

# BARRIERS, Motivation and Sports Participation in Selected Regions in Mindanao: An Explanatory Sequential STUDY

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## ABSTRACT

Sports participation is important for emerging sporting countries, yet participation has continued to decline worldwide. This sequential explanatory mixed methods study examined barriers to sports participation and motivation among tertiary students in selected Mindanao regions, including BARMM, Northern Mindanao, SOCCSKSARGEN, and Zamboanga Peninsula. Using surveys, interviews, and focus group discussions, the study found that students experienced a high overall level of barriers. Social, religious, and psychological barriers were rated high, while university-related and academic-related barriers were moderate. Sports participation motivation was also high overall, particularly in relation to playing with friends, popularity, social status, sports events, and relaxation. Fitness and health motivation received a very high rating. Basketball, volleyball, and badminton were the most preferred sports. Most students had participated for one year or less, usually once a week for two to three hours. Motivation significantly influenced years of participation, frequency, duration, and type of sport. Qualitative findings generally confirmed the quantitative results, especially the influence of motivation on sports participation.

**KEYWORDS:** *Physical education, sports participation, barriers to sports participation, sports participation motivation, explanatory sequential design, Mindanao, Philippines*

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## INTRODUCTION

Sports participation is enormously vital to any emerging sporting country. It is a blueprint for life and high performance sports. But more significantly, when implemented well, it creates immeasurable significance to

humanity and develops more prospective athletes for a nation in the future. However, over the past years, participation in sports has consistently declined. The decline of sports participation was observed between 2011 and 2019 among adolescents. The sports participation was at 52.5 percent in 2011 and dropped to 49.8 percent in 2019 (Deng & Fan, 2022). Also, there is a sharp decline in sports participation among adults as they age. While 40 percent of 18 to 21 year olds and 41 percent of 22 to 25 year olds currently play sports, only 26 percent of 26 to 49 year olds play sports, and just 20 percent of adults aged 50+ play sports (Robert Wood Johnson Foundation, 2015).

Barriers and sports participation motivation are factors that can influence sports participation. Barriers can influence sports participation among enthusiasts or individuals who try to participate in sports, and there are different types of barriers that can hamper sports participation (Adu & Aboagye, 2021). Time limitations, fatigue and insufficient energy, financial constraints, health-related limitations, low motivation, and shortage or unavailability of facilities were common barriers that limited individuals from participating in sports in Spain, Germany, Australia, Canada, the USA, and other countries (Pedersen et al., 2021).

Moreover, the shortage or unavailability of sports facilities in the local community was also found for individuals that belonged to the low-income community to be a noticeable barrier; the insufficient knowledge of facilities, religious and cultural customs, and lack of social support were correspondingly predominant barriers among individuals with ethnic minority backgrounds towards sports participation (Pedersen et al., 2021). Additionally, the study by Adu and Aboagye (2021) revealed that personal barriers were the most potent barriers, with family, cultural, social, and psychological barriers impacting participation in sports.

Sports participation motivation can also influence sports participation. According to Terry et al. (2020) Sports participation motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes or sports enthusiasts to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully. Sports participation motivation can be categorized by different factors. Individual factors like personal motivation, perception, behavior, and other psychological attributes; group factors like

cultural backgrounds, socioeconomic status, reference community, and family social tradition; and environmental factors like venue environment, social context, and sports environment as influencers on sports participation (Yu & Song, 2022). Likewise, according to Egli et al. (2011) sex, frequency, and age have distinct impacts on sports participation motivation and physical exercise. Male students tend to be more motivated by internal motivations, whereas female students are more driven by external incentives.

The existing research primarily consists of quantitative and qualitative studies that examined the barriers to sports participation and the sports participation motivation. However, there is still a dearth of studies that specifically examine how barriers and motivation influence sports participation. Also, most studies on barriers to sports participation were in a foreign context and adopted a quantitative approach.

Specifically, Adu and Aboagye's (2021) study was conducted in a foreign country and was conducted with a different age group and also used a quantitative research and exposed that cultural, family, social, and psychological barriers, also called personal barriers, contribute significantly to sports participation. Moreover, a study was also conducted in Slovenia, Croatia, and Germany by Kondrič et al. (2013) using a quantitative research method and presented that the types of sports students' motives involve six factors such as sports activities with friends, popularity, fitness and health, social status, sports events, and relaxation through sports. There were also differences in motivation in terms of sex towards participation in sports activities between the three different countries.

In this context, a study in the Philippines setting, specifically in Mindanao, should be conducted to fill the knowledge gap in the country's research environment using an explanatory sequential design. The researcher can enhance their understanding of the barriers, sports participation motivation and sports participation by using explanatory sequential design.

