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AN EXAMINATION OF SPORTS PARTICIPATION MOTIVATION AND SPORTS PASSION LEVEL OF SPORTS SCIENCE STUDENTS

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Abstract

This study aimed to investigate the motivation for sports participation and levels of passion for sports among students in the Faculty of Sports Sciences, as well as to compare them across various variables. The population comprised students from the Faculty of Sports Sciences at Bayburt University, with a sample group of 312 athletes, including 162 males and 150 females. Demographic variables of the participants were collected using a researcher-developed "Personal Information Form." To assess the participants' motivation for sports participation, the "Sports Participation Motivation Scale" developed by Gill et al. (1938) and adapted into Turkish by Oyar et al. (2001) was utilized. Participants rated their reasons for sports participation on a 3-point scale: "Very Important (1), Slightly Important (2), Not Important (3)." The "Sports Passion Scale," a 5-point Likert-type scale with 8 items and a single subscale, developed by Sigmundsson et al. (2020) and adapted into Turkish by Özdayı et al. (2021), was used to measure the participants' levels of passion for sports. Descriptive tests were conducted to determine means for the subscales of motivation for sports participation and levels of passion for sports. Independent samples t-tests were performed for comparisons based on gender and sports branch. One-way ANOVA tests were conducted to compare differences based on years of sports participation and academic departments, followed by the Tukey test to determine which groups contributed to the observed differences. In the sub-dimensions of skill development, team membership/spirit, enjoyment, friendship, and physical fitness/energy expenditure, as well as in the passion for sports, it was determined that participants with 1-3 years of sports experience had lower levels than others.

Keywords: Sports Sciences; Students; Passion in Sports; Motivation in Sports

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1. Introduction

Sport is a remarkable endeavor geared towards enhancing an individual's physical and mental wellbeing, bolstering personal care to the utmost level within the boundaries of competition standards, and promoting excitement, competition, and victory (Sevinç & Kapçak, 2021). As such, the role of sport and physical activity as a strategic instrument capable of contributing to health, social, and economic goals is highly significant. This includes the individual experiencing a sense of well-being as they dedicate time to sportive activities, sustain their physical form to a degree, improve their aesthetic appearance, and assist in maintaining their societal standing (Güzel, 2021). Furthermore, irrespective of age, sport, when conducted systematically and predicated on scientific foundations, plays a vital role in fostering a lifelong state of health, success, happiness, and high morale (Derbentoğlu, 2019). Consequently, recent years have seen a surge in participation in sportive activities as a means of escaping stress and anxiety induced by a demanding work schedule (Moradi et al., 2020).

When examined through the lens of motivation directing or influencing sports engagement, the necessity arises to disseminate the interest in sports among individuals and determine the dynamics that can be utilized towards this end (Demir & İlhan, 2019). Motivation is bifurcated into intrinsic and extrinsic forms. Intrinsic motivation manifests when an individual partakes in an action to satisfy their own needs, satiate their curiosity, or derive pleasure from the activity. In contrast, extrinsic motivation arises when an individual acts with the aim to secure an external reward, evade punishment, or gratify others (İlhan & Gencer, 2013). While extrinsic motivation hinges on discernible rewards, intrinsic motivation is defined as the act of undertaking an activity for its inherent objectives. Individuals tend to incline towards intrinsic motivation when they perceive themselves as competent, in control, or when they are self-determinant (İlhan & Gencer, 2013).

Sport participation motivation has been conceptualized as a notion necessitating exploration to discern and categorize the factors that guide sports participants towards engagement in activities. This subject has been extensively examined in various studies (Ergin et al., 2019). Tekkurşun Demir & İlhan (2019) concluded in their study that the sport participation motivations of visually impaired athletes were elevated. Kaman et al. (2017), in their study, observed that tennis athletes' sports participation motivations were influenced by intrinsic elements such as skill development. Pehlevan & Bal (2018) identified in their research that involvement in sports increased the propensity for children to garner peer support.

