:buhval83@mail.ru); Lesya Ukrainka Eastern European National University, 30 Vynnychenka Street, Lutsk, 43025, Ukraine.

**Tarasiuk Volodymyr**; <http://orcid.org/0000-0002-0939-4515>; [olimp\\_lpk@ukr.net](mailto:olimp_lpk@ukr.net); Lutsk Pedagogical College, 36 Voli Street, Lutsk, 43000, Ukraine.

**Hrabowskyi Oleksandr**; <http://orcid.org/0000-0003-2980-1381>; [sanja2163@mail.ru](mailto:sanja2163@mail.ru); Kivertsi Medical College, 4 Kyivska Street, Kivertsi, 45200, Volyn region, Ukraine.

Received 22.02.2016