Particularly, the researcher also considered it essential to conduct the study, especially using explanatory sequential design as a supplement to the corpus of literature on evaluating and developing new sports programs. Additionally, the researcher felt the need to look into this area to explore and describe the opportunities, reasons, factors for the decline of sports participation, barriers, and sports participation motivations, and identify how it can generally improve and attract more Filipinos to participate in sports.

The findings of this study would benefit sports program developers in the local and national government units, national sports associations, schools, and sports clubs. The result of this study would also create additional information to develop innovative sports programs that could entice Filipinos or constituents in Mindanao to participate in sports.

Further, the researcher intended to share the result of this research through a paper and oral presentation to government units, sports councils, schools, sports clubs, and international forums. Furthermore, the researcher planned to publish the study's results in highly esteemed academic publications, ensuring future researchers would utilize the study's findings in their research.

### **Theoretical Lens**

The researcher believed that sports enthusiasts or individuals that plan to participate in sports from the different regions in Mindanao vary in terms of their experiences regarding barriers and sports participation motivation. The researcher also believed that studying the barriers and sports participation motivation would help promote participation and craft innovative sports programs in the Philippines and other countries. Thus, this explanatory sequential study used a perspective on the philosophical view of pragmatism. As a pragmatist, the researcher gained a better understanding and look for real-world solutions to the research by using multiple quantitative and qualitative sources.

Pragmatism, as a philosophical perspective, emerges from the practical outcomes of acts, situations, and consequences, rather than being based on previous conditions (Creswell & Creswell, 2018). The research problem emphasized in a worldview manner and used all available methods to determine the problem. Moreover, the mixed methods research literature frequently recognizes pragmatism as the suitable framework for conducting mixed methods study (Brierley, 2017). Additionally, the pragmatic point of view is relevant to the present mixed methods research because it incorporates an in-depth investigation of quantitative and qualitative data about the influence of barriers and motivation in sports towards sports participation in Mindanao.

Moreover, this study was anchored on Green's Model of Sport Development. This model was developed in 2005, and it is an established sport development model that examines factors related to sports participation. It sought to fathom the critical factors in sports, specifically the consolidation of

factors that impact sports participation and individual willingness to participate in sports. Multiple motivations and opportunities exist at each stage of this paradigm, directly influencing an individual's decision to continue or discontinue sports participation. Recruitment, retention, and transition are the three phases that make up this model. Recruitment is the initial phase of the sports development paradigm, which involves personal, familial, sport delivery systems, and additional variables that impact an individual's decision to engage in sports (Grima et al., 2017).

Green's (2005) sport development theoretical model helped the study by examining the barriers, sports participation motivation, and other individual factors that impacted the experiences in sports, barriers, patterns, motives, and sports participation of the students from the different selected regions in Mindanao. This theory was vital to the conduct of this study because it provided the researcher with the essential perceptions and propositions that explain the relationships among the variables in the study. It presented the barriers and motivations that influenced the sports participation of the participants from the different regions of Mindanao.

## **METHODS**

### **Research Design**

The researcher employed a mixed methods approach for this study, particularly an explanatory sequential design. According to Creswell (2020) mixed methods research design is a dynamic research approach that facilitates the systematic integration or combination of quantitative and qualitative data within an individual study or ongoing investigation. This method is used in order to collect and analyze quantitative as well as qualitative data and to integrate the data throughout the process of collecting, analyzing, and discussing the data.

An explanatory sequential design according to Edmonds and Kennedy (2017) is usually used when the researcher is interested in following up the quantitative results with qualitative data. Thus, its purpose was to utilize the qualitative data to explain the partial quantitative results which involved collecting data through a survey in the first phase, analyzing it, and following up with qualitative interviews that clarified the conducted survey responses, although, these approaches' results were separately analyzed.

In the quantitative phase, a descriptive correlational design was

employed in the study. A correlational research design investigated the relationships between variables without the researcher controlling or manipulating any of them Bhandari (2021). In this study, the design was used to get the results in determining the level of barriers, sports participation motivation and sports participation of the tertiary students. With this, statistical tools were utilized to determine the relationship among variables.

While the qualitative phase, the phenomenological approach was used by the researcher of the study. A phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon and focuses on the commonality of their lived experience (Creswell & Creswell, 2018). The results were analyzed through thematic analysis to further explain the quantitative findings based on the perspective, understanding, and feelings of the participants. The results from the quantitative phase were correlated to the formulated themes in the qualitative phase to determine how the data of the quantitative phase corroborate with the findings in the qualitative phase.