Beyond the measurement of motivation levels, the notion of passion represents a robust inclination towards an activity which an individual perceives as meaningful, important, and worthy of significant time and energy expenditure. This activity is also a critical element in their self-identification. It has been proposed that two distinct types of passion exist that an individual might hold for their chosen sport: harmonious passion and obsessive passion (Vallerand, 2008). When scrutinizing these divergent views, it becomes apparent that passion

precipitates a dichotomy, instigating both beneficial and detrimental outcomes. The variances in emotional responses, shifts in behavior, rationales for persistence in an environment, or situations that impinge upon the individual are elucidated by diverse concepts within the sporting milieu. Of late, within the realm of physical exercise, the concept of passion has surfaced as an additional explanatory variable for athletes' behaviors, joining traditional concepts such as motivation, incentive, and achievement (İslam & Öztürk, 2023).

Passion is theorized to invoke beneficial influences on performance via a pivotal mechanism, characteristically described as a profound cognitive engagement in a specific endeavor. While it may foster a balanced and objective-driven life by bolstering an individual's motivation, welfare, and commitment to the task, it does not uniformly adapt to every circumstance. Occasionally, it may verge on the excessive due to compulsion and rigid insistence, thereby inducing negative emotions in the individual (Özdayı et al., 2021).

A comprehensive review of the literature unveils various studies probing the level of passion in sports across distinct demographic groups. Şahin (2017), in their study, observed a discrepancy favoring male students in both the harmonious and obsessive passion subdimensions. Similarly, research by Stenseng et al. (2015) revealed that the favorable impact of harmonious passion on the positive emotions of athletes is partly rooted in elevated perceptions of belongingness. In a study conducted by De La Vega (2016), a broad sample group encompassing low-level competitive athletes, high-level competitive athletes, and non-competitive leisure athletes was scrutinized to ascertain the interrelationship between exercise addiction and passion, in relation to the athletes' competition level.

Within this framework, the primary objective of this research is to investigate the levels of sports participation motivation and the intensity of passion for sports among students studying sports sciences.

2. Method

2.1. Aim of the Study

The aim of this investigation is to explore and contrast the motivation for sports participation and the intensity of passion for sports among students from the Faculty of Sports Sciences, considering diverse variables.

2.2. Population and Sample

The study's population is composed of students from Bayburt University's Faculty of Sports Sciences, while the sample comprises 312 athletes, 162 males and 150 females.

2.3. Study Design

This research, aimed at scrutinizing and juxtaposing the motivational factors for sports participation and the passion levels for sports among students in the Faculty of Sports

Sciences, implements a correlational survey method. The correlational survey model is a research approach that seeks to identify the existence of a conjoint variation between two or more variables. This model aims to ascertain whether the variables are co-varying and, if such co-variation exists, the manner in which it occurs (Karasar, 2011).

2.4. Data Collection Instruments

The "Personal Information Form," created by the researchers, was utilized in the study to ascertain the demographic variables of the participants. The "Sports Participation Motive Scale," comprising a total of 8 sub-dimensions and 30 items, was employed to determine participants' motivation levels for sports participation. This scale, developed by Gill et al. (1983) and adapted into Turkish by Oyar et al. (2001), includes skill development, team membership/spirit, friendship, physical fitness/energy expenditure, competition, movement/activity, entertainment, and achievement/status. Participants' reasons for engaging in sports were gauged on a 3-point scale: "Very Important (1), Somewhat Important (2), and Not Important at All (3)." Furthermore, the "Passion in Sports Scale," developed by Sigmundsson et al. (2020) and translated into Turkish by Özdayı et al. (2021), was employed to identify the passion levels for sports among the participants. This 5-point Likert scale consists of a single sub-dimension and eight items. Data analysis was executed using the statistical software SPSS 25.

2.5. Data Analysis

In this study, frequency analysis was implemented to determine the demographic attributes of the participants. Descriptive statistics were used to ascertain the mean values regarding the sub-dimensions of sports participation motivation and the levels of passion for sports. Independent t-tests were used to compare the sub-dimensions of sports participation motivation and levels of passion for sports by gender and sport type. One-way ANOVA was applied to contrast the sub-dimensions of sports participation motivation and passion levels for sports by the year of sports participation and academic departments. The Tukey Test was employed to identify the source of the disparities.

