



Analyzing The Relationship Between Motivation And Sportsman-ship Among Rugby Athletes

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Keywords

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Abstract

The purpose of this study is to examine how UiTM Puncak Alam rugby players' motivation and sportsmanship relate to one another. Data were gathered from 108 chosen rugby players using the Multidimensional Sportspersonship Orientations Scale (MSOS-25) and the Sport Motivation Scale (SMS-II). The results show that intrinsic and extrinsic motivational factors both play important roles in the major influence of motivation on sportsmanship conduct. Intrinsic motivation strengthens a sincere regard for the game, whereas extrinsic incentive—such as prizes and recognition—promotes sportsmanship by encouraging fair play and moral behaviour. According to normality tests, the data had an approximate normal distribution and were suitably distributed, with skewness and kurtosis values falling within acceptable bounds. These findings point to an evenly distributed motivating climate among the athletes. By shedding light on the many motivating variables that affect sportsmanship, the study helps coaches, educators, and sports psychologists improve their athlete development initiatives. Furthermore, sustaining high standards of sportsmanship depends on striking a balance between internal and extrinsic incentive. A heavy dependence on outside incentives might compromise true sportsmanship, yet a strong internal drive promotes morality and reverence for the game. The results underscore the significance of devising motivating tactics that include intrinsic and extrinsic components to foster comprehensive athlete growth. It is advised that further study be done to examine the long-term impacts of these motivating techniques on sportsmanship and performance in many sporting situations. This might result in the creation of athlete development and training programs that are more successful.

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INTRODUCTION

Sports, as a component of global culture, have long functioned as a unifying factor for people of many languages, ethnicities, and religious beliefs. They also assist people in maintaining physical and mental health, developing moral and personal qualities, maturing, gaining self-esteem, and interacting with others. Participating in sports can improve an individual's social, emotional, and moral development (Sagin & Akbuğa, 2019).

According to Karageorghis (2023), our behaviors are regulated by motivation, an intrinsic energy source that influences our ideas, feelings, and social relationships. It is well known in the sporting world that great motivation is a must for athletes to realize their maximum potential. Nonetheless, because of its naturally abstract character, it is a difficult power to master.

Sportsmanship has been a topic of discussion since the ancient Olympics and continues to gain popularity now (Çağlayan, Çoskun, & Yılmaz, 2021). Sportsmanship behavior refers to a collection of behaviors that should be demonstrated in all sporting settings (Elendu and Dennis, 2017). It refers to respect for teammates, opponents, sports officials, and other sports players before, during, and after events within the framework of fair play ideals. According to Yildiz (2019), strong sportsmanship provides athletes with the finest opportunity to build their character, teamwork, fair play, discipline, respect, and goal setting. The multidimensional idea of sportsmanship consists of five components: 1) Respecting authorities and rules; 2) Following social conventions; 3) Demonstrating entire dedication; 4) Respect to adversaries; and 5) Genuine regard and consideration for the enemy. According to Robinson (2009), despite the pursuit of accomplishment, sportsmanship maintains a commitment to fairness, honesty, and loyalty to the law.

Rugby, with its lengthy history and enormous global fan base, provides an ideal venue for studying the complicated interplay between drive and sportsmanship. This physically demanding sport promotes values like courage, respect, and teamwork while providing competitors with physical challenges and strong rivalry. This is the paradigm under which we investigate the complicated interplay between rugby players' incentives and sportsmanship.

METHOD

For this study, the researcher will contact 108 rugby player representatives from each faculty at UiTM Cawangan Selangor, Kampus Puncak Alam, Selangor. They will be contacted via email and telephone. Following that, the representatives receive information from the researcher and begin to distribute the questionnaire for the study that will be undertaken. The surveys are adapted from the Sport Motivational Scale (SMS-II) and the Multidimensional Sportspersonship Orientation Scale (MSOS-25). The Statistical Package for Sport Science, or SPSS, will be used to analyze the collected data.