### **Place of the Study**

This study was specifically designed to be conducted among the tertiary students from the selected regions in Mindanao. In order to provide a dynamic study setting in Mindanao, four regions were included in the study namely Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Northern Mindanao (Region X), Socksargen (Region XII), and Zamboanga Peninsula (Region IX).

### **Participants**

In the quantitative phase, 427 tertiary students as respondents answered the survey questionnaire on the influence of barriers and sports participation motivation on sports participation. The researcher employed a stratified sampling to identify the study's respondents from the selected regions in Mindanao. In a stratified sample, researchers divide a population into homogeneous subpopulations called strata based on specific characteristics (e.g., race, gender identity, location, etc.). Every member of the population studied should be in exactly one stratum (Thomas, 2023).

For the qualitative aspect of the study, six participants were purposefully selected to participate in the focus group discussion (FGD) and six participants to participate in the in-depth interview (IDI). A total of 12 students from four

regions in Mindanao were invited as participants.

Focus group discussions (FGDs) are discussions facilitated by a moderator, usually based on a short list of guiding questions, which are then used to probe for in-depth information. A typical FGD comprises of a small group of people (generally 6 to 12 people) who have specialized knowledge or who may be interested in a particular topic (INTRAC, 2017). The following criteria were observed: must be at least 18 years old on the conduct of the study and should be an officially enrolled undergraduate student during the first semester of the academic year 2023-2024.

### **Data Analysis**

In analyzing the quantitative data, statistical tools determined the barriers and sports participation motivation to sports participation in this study. The research utilized the following statistical treatments for a more understandable interpretation and analysis of the quantitative data: descriptive statistics determined the levels of the barriers, motivation, and sports participation. The mean measured and described the tertiary students' barriers and sports participation motivation. And standard deviation was used to gauge the level of variability in the responses from the surveyed respondents. Also, multinomial logistic regression analysis was used to determine the significance of the influence of the barriers and sports participation motivation on sports participation. In the qualitative data analysis, thematic analysis used to examine the responses from the IDI and FGD, this method identified and categorized the emergent codes and themes. The interviews were recorded to collect the data and notes and then evaluate using thematic analysis to identify emergent codes and themes.

### **Trustworthiness of the Study**

In order to ascertain the trustworthiness of the study, the researcher adhered to the four suggested criteria for evaluating interpretive research conducted by Lincoln and Guba (1985). These criteria include credibility, transferability, dependability, and confirmability. The trustworthiness of this study was ensured by conducting a comprehensive data collection process using surveys, in-depth interviews, and focus group discussions for triangulation.

### **Ethical Statement**

## RESULTS

### Quantitative Results

#### The Level of Barriers to Sports Participation among Tertiary Students

**Table 1.1**

*The Level of Barriers to Sports Participation*

Indicators	Mean	SD	Descriptive Level
Social and religious barriers	4.07	.76	High
University related barriers	3.17	.93	Moderate
Academic barriers	2.95	.83	Moderate
Psychological barriers	3.88	.71	High
<b>Overall Mean</b>	<b>3.52</b>	<b>.51</b>	<b>High</b>

The barriers to sports participation, as assessed by the tertiary students from the selected regions in Mindanao, reflected in Table 1.1, have an overall mean of 3.52, which is described as high. This implies that tertiary students often experience different barriers to sports participation. In addition, its standard deviation of 0.51 also showed that the students' responses about the various barriers to sports participation closely resembled each other. The domains of social and religious, and psychological barriers have a mean of 4.07 and 3.88 respectively or a description of high, while university related and academic barriers have a description of moderate and have a mean of 3.17 and 2.95 correspondingly.

#### The Level of Sports Participation Motivation among Tertiary Students

**Table 1.2**

*The Level of Sports Participation Motivation*

Indicators	Mean	SD	Descriptive Level
Sport action with friends	4.06	.57	High
Popularity	3.62	.79	High
Fitness and Health	4.35	.56	Very High
Social status	4.03	.60	High
Sports events	4.18	.77	High
Relaxation through sports	3.72	.76	High
<b>Overall Mean</b>	<b>3.99</b>	<b>.57</b>	<b>High</b>

Demonstrated in Table 1.2 is the tertiary students in the selected regions of Mindanao have an overall mean of 3.99, indicating a high level of sports participation motivation. This implies that sports participation motivation among the students in the selected regions of Mindanao is often evident over time. Considering the degrees of dispersion in this variable, the standard deviation of .57 indicates a relatively clustered response around the mean. Specifically, the domains of Sport action with friends has of 4.06, Popularity with 3.62, Fitness and Health with 4.35, Social Status with 4.03, Sports events with 4.18 and Relaxation through sports with 3.99.