3. Results

Table 1. Demographic Variables

		N	**%**
Gender	Male	162	51,9
	Female	150	48,1
Sport Branches	Individual	152	48,7
	Team	160	51,3
Age	18-19 Years Old	83	26,6
	20-21 Years Old	103	33,0
	22-23 Years Old	72	23,1
	24 Years and Above	54	17,3

Years in Sport	1-3 Years	116	37,2
	4-6 Years	72	23,0
	7-9 Years	76	24,4
	10 Years and Above	48	15,4
Department	Dept. of Coaching Educ.	120	38,5
	Dept.of Physical Educ. & Sports	66	21,2
	Dept.of Recreation	64	20,5
	Dept.of Sports Management	62	19,9
	TOTAL	**312**	**100**

Upon scrutinizing the demographic attributes of the participants, it is discerned that males constitute 51.9% (or 162 individuals) of the cohort, and females make up 48.1% (or 150 individuals). Pertaining to the categorization of sports, individual sports are represented by 48.7% (or 152 individuals), while team sports account for 51.3% (or 160 individuals). When segregated by age, the 20-21 age bracket witnesses the highest representation with 33% (or 103 individuals), whereas the group aged 24 and above marks the lowest participation at 17.3% (or 54 individuals). In the context of the duration of sports involvement, individuals active for 1-3 years hold the highest share at 37.2% (or 116 individuals), with the least representation from those engaged for 10 years or more, at 15.4% (or 48 individuals). Considering the departmental distributions, Coaching Education exhibits the maximum enrollment with 38.5% (or 120 individuals), while Sports Management records the least with 19.9% (or 62 individuals).

Table 2. Average Scores for Participants' Sub-dimensions of Sports Participation Motivation and Levels of Passion for Sports

Measures	**Sub-Dimensions**	**N**	**Min.**	**Max.**	**X**	**Sd**
Sports Participation Motivation Scale	Skill Development	312	1,00	2,25	1,08	0,20
	Team Membership/Spirit	312	1,00	2,75	1,14	0,29
	Enjoyment	312	1,00	2,50	1,17	0,30
	Friendship	312	1,00	3,00	1,30	0,45
	Achievement/Status	312	1,00	2,20	1,18	0,25
	Physical Fitness/Energy Expenditure	312	1,00	2,00	1,13	0,21
	Motion/Activity	312	1,00	2,00	1,09	0,24
	Competition	312	1,00	2,33	1,12	0,24
Passion for Sports Scale	Passion for Sports	312	1,00	5,00	4,02	0,75

Upon evaluation of the scores derived from the sub-dimensions of the Sports Participation Motivation Scale among participants, it is observed that the sub-dimension of Skill Development held the highest level of importance, whilst Friendship was deemed the least important. Further examination of the levels of Passion for Sports indicates a high mean score, signifying a substantial level of passion among participants.

Table 3. Comparison of Participants' Motivation Subdimensions for Sports Participation and Levels of Passion for Sports According to Gender

Measures	Sub-Dimensions	Gender	N	X	Sd	t	p
Sports Participation Motivation Scale	Skill Development	Male	162	1,10	0,25	2,271	,024*
		Female	150	1,05	0,13		
	Team Membership/Spirit	Male	162	1,13	0,26	-,430	,667
		Female	150	1,15	0,32		
	Enjoyment	Male	162	1,20	0,34	2,078	,039*
		Female	150	1,14	0,24		
	Friendship	Male	162	1,25	0,40	-2,127	,034*
		Female	150	1,36	0,49		
	Achievement/Status	Male	162	1,19	0,27	,929	,354
		Female	150	1,16	0,23		
	Physical Fitness/Energy Expenditure	Male	162	1,14	0,23	,939	,349
		Female	150	1,12	0,20		
	Motion/Activity	Male	162	1,12	0,27	2,598	,010*
		Female	150	1,06	0,20		
	Competition	Male	162	1,12	0,24	,112	,911
		Female	150	1,12	0,24		
Passion for Sports Scale	Passion for Sports	Male	162	3,99	0,88	-,648	,518
		Female	150	4,04	0,58		

*: p<0,05

Upon examining the motivation for sports participation among participants based on their gender, no statistically significant differences were identified in the facets of team membership/morale (p=,667), success/status (p=,354), physical fitness/energy expenditure (p=,349), and competition (p=,911) (p>0,05). Nonetheless, statistically significant disparities were observed in the domains of skill enhancement (p=,024), amusement (p=,039), companionship (p=,034), and physical activity (p=,010) (p<0,05). Upon analysis of the obtained outcomes, it was ascertained that female participants attributed higher importance to skill enhancement, amusement, and physical activity, whereas male participants demonstrated greater emphasis on the companionship aspect compared to their female counterparts.