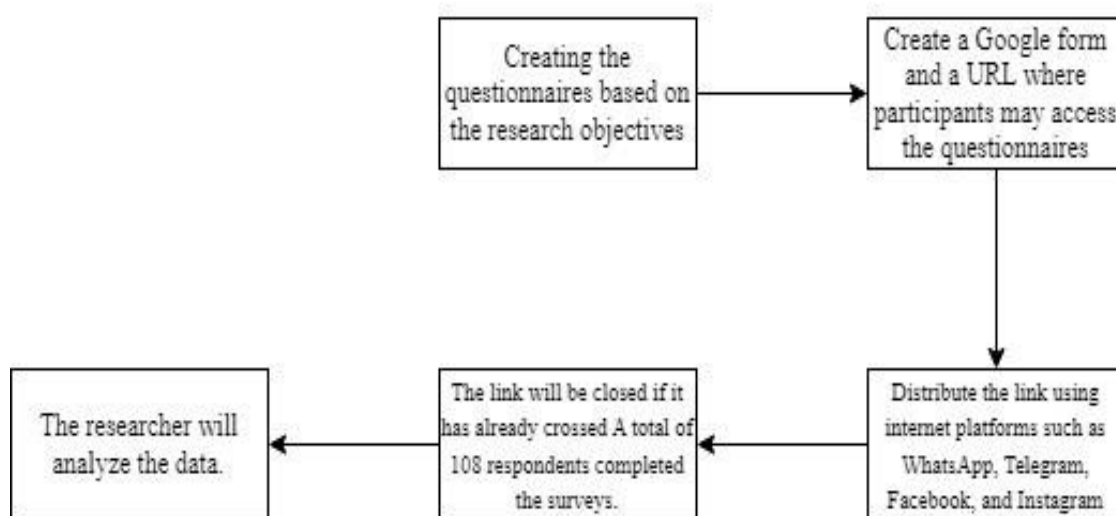


Figure 1. Data Collection Process

RESULT AND DISCUSSION

Table 1. Respondents' Demographic Information

Demographic Information		Frequency	Percentage
Gender	Male	88	81.5%
	Female	20	18.5%
Age	19-21	35	32.4%
	22-24	73	67.6%
Faculty	Faculty of Pharmacy	9	8.3%
	Faculty of Accountancy	12	11.1%
	Faculty of Business and Management	12	11.1%
	Faculty of Education	47	43.5%
	Faculty of Health and Science	16	14.8%
	Faculty of Hotel and Tourism Management	6	5.6%
	Kolej Pengajian Alam Bina	6	5.6%
Semester	1	5	4.6%
	2	18	16.7%
	3	7	6.5%
	4	12	11.1%
	5	18	16.1%
	6	13	12.0%
	7	4	4.7%
	8	31	28.7%
Total		108	100%

RESEARCH QUESTION 1: WHAT IS THE MOTIVATION LEVEL OF RUGBY ATHLETES IN UITM PUNCAK ALAM

Table 2. Descriptive for Motivation Level of Rugby Athletes in UiTM Puncak Alam

	Skewness				Kurtosis		
	N Statistic	Mean Statistic	Std Devia- tion Statistic	Statistic	Std. Error	Statistic	Std. Error
intrinsic_motivation	108	13.5463	1.14699	-.134	.233	-1.133	.461
integrated_regulations	108	13.3981	1.32510	-.574	.233	-.371	.461
identified_regulations	108	13.3891	1.23000	-.344	.233	-.403	.461
introjected_regulations	108	12.7130	1.54912	-1.438	.233	2.833	.461
external_regulations	108	12.5556	2.37720	-1.957	.233	4.563	.461
amotivation	108	8.1574	2.02859	.884	.233	1.970	.461
Valid N (listwise)	108						

The motivation levels of 108 rugby players were assessed, and the findings show that they have high levels of integrated and identified rules (both averaging 13.3981) as well as intrinsic motivation (average score of 13.5463). This shows that rugby players are largely driven by personal goals and

a sense of accomplishment. Introjected regulation has a little lower average score of 12.7130, but it remains substantial, demonstrating that internal forces are also present. With an average score of 12.5556, external regulation is moderate, implying that external rewards and pressures have limited influence. The average score for amotivation is 8.1574, which is low and indicates that most athletes are naturally driven. There is higher diversity in ratings for amotivation and external motivation, indicating a broader variety of reactions in these areas. Many motivation subscales have a modest to moderate skew, with particularly noticeable left-skewed distributions in introjected regulation and external motivation. Furthermore, the tails of external motivation and amotivation are thicker, indicating that both distributions contain some extreme values. Rugby players are frequently driven by internal motives, with low levels of amotivation and little influence from external factors.