### **The Level of Sports Participation among Tertiary Students in the selected regions in Mindanao**

**Table 1.3**

*The Level of Sports Participation*

	<b>Frequency</b>	<b>Percentage</b>
<b>Types of Sports</b>		
Basketball	90	20.5
Volleyball	90	20.5
Football	24	5.5
Badminton	118	26.9
Table Tennis	16	3.6
Tennis	11	2.5
Softball	22	5.0
Baseball	7	1.6
Sepak Takraw	3	0.7
Arnis	10	2.3
Karatedo	7	1.6
Taekwondo	20	4.6
Swimming	5	1.1
Bowling	1	0.2
Ultimate Frisbee	5	1.1
Dance Sports	5	1.1
Athletics	2	0.5
Pencak Silat	1	0.2
Triathlon	1	0.2
Archery	1	0.2

### **Years of Sports Participation**

1 year or less	230	52.4
2 to 3 years	79	18.0
3 to 4 years	46	10.5
4 to 5 years	16	3.6
5 years and more	67	15.3
<b>Frequency</b>		
Daily	19	4.3
6 times a week	10	2.3
5 times a week	19	4.3
4 times a week	3	0.7
3 times a week	60	13.7
Twice a week	43	9.8
Once a week	96	21.9
1 to 3 times a month	47	10.7
1 to 3 times in 3 months	32	7.3
1 to 3 times in 6 months	26	5.9
1 to 3 times a year	84	19.1
<b>Duration</b>		
1 hour or less	151	34.4
2 to 3 hours	195	44.4
3 to 4 hours	56	12.8
4 to 5 hours	8	1.8
5 hours and more	29	6.6

The data in Table 1.3 shows the level of sports participation among tertiary students from the selected regions in Mindanao in terms of type of sport participated, years, frequency, and duration of sports participation. Types of sports revealed that 118 respondents, or 26.9 percent, chose badminton as their type of sport, while both basketball and volleyball have a frequency of 90 or 20.5 percent each. However, there was only one respondent, and each chose pencak silat, triathlon, bowling, and archery. The result of the number of years the student has participated in sports showed that 230 respondents, or 52.4 percent, have participated in sports for a year or less than a year. Additionally, only 16 or 3.6 percent of the respondents have participated in sports for four to five years. The study result showed that 96, or 21.9 percent, students from selected regions in Mindanao only participate in sports once a week. Moreover, only three respondents, or 0.7 percent, participate in sports four times a week. The result of the study showed that 195, or 44.4 percent, of the students participate in sports for only 2 to 3 hours. Meanwhile, eight respondents or 1.8

percent participate in sports for four to five hours.

### Significance of the Influence of the Barriers and Sports Participation Motivation to Sports Participation among Tertiary Students in the selected regions in Mindanao

**Table 2**

*Significance of the Influence of the Barriers and Sports Participation Motivation to Sports Participation among Tertiary Students in the selected regions in Mindanao*

Predictor	Dependent Variable	Parameter Estimates			
		Items	B	p-value	EXP(B)
Sports Participation Motivation	Years of Participation	2 to 3 years	1.091	.000	2.977
		3 to 4 years	.814	.008	2.256
		4 to 5 years	1.522	.004	4.583
		5 years and more	1.422	.000	4.147
	Frequency	Daily	2.065	.000	7.889
		6 times a week	1,885	.007	6.585
		5 times a week	1.644	.002	5.178
		3 times a week	1.493	.000	4.449
		Twice a week	.698	.045	2.010
	Duration	2 to 3 hours	.850	.000	2.339
		3 to 4 hours	1.041	.001	2.831
		4 to 5 hours	2.132	.006	8.430
		5 hours and more	1.770	.000	5.873
	Types of sports	Volleyball	.655	.024	.520
		Badminton	1.438	.000	.237
		Taekwondo	1.633	.000	.195

- \* *The influence of barriers to sports participation are not significant.*
- \* *Options: 4 times a week, once a week, 1 to 3 times in a month, 1 to 3 times in 3 months and 1 to 3 times in 6 months are not significant.*
- \* *Other types of sports mentioned in table 2 are not significant*

Presented in Table 2 is the significant influence of the barriers and sports participation to sports participation. The data revealed that the barriers to sports participation in terms of social and religious, university related, academic, and psychological barriers is not a significant predictor to sports participation in terms of type of sports, years of sports participation, frequency, and duration.

On the other hand, sports participation motivation has a significant influence on sports participation as regards to the factors such as years of participation, frequency, duration and type of sports. This implies that for every unit change in sports motivation there is an expected change in its respective parameter estimate in years of participation, frequency, duration and type of sports.