When evaluating the intensity of passion for sports among participants based on their gender, the groups did not display statistically significant discrepancies (p=,518) (p>0,05).

Table 4. Comparison of Participants' Motivation Subdimensions for Sports Participation and Levels of Passion for Sports According to Sports Branches

Measures	Sub-Dimensions	Sport Branches	N	X	Sd	t	p
Sports Participation Motivation Scale	Skill Development	Individual	152	1,07	0,20	-,098	,922
		Team	160	1,08	0,20		
	Team Membership/Spirit	Individual	152	1,17	0,30	1,663	,097
		Team	160	1,11	0,28		
	Enjoyment	Individual	152	1,19	0,32	1,204	,229
		Team	160	1,15	0,28		
	Friendship	Individual	152	1,34	0,44	1,478	,141
		Team	160	1,27	0,45		
	Achievement/Status	Individual	152	1,19	0,27	,849	,396
		Team	160	1,17	0,24		

	Physical Fitness/Energy Expenditure	Individual	152	1,14	0,21	1,210	,227
		Team	160	1,11	0,21		
	Motion/Activity	Individual	152	1,08	0,22	-,758	,449
		Team	160	1,10	0,25		
	Competition	Individual	152	1,11	0,22	-,535	,593
		Team	160	1,13	0,26		
Passion for Sports Scale	Passion for Sports	Individual	152	3,99	0,61	-,575	,566
		Team	160	4,04	0,86		

*: p<0,05

No significant differences were observed in the comparison of participants' motivation for sports participation across different sport branches in terms of the sub-dimensions of skill development (p=,922), team membership/spirit (p=,097), enjoyment (p=,229), friendship (p=,141), achievement/status (p=,396), physical fitness/energy expenditure (p=,227), movement/being active (p=,449), and competition (p=,593) (p>0,05).

Furthermore, no significant differences were found among the groups when comparing participants' levels of passion for sports based on different sport branches (p=,566) (p>0,05).

Table 5. Comparison of Participants' Motivation for Sports Participation Sub-Dimensions and Levels of Sports Passion Based on Years of Sports Engagement

Measures	**Sub-Dimensions**	**Years in Sport**	**N**	**X**	**Sd**	**F**	**p**	**Diff.**
Sports Participation Motivation Scale	Skill Development	1-3 Years	116	1,12	0,26	2,815	,039*	B>A
		4-6 Years	72	1,05	0,13			
		7-9 Years	76	1,07	0,17			
		10 Years and Above	48	1,03	0,15			
	Team Membership/Spirit	1-3 Years	116	1,20	0,36	6,612	,000*	B, D>A B>C
		4-6 Years	72	1,04	0,11			
		7-9 Years	76	1,19	0,34			
		10 Years and Above	48	1,06	0,13			
	Enjoyment	1-3 Years	116	1,25	0,35	5,604	,001*	B, D>A
		4-6 Years	72	1,11	0,18			
		7-9 Years	76	1,19	0,31			
		10 Years and Above	48	1,07	0,22			
	Friendship	1-3 Years	116	1,45	0,54	7,638	,000*	B, C, D>A
		4-6 Years	72	1,19	0,32			
		7-9 Years	76	1,28	0,44			
		10 Years and Above	48	1,16	0,27			
	Achievement/Status	1-3 Years	116	1,23	0,30	2,460	,063	-
		4-6 Years	72	1,13	0,20			
		7-9 Years	76	1,15	0,25			
		10 Years and Above	48	1,17	0,14			
	Physical Fitness/Energy Expenditure	1-3 Years	116	1,21	0,26	8,892	,000*	B, C, D>A
		4-6 Years	72	1,07	0,14			
		7-9 Years	76	1,10	0,20			
		10 Years and Above	48	1,07	0,14			
	Motion/Activity	1-3 Years	116	1,11	0,24	,989	,398	-
		4-6 Years	72	1,06	0,21			
		7-9 Years	76	1,11	0,29			
		10 Years and Above	48	1,06	0,16			