RESEARCH QUESTION 2: HOW DOES EXTRINSIC MOTIVATION INFLUENCE THE MOTIVATION AND SPORTSMANSHIP AMONG RUGBY ATHLETES IN UITM PUNCAK ALAM

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.230*	0.53	0.44	4.36705

a. Predictor: (Constant): Sportsmanship

The regression analysis between sportsmanship and the dependent variable yields a correlation value (R) of 0.230, indicating a link between extrinsic motivation and sportsmanship. This implies a favorable relationship between sportsmanship and the dependent variable. Sportsmanship only explains for 5.3% of the variation in the dependent variable, according to a R Square value of 0.053, implying that other factors may be more relevant. The adjusted R Square of 0.044 indicates that the number of predictors has little effect on the model's predictive performance. The observed values depart from the regression line by an average of 0.26338 units, as evidenced by the standard error of 0.26338, indicating a precise estimation.

Table 4. ANOVA Table

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.411	1	.411	5.926	0.017 ^b
	Residual	7.353	106	.069		
	Total	7.7641	107			

Dependent Variable: Sportsmanship

Predictors: (Constant). extrinsic

The ANOVA table produced from the regression analysis shows that extrinsic incentives have a significant impact on rugby athletes' sportsmanship. The p-value of 0.017 and the F-statistic of 5.926 both fall below the normal alpha threshold of 0.05. This reveals that external incentive accounts for part of the variation in sportsmanship and demonstrates that the model is statistically significant. Thus, in this sample of rugby players, changes in sportsmanship levels are associated with changes in extrinsic motivation.

Table 5. Coefficients Table

Model	Unstandard- izedB	Coefficients Std. Error	Standardized Coefficients Beta	1	Sig.
1 (Constant)	3.332	.298		11.184	<0.01
extrinsic	0.14	.006	.230	2.434	.017

a. Dependent Variable: sportsmanship

A regression analysis found that external incentive had a significant influence on sportsmanship among rugby athletes. Sportsmanship increases by 0.014 units for every unit of extrinsic incentive ($B = 0.014$, $p = 0.017$). Better sportsmanship is associated with stronger extrinsic desire, as evidenced by a statistically significant correlation.

RESEARCH QUESTION 3: IS THERE ANY SIGNIFICANT RELATION BETWEEN MOTIVATION TOWARDS SPORTSMANSHIP AMONG RUGBY ATHLETES IN UITM PUNCAK ALAM

Table 6. Pearson Correlation Table

		motivation	sportsmanship
motivation	Pearson Correlation	1	.365**
	Sig. (2-tailed)		<.001
	N	108	108
sportsmanship	Pearson Correlation	.365**	1
	Sig. (2-tailed)	<.001	
	N	108	108

**Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation test findings show a substantial positive relationship between motivation and sportsmanship among rugby players. The correlation value (r) of 0.365 indicates that the link is somewhat positive. The link is statistically significant at the 0.01 level, as evidenced by a p -value less than 0.001. This suggests that among these athletes, sportsmanship tends to rise when motivation rises, implying a link between increased desire and better sportsmanship practices. This study's sample size consists of 108 athletes.

Discussion

There is currently not much study into the relationship between motivation and sportsmanship among rugby players. While sportsmanship is vital in rugby, the significance of intrinsic vs extrinsic motivations in adhering to the sport's ethics and fair play remains uncertain. Furthermore, despite extensive study on sports motives, the peculiar dynamics and traditions of rugby have not received significant attention. Understanding individual accomplishment, team harmony, and societal recognition may aid rugby players in their character development and behavior modeling. Furthermore, there is limited understanding of how intentions change over time due to age, experience, or team chemistry, and how this influences sportsmanship. Addressing these gaps is crucial for effective interventions to foster rugby values and respect.