Years of participation are significant factors motivating students to participate in sports. Students who have participated in sports for 5 years or more and 4 to 5 years have a probability that is 4.147 and 4.583 times higher than those who have participated for 3 to 4 years and 2 to 3 years, respectively.

The frequency of participation is significant among the factors that motivate students to participate in sports. The probability of students' participation rate in sports six times a week and five times a week is 6.585 and 5.178 times higher than that of those who participated in sports three times a week and twice a week.

The duration of sports participation is significant among the factors that motivate students to participate in sports. The probability of the length of participation of students in sports for 4 to 5 hours and 5 hours and more is 8.430 and 5.873 times higher than that of those who stayed for 3 to 4 hours and 2 to 3 hours.

The types of sports are significant among the factors that motivate students to participate in sports. The probability of students participating in Taekwondo is 520 times lower than those who want to participate in badminton and volleyball.

## Qualitative Results

**Table 3.1**

*Profile of the Participants*

Pseudonym	Sex	Study Group	Locale
IDI001	F	IDI	Lanao del Sur, BARMM
IDI002	M	IDI	Lanao del Norte, Northern Mindanao
IDI003	M	IDI	Misamis Oriental, Northern Mindanao
IDI004	M	IDI	Zamboanga Sibugay, Zamboanga Peninsula
IDI005	F	IDI	Maguindanao del Norte, BARMM
IDI006	F	IDI	South Cotabato, Socksargen
FGD001	M	FGD	Lanao del Sur, BARMM
FGD002	F	FGD	Lanao del Norte, Northern Mindanao
FGD003	M	FGD	Misamis Oriental, Northern Mindanao
FGD004	M	FGD	Zamboanga Sibugay, Zamboanga Peninsula
FGD005	M	FGD	Maguindanao del Norte, BARMM
FGD006	M	FGD	South Cotabato, Socksargen

Presented in Table 3.1 is the profiles of the participants involved in this study's strand. The presentation shows specific characteristics like the pseudonym of the participants, sex, study group and their locale. As shown in Table 3.1, the researcher purposely selected the participants to clarify the qualitative strand of this explanatory sequential mixed methods study. From the table presented, it is observed that there are 12 participants, composed of four females and eight males. Six participants attended the focus group discussion, while six also attended the in-depth interview.

## Standpoints of the Participants with the Quantitative Results on Barriers to Sports Participation

**Table 3.2**

*Standpoints of the Participants with the Quantitative Results on Barriers to Sports Participation*

Level	Essential Theme	Typical Reasons
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Barriers in sports participation  (Independent Variable)	Confirmed the high rating of barriers to sports participation	Limited sports facilities and equipment Religious obligations Cultural norms and customs Academic pressures Lack interest or motivation to sports Diverse ethnic groups beliefs Economic constraints Psychological factors
Overall Mean: 3.52 <b>High</b>		

Table 3.2 displays the participants' standpoints on the key findings from the quantitative analysis that the researcher believes warrant additional discussion. This table provided a more detailed explanation of the results derived from the numerical data. A theme was generated based on the findings. The initial phase of the study centered on the participant's perspectives regarding the high rating of barriers to sports participation among tertiary students from the selected regions in Mindanao. The following is the significant theme and typical reasons from the testimonies of the IDI and FGD participants:

**Confirmed the high rating of barriers to sports participation of tertiary students.** The qualitative analysis of the level of barriers to sports participation revealed that participants confirmed the results on the intensity of the barriers. Participants asserted that they frequently encounter barriers to sports participation.

The students have verified that limited sports facilities and equipment, particularly in Mindanao, hinder participation. The students also confirmed that religious obligations, such as those of Seventh-day Adventists, might prevent participation on specific days, like Saturdays and also for Muslims. Cultural norms and customs can discourage or restrict sports involvement for specific individuals or groups. Students often prioritized academic pressure over sports, resulting in decreased participation.

Some individuals also lack interest in or motivation to actively engage in sports opportunities. Meanwhile, the diverse ethnic groups in Mindanao may also hold varying views on sports participation, affecting engagement levels. Additionally, economic constraints restrict access to sports facilities, equipment, and participation opportunities. And lastly, psychological factors like low

confidence or fear of failure discourage some from participating in sports.