	Competition	1-3 Years	116	1,17	0,32	2,368	,071	-
		4-6 Years	72	1,08	0,14			
		7-9 Years	76	1,10	0,19			
		10 Years and Above	48	1,11	0,21			
Passion for Sports Scale	Passion for Sports	1-3 Years	116	3,73	0,73	10,316	,000*	B, C, D>A
		4-6 Years	72	4,29	0,45			
		7-9 Years	76	4,10	0,89			
		10 Years and Above	48	4,16	0,71			

*: p<0,05

When comparing participants' motivation for sports participation based on years of sports engagement, no significant differences were found in the sub-dimensions of achievement/status (p=,063), movement/being active (p=,398), and competition (p=,071) (p>0,05). However, significant differences were observed in the sub-dimensions of skill development (p=,039), team membership/spirit (p=,000), enjoyment (p=,001), friendship (p=,000), and physical fitness/energy expenditure (p=,000) (p<0,05). Participants engaged in sports for 4-6 years exhibited a higher emphasis on skill development compared to those engaged for 1-3 years. In the sub-dimension of team membership/spirit, participants engaged for 4-6 years and 7-9 years showed a greater emphasis compared to those engaged for 1-3 years, while participants engaged for 4-6 years showed a higher emphasis compared to those engaged for 7-9 years. Furthermore, participants engaged for 4-6 years and 10 years or more demonstrated a greater importance in enjoyment compared to those engaged for 1-3 years. In the sub-dimensions of friendship and physical fitness/energy expenditure, participants engaged for 4-6 years, 7-9 years, and 10 years or more exhibited a higher level of importance compared to those engaged for 1-3 years.

Significant differences were found among the groups when comparing participants' levels of sports passion based on years of sports engagement (p=,000) (p<0,05). According to the obtained data, participants engaged for 4-6 years, 7-9 years, and 10 years or more demonstrated higher levels of sports passion compared to those engaged for 1-3 years.

Table 6. Comparison of Sub-dimensions of Participants' Motivation for Sports Participation and Levels of Passion for Sports by Departments

Measures	**Sub-Dimensions**	**Department**	**N**	**X**	**Sd**	**F**	**p**	**Diff.**
Sports Participation Motivation Scale	Skill Development	A) Dept. of Coaching Educ.	120	1,10	0,26	,995	,395	-
		B) Dept.of Physical Educ. & Sports	66	1,07	0,15			
		C) Dept.of Recreation	64	1,05	0,13			
		D) Dept.of Sports Management	62	1,06	0,19			
	Team Membership/ Spirit	A) Dept. of Coaching Educ.	120	1,17	0,29	1,648	,178	-
		B) Dept.of Physical Educ. & Sports	66	1,10	0,25			
		C) Dept.of Recreation	64	1,17	0,40			
		D) Dept.of Sports Management	62	1,09	0,18			
	Enjoyment	A) Dept. of Coaching Educ.	120	1,19	0,29	,219	,883	-
		B) Dept.of Physical Educ. & Sports	66	1,16	0,30			
		C) Dept.of Recreation	64	1,15	0,28			
		D) Dept.of Sports Management	62	1,17	0,33			