Rugby players' motivation levels, as investigated in various studies, demonstrate a complex combination of internal and environmental forces. Cresswell and Eklund (2005) discovered that intrinsic motivation, which includes personal progress, team cohesion, and the enjoyment of the game, is associated with lower levels of burnout and improved sportsmanship. Extrinsic motivations, such as economic rewards, public recognition, and external expectations, can produce greater stress and burnout if they are not balanced by intrinsic reasons.

Research on university rugby players indicates the importance of coaching strategies and their effect on motivation. Coaches that provide autonomy, support, structure, and engagement increase intrinsic motivation by addressing players' psychological needs (Gillet et al., 2010). These findings

suggest that a supportive coaching environment may enhance sportsmanship by encouraging players to be self-motivated.

Overall, the study underlines the significance of a balanced motivational strategy, with an emphasis on increasing intrinsic incentives to sustain athletes' well-being and adherence to sportsman-ship values in rugby (Gillet et al., 2010; Cresswell & Eklund, 2005).

Extrinsic motivation, which includes external rewards such as trophies, public acclaim, and allow-ances, has a significant influence on rugby players' sportsmanship. Athletes are often encouraged to observe fair play rules and sportsmanship norms to earn these rewards. Acknowledgement from coaches, teammates, and the greater sports community, for example, might drive players to exhibit ex-cellent sportsmanship behaviors because they know they will be acknowledged and rewarded (Jbcloser, 2024).

External motivations have been found in studies to increase short-term compliance with sports-manship norms, however their efficiency varies according to the athlete's internalization of these con-cepts. For example, when athletes compete for awards or public recognition, they may demonstrate more sportsmanship during competitions to boost their public image and enjoy the benefits. However, depending solely on extrinsic incentives may result in superficial adherence, since sportsmanship be-haviors are conducted just to receive external benefits rather than with actual respect for the game and its values (Chen et al., 2023)

Furthermore, maintaining a balance of extrinsic and intrinsic motivation is critical for long-term success. External motivating factors can provide immediate benefits and reinforce positive ac-tivities, but intrinsic motivation, like as personal enjoyment and internalized principles, guarantees that sportsmanship becomes a consistent and powerful component of an athlete's behavior (Jbcloser, 2024).

The relationship between motivation and sportsmanship among rugby players is a large area of study that sheds light on how various types of motivation influence athletes' adherence to sports-manship rules. Sports motivation is classified into two categories: intrinsic and extrinsic. Intrinsic motivation refers to engaging in an activity for intrinsic fulfilment, such as personal advancement or enjoyment, whereas extrinsic motivation includes external rewards such as recognition, financial in-centives, or prizes.

The partnership of intrinsic and extrinsic motivations emphasises the need of establishing a stimulating environment that is balanced. Coaches and team management may boost sportsmanship by emphasizing internal rewards such as personal growth and team successes, as well as appropriate external incentives. Understanding this relationship helps to create effective therapies that not only increase performance but also adhere to the sport's ethical norms (Deci & Ryan, 1985).

CONCLUSION

Analyzing the relationship between sportsmanship and motivation in rugby athletes at UiTM Puncak Alam provides valuable insights into how various motivators influence players' behavior on the field. According to the study, extrinsic elements such as awards and rewards from outside sources, as well as internal factors such as personal fulfilment and enjoyment of the game, are important in influencing a person's perception of sportsmanship. Intrinsically driven athletes are more likely to demonstrate good sportsmanship, which fosters a supportive team environment and adherence to fair play. Meanwhile, the study underlines the need of maintaining motivation while adhering to sports-manship rules through effective extrinsic incentive management.

These findings might benefit UiTM Puncak Alam coaches and sports administrators in the fu-ture. Stakeholders can develop targeted solutions by understanding the intricate relationships between sportsmanship and motivation. These may include ensuring that extrinsic rewards promote moral be-havior and desirable behaviors while also nurturing intrinsic motivation through meaningful engage-ment and personal development chances. Finally, adopting a thorough motivational technique may increase rugby players' overall sportsmanship, so improving and strengthening the program.

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