The reasons for the limited sports facilities and equipment, particularly in Mindanao, hinder participation are based on the following testimonies of the participants:

We really lack the equipment and facilities. The equipment of the school can only be used during a tournament ... The facilities are also limited *lang ang paggamit dahil meron gumagamit na classes or meron mga college activities.* (FGD006)

We really lack the equipment. The equipment of the school can only be used during a tournament, .... The facilities are also limited in use because there are ongoing classes or there are college activities. (FGD006)

*Agawan talaga ang nangyayari everyday sa badminton court, volleyball, fields for softball, baseball, and soccer kasi kulang ang facilities, ... Malaking barrier din sa aming ang equipment.* (FGD005)

It's a daily competition on who can utilize the badminton court, volleyball, and fields for softball, baseball, and soccer because we lack facilities, ... Equipment is also a significant barrier. (FGD005)

*Kulang talaga kami ng equipment to participate. Marami naman students dito sa amin na willing to participate, especially in outdoor sports, but kulang talaga ang courts, facilities, and equipment na pwede gamitin ng mga students.* (IDI006)

We really lack the equipment to participate. Many students are willing to participate, especially in outdoor sports, but we lack courts, facilities, and equipment that students can use. (IDI006)

The reasons for the Religious obligations, like those of Seventh-day Adventists, may bar participation on certain days and also the same with Muslims, are based on the following testimonies of the participants:

For Muslims, if it's the holy month of Ramadan, *hindi talaga sila maka sali, or yung mga members ng seventh-day adventists, na hindi rin sila makapag participate during Saturday's. (FGD006)*

For Muslims, if it's the holy month of Ramadan, they really can't join, or the members of the Seventh-day Adventists also are not allowed to participate on Saturday. (FGD006)

There are limitations *sa pag-apil ug sports*. For example, in gymnastics or swimming, since Muslims are quite conservative when it comes to how they dress, *mag lisud jud sila participate ana. (IDI001)*

There are limitations on participating in sports. For example, in gymnastics or swimming, since Muslims are quite conservative when it comes to how they dress, then they will have a hard time participating. (IDI001)

*Evident talaga ito na barrier specially dito sa amin or specially sa mga muslims. Sa Islam kasi, bawal talaga kaming mag short ng maikli, or yung fitting masyado na clothing kaya yung iba hindi na lang sumasali kasi baka makita ng iba na haram. (FGD1)*

This barrier is evident in our place, especially the Muslims. In Islam, we are not allowed to wear very short shorts or very tight-fitted clothes; that is why many do not participate because others see it as haram. (FGD001)

The reasons for the academic pressures often prioritize studying over sports, reducing participation among students are based on the following testimonies of the participants:

*Kung full-time student, loaded jud ang schedule from 7 a.m or 8 a.m. to 4 or 5 p.m. ... Sometimes we can play sports, but from 6 to 8 p.m., ... lisud na jud balance mga students from acads and sports. (IDI001)*

If you are a full-time student, your schedule will be loaded from 7 a.m. or 8 a.m. to 4 p.m. or 5 p.m. ... Sometimes, we can play sports, but from 6 to 8 p.m., ... students will have trouble balancing between academics and sports. (IDI001)

We are students; our top priority as students is our academics; we need to study, and our schedule, especially on the weekdays, it's always full, especially for full-time students. (IDI002)

*Sa academic barrier naman, hindrance talaga ito. Nag kakaproblem talaga kasi kagaya po sa akin na usually academics yung focus ko, kaya hindi ako masyado nakakalaro ng sports. (IDI006)*

For academic barriers, this is a hindrance. It is a problem because, just like me, I usually focus on academics, so I don't usually play sports. (IDI006)

## Standpoints of the Participants with the Quantitative Results on Sports Participation Motivation

**Table 3.3**

*Standpoints of the Participants with the Quantitative Results on Sports Participation Motivation*

Level	Essential Theme	Typical Reasons
Sports Participation Motivation	Confirmed high rating in Sports Participation Motivation	Social connections and friendships Popularity and active promotion of Sports Success stories of athletes from Mindanao
Overall Mean: 3.99		Motivation for health-conscious individuals
<b>High</b>		Participation to improve physical health and overall well-being The desire to maintain or improve physical appearance and health

Presented in Table 3.3 is the standpoints of the participants on the significant findings derived from the quantitative analysis of the sports participation motivation among tertiary students. This table provides a more detailed explanation of the results obtained from the quantitative data.

**Confirmed a high rating in sports participation motivation.** The qualitative analysis of the level of sports participation motivation shows that participants established the results based on the intensity of the motivation. Participants claimed that the motivation to participate in sports is often demonstrated.

The students have confirmed that social connections and friendships formed through sports motivate individuals to participate. Sports are also popular and actively promoted in Mindanao, fostering high student motivation. The success stories of athletes from Mindanao, such as Manny Pacquiao, inspire others to participate in sports.

Additionally, health-conscious individuals recognize motivation as a crucial factor driving sports participation. Similarly, people view sports involvement as a way to improve physical fitness and overall wellness, which motivates them to participate.