	Friendship	A) Dept. of Coaching Educ.	120	1,38	0,49	5,354	,001*	B, D>A, C
		B) Dept.of Physical Educ. & Sports	66	1,18	0,31			
		C) Dept.of Recreation	64	1,40	0,50			
		D) Dept.of Sports Management	62	1,19	0,39			
	Achievement/ Status	A) Dept. of Coaching Educ.	120	1,23	0,28	2,529	,057	-
		B) Dept.of Physical Educ. & Sports	66	1,13	0,27			
		C) Dept.of Recreation	64	1,14	0,20			
		D) Dept.of Sports Management	62	1,17	0,20			
	Physical Fitness/Energy Expenditure	A) Dept. of Coaching Educ.	120	1,17	0,23	3,250	,022*	C>A
		B) Dept.of Physical Educ. & Sports	66	1,11	0,22			
		C) Dept.of Recreation	64	1,06	0,15			
		D) Dept.of Sports Management	62	1,14	0,22			
	Motion/ Activity	A) Dept. of Coaching Educ.	120	1,08	0,22	,566	,638	-
		B) Dept.of Physical Educ. & Sports	66	1,12	0,24			
		C) Dept.of Recreation	64	1,07	0,25			
		D) Dept.of Sports Management	62	1,11	0,24			
	Competition	A) Dept. of Coaching Educ.	120	1,13	0,22	3,484	,016*	C>B
		B) Dept.of Physical Educ. & Sports	66	1,19	0,34			
		C) Dept.of Recreation	64	1,06	0,19			
		D) Dept.of Sports Management	62	1,09	0,19			
Passion for Sports Scale	Passion for Sports	A) Dept. of Coaching Educ.	120	3,82	0,78	5,256	,002*	B, C>A
		B) Dept.of Physical Educ. & Sports	66	4,17	0,53			
		C) Dept.of Recreation	64	4,21	0,81			
		D) Dept.of Sports Management	62	4,03	0,75			

*: p<0,05

When comparing participants' motivation for sports participation according to their departments, no significant differences were found in the sub-dimensions of skill development (p=,395), team membership/spirit (p=,178), fun (p=,219), achievement/status (p=,057), and movement/being active (p=,638) (p>0,05). However, significant differences were observed in the sub-dimensions of friendship (p=,001), physical fitness/energy expenditure (p=,022), and competition (p=,016) (p<0,05). Specifically, participants studying in the physical education and sports teaching department and sports management department showed a higher degree of importance placed on the friendship sub-dimension compared to those in the coaching education and recreation departments. Moreover, in the physical fitness/energy expenditure sub-dimension, participants studying in the recreation department placed more significance on this aspect compared to those in the coaching education department. In terms of the competition sub-dimension, participants enrolled in the recreation department expressed a greater level of importance than those in the physical education and sports teaching department.

Regarding the comparison of participants' levels of passion for sports based on different sports branches, statistically significant differences were observed among the groups (p=,002) (p<0,05). The data obtained indicate that participants studying in the physical education and sports teaching department as well as the recreation department demonstrated higher levels of passion for sports compared to those in the coaching education department.

4. Discussion

The purpose of this study was to investigate the motivation for sports participation and the level of passion for sports among sports science students. Sports can significantly contribute to individuals' physiological, psychological, and social well-being, as well as enhance their abilities in both social and professional aspects. The study examined the participants' motivation for sports participation and their level of passion, considering factors such as gender, age, sports branch types, and departments.

When comparing participants' motivation for sports participation based on gender, no significant differences were found in the sub-dimensions of team membership/spirit, achievement/status, physical fitness/energy expenditure, and competition. However, significant differences were observed in the sub-dimensions of skill development, fun, friendship, and movement/being active. The findings indicated that female participants placed a higher emphasis on skill development, fun, and movement/being active compared to male participants, whereas male participants attached greater importance to friendship. These disparities can be attributed to inherent physiological and psychological variations between genders. However, it is worth noting that previous literature does not entirely support our findings. For example, a study by Tekkurşun and İlhan (2019) examining motivation for sports participation among visually impaired individuals did not find significant gender-based differences in motivation sub-dimensions. Similarly, İlhan and Gencer (2013) determined that there were no differentiations between male and female student-athletes regarding motivation for sports participation across all sub-dimensions. These studies differ from our findings. Nevertheless, Kaman et al. (2017) conducted a study investigating gender differences in motivation for sports participation and identified a significant difference in the "competition" sub-dimension, indicating that female athletes were more influenced by motivation for sports participation in terms of competition compared to their male counterparts. Another study by Çiftçi (2018) employing the recreational exercise motivation scale found statistically significant gender-based differences in the sub-dimensions of competition, social and fun, and skill development. Male participants scored higher than females in these sub-dimensions, indicating greater motivation levels. Additionally, Yıldırım (2017) detected a significant difference in the movement/being active sub-dimension among motivation for sports participation. While certain sub-dimensions exhibit similarities across studies, others display variations, possibly influenced by cultural differences among individuals.