Further, the desire to maintain or improve physical appearance and health motivates individuals, particularly as they age. Furthermore, personal motivation, whether driven by health goals, social factors, or competitive spirit, plays a significant role in sports participation.

The reasons for the social connections and friendships formed through sports that motivate individuals to participate are based on the following testimonies of the participants:

*Tungod jud sa pag dula.* When I play volleyball, I often make new friends. Having friends in sports also helps me *na mo dugay sa sports, ga hatag sila ug excitement na mo adto sa court and mo dula.* (IDI001)

Because of sports, when I play volleyball, I often make new friends. Having friends in sports also helps to stay in sports; they give excitement to go to courts and play. (IDI001)

If we play soccer and we do something or accomplish something with our teammate, that gives us a sense of gratification that cannot be given by being alone; it's like no man is an island. (IDI002)

*Usually mag start sa friends kung ano yung gusto nyong gawin or ano yung goal nyo, dahil sa kanila naging motivated ako na mag laro ng sports or kahit outside sa sports. Maka influence talaga ang friends. (FGD004)*

Usually, it starts with friends and what we want to do or our goals. Because of them, I am motivated to play even outside sports, friends can really influence. (FGD004)

The reasons for participation in sports is seen as a means to improve physical health and overall well-being, motivating individuals to engage are based on the following testimonies of the participants:

*Hindi lang kasi for fun ang sports. Nadidevelop din yung body natin na maging healthy at hindi lang katawan natin ang ma satisfied, but also yung mental at social aspect ang nakikinabang din kaya nanjan parati ang motivation kung mag lalaro ng sports. (IDI005)*

Sports are not just for fun; it can also develop our bodies to be healthy, and not just our body but also our mental and social aspects will benefit. That's why motivation is always there if we play sports. (IDI005)

Sports are also important, not just physically, but also for our mental health because they boost our self-esteem and self-confidence. So, sports do not only boost our physical and mental sides but also our whole selves. (IDI002)

*Oo. agree jud kaayo ko ani. Grabe jud ka importante sa tanan ang fitness and health. Maskin pila pa ang edad. Mao jud ni pinaka rason ngano ga dula ko. (IDI001)*

Yes, I totally agree with this. Fitness and health is really important to everyone whatever your age is. That is the main reason why I play. (IDI001)

The reasons why personal motivation, whether driven by health goals, social factors, or competitive spirit, plays a significant role in sports participation are based on the following testimonies of the participants:

Through sports, your social status will increase, and you will gain new friends ... By making new friends *and naa pa jud imong teammates, kadula, and coaches, dili ka dali ma depressed ky naa man ka outlet sa stress. (IDI001)*

Through sports, your social status will increase, and you will gain new friends ... By making new friends and with your teammates, playmates, and coaches, you won't get depressed because you have an outlet for stress. (IDI001)

Being part of a team is a good motivation in sports. *If ma apil man gud ka sa isa ka team, naay mga mka encourage sa imo, and maka support kung naay ma achieve or ma pilde. Mag ka daghan mag ka daghan atong mga kaila. Mag ka daghan ato connections. (IDI003)*

Being part of a team is a good motivation in sports. If we are part of a team, there will be someone who can encourage and support us if we achieve something or lose. We will have more and more friends, and we will have more connections. (IDI003)

Popularity and social status can a motivation. *Ang mga bata din kasi ngayon, they really appreciate pag marami silang connections from the different fields or aspects, kasi yung mga connections na yun ay makakatulong yun in order to move forward in their college lives or in sports. (FGD002)*

Popularity and social status can be a motivation. Most kids nowadays, they really appreciate if they have many connections from the different fields or aspects. Because those connections can help in order to move forward in their college lives or in sports. (FGD002)

**Standpoints of the Participants on the Quantitative Results as regards the Relationship between Barriers and Sports Participation Motivation on Sports Participation of the Tertiary students from the Selected Region in Mindanao**

**Table 3.4**

*Standpoints of the Participants on the Quantitative Results as regards the Relationship between Barriers and Sports Participation Motivation on Sports Participation*

Relationship	Essential Themes	Typical Reasons
Significant influence of barriers to sports participation	Disconfirmed the significant influence of barriers to sports participation to sports participation	Passionate sports enthusiasts find ways to overcome barriers and participate regardless of challenges. Sports enthusiasts find alternative ways to participate in sports, such as creating DIY sports facilities, organizing informal games, or joining community groups. The positive social and emotional effects of sports participation, such as stress relief, camaraderie, and a sense of belonging, outweigh the impact of barriers. Sports enthusiasts adapt their schedules to accommodate sports participation. Support from friends, family, coaches, and peers encourage athletes to participate in sports even when facing barriers. The availability of a wide range of sports activities allow sports enthusiasts

to find options that suit their interests and resources.  
 The intrinsic motivation to play sports, such as enjoyment, personal satisfaction, and the pursuit of excellence, can drive athletes to participate despite barriers.

Significant influence of sports participation motivation to sports participation	Confirmed Significant influence of sports participation motivation to sports participation	Increased motivation leads to greater dedication and commitment to sports. Motivated individuals put more effort and avoid wasting the progress. Strong passion for sports, driven by personal goals or family support. Personal observations confirm the correlation between motivation and sports participation. Motivated individuals return to sports activities repeatedly. Motivation determines the frequency, duration, and type of sports participation. Motivation significantly influences the enjoyment and desire to engage in sports. The presence of motivation directly impacts an individual's participation in sports activities .
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Displayed in Table 3.4 is the standpoints of the participants regarding the correlation between barriers, sports participation motivation, and sports participation among tertiary students. The participants consistently confirmed the significant correlation between sports participation motivation and sports participation . However, the correlation between barriers and sports participation is not statistically significant.

**Disconfirmed the significant influence of barriers to sports participation.** Another essential theme identified from the responses of the participants. The qualitative analysis of the significant influence of barriers on sports participation has revealed that the participants established the results

based on the intensity of the relationship between the variables. Participants claimed that barriers has no significant influence on sports participation. Further, the participants of the study expressed their confirmation that there is no significant influence of the barriers to sports participation.

The participants in the qualitative phase agreed that the barriers and sports participation is not significant; they said that...

Yes we can play even with the barriers because if we have the passion, and the drive *na mo dula then walay barrier na maka stop sa ato pag dula ug sports.* (FGD004)

Yes we can play even with the barriers because if we have the passion, and the drive to play then no barriers can stop up from playing sports. (FGD004)

The barriers maybe very visible specially in our university but still we find way to play sports. We may not have lots of time specially during school days, but we still play and enjoy sports. We play because we love it. (IDI002)

Aside *sa* psychological barrier. *Pwede ra jud ma bypass ang uban barriers. Kay even walay budget, facilitiy, or sports program sa schools, Naa man gud mga sports na pwede ra ma dula even low budget or walay facilities.* (IDI004)

Aside from psychological barrier, we can bypass other barriers. Even we don't have the budget, the facilities or lack of sports programs in schools, there are still sports that we can still participate even with a low budget or sports that doesn't need facilities. (IDI004)

**Confirmed the significant influence of sports participation motivation on sports participation.** This essential theme emerged from the responses of the participants. The qualitative analysis of the significant influence of motivation on sports participation has revealed that the participants established the results based on the intensity of the relationship between the variables. The Participants claimed that sports participation motivation has a significant influence on sports participation.

Participants confirmed the significant influence of motivation on sports participation, as evidenced by their increased sports participation motivation that drives dedication and commitment to sports, shaping participation habits, frequency, and enjoyment, with personal goals and observations reinforcing its critical role.

All participants in the qualitative phase agreed that motivation has a significant influence on sports participation; they said that...

Yes, I do agree with the quantitative finding that motivation for sports participation is often evident among the students in Mindanao because motivation is crucial if we participate in sports. *Yan yung nagbibigay ng reason why we participate, and yan yung mag predict how long you will participate. (FGD001)*

Yes, I do agree with the quantitative finding that motivation for sports participation is often evident among the students in Mindanao because motivation is crucial if we participate in sports. That gives us the reason why we participate and that will predict on how long you will participate. (FGD001)

Yes, I do believe that motivation for sports participation is often evident, especially among students in Mindanao. As with the others, motivation is a decisive factor in participating in an activity. (FGD002)

*Yes, tama ang finding na naa jud ang motivation para mo participate sa sports. Murag dira jud ma timbang if mo dula ba jud ang isa ka student or dili. Importante jud na sya. (FGD003)*

Yes, the finding is correct that motivation is evident when participating in sports. It's like we can weigh if a student will play or not. It is important. (FGD003)

*I agree talaga sa results, kasi jan talaga natin ma kita sa motivation if mag participate yung tao or hindi. Same sa sinabi ng iba, na kung motivated ka, sasali ka talaga sa sport or kahit hindi sa sports. (FGD004)*

I agree with the results because it is in motivation that we can see if the person will participate. Same with the others, if we are motivated, we will participate in sports or even not in sports. (FGD004)

**Data Integration on the Salient Quantitative and Qualitative Findings**

**Table 4**

*Joint Display of Quantitative and Qualitative Results*

<b>Research Area</b>	<b>Quantitative Results</b>	<b>Qualitative Results</b>	<b>Nature of Integration</b