No significant differences were found between groups in comparing the levels of passion for sports based on gender. This finding aligns with previous studies conducted by Mageau et al. (2009) and Kelecek et al. (2015), where no significant differences in passion levels between men and women were observed, which is consistent with our study. However, in contrast to these findings, Şahin (2017) reported a statistically significant difference in the levels of obsessive passion among the participating students based on gender. Similarly, Çebi et al. (2019) found that when comparing the passion subscale scores based on gender among tennis

players, male and female tennis players had the highest average scores in the positive passion subscale. These studies present contrasting results compared to our study, suggesting the existence of various factors that may account for the divergent findings in the literature.

Regarding the comparison of participants' motivation for sports participation based on different types of sports, no significant differences were found in the subdimensions of skill development, team membership/spirit, fun, friendship, achievement/status, physical fitness/energy expenditure, movement/activity, and competition. Yıldırım (2027) also found no statistically significant differences in the competition subdimension between groups based on the variable of sports branch, as the observed differences were minimal according to the multiple comparison test. This similarity in the lack of significant differences aligns with our study's findings. Conversely, Şirin et al. (2008) reported that, regardless of gender, athletes participating in various sports tended to score highest in the competition subscale and lowest in the movement/activity subscale. Additionally, İlimdar et al. (2017) found a statistically significant difference in the competition subscale between individual athletes and team athletes, favoring individual athletes. Similarly, Çiçek (2019) discovered a statistically significant difference among groups in the motivation scale's subdimensions of skill development, physical appearance, health, and attitude towards sports based on the variable of sports branch among university students. These studies differ from our findings, suggesting the influence of factors specific to the sample or study design.

In the comparison of participants' motivation for sports participation based on their academic departments, no significant differences were found in the subdimensions of skill development, team membership/spirit, fun, achievement/status, and movement/activity. However, significant differences were observed in the subdimensions of friendship, physical fitness/energy expenditure, and competition. Specifically, participants studying physical education and sports teaching as well as recreation exhibited higher scores in the friendship subscale compared to those studying coaching education and recreation. Moreover, participants studying recreation demonstrated higher scores in the physical fitness/energy expenditure subscale compared to those studying coaching education. In terms of the competition subscale, participants studying recreation showed a greater emphasis on competition compared to those studying physical education and sports teaching. These findings suggest that differences in entrance scores and curricula among students from different departments may contribute to variations in motivational subdimensions.

Regarding the comparison of participants' levels of passion for sports based on different types of sports, significant differences were found between groups. Specifically, participants studying physical education and sports teaching as well as recreation displayed higher levels of passion for sports compared to those studying coaching education. These differences may be attributed to the students' momentary emotional fluctuations associated with their respective departments, indicating the potential influence of contextual factors on passion levels.

5. Conclusions

Based on our findings, significant differences were observed in the motivation for sports participation and levels of sports passion among sports science students based on their academic departments, gender, and age variables. It is imperative to guide students towards activities that foster sports engagement, active participation in sports events, and the adoption of sports as a lifestyle. The results indicate that sports science students exhibit high motivation and passion for enhancing their own sports performance, comprehending the impact of sports on health and quality of life, and imparting sports knowledge to others. Therefore, emphasizing the importance of educational programs tailored for sports science students and promoting their active involvement in sports becomes crucial. Additionally, it is believed that motivation for sports participation and levels of sports passion can positively influence students' academic achievements, physical well-being, and overall life satisfaction.

Declaration of Conflicting Interests and Ethics

Documents based on the research data provided a briefing about the study to the participants. Participants were informed that the data gathered from them would be utilized for academic purposes. They were asked to voluntarily respond to the scale survey. The necessary permissions for the study were obtained from the Bayburt University Ethics Committee, dated 07.03.2023 (Ethics Committee decision no: E-15604681-100-121740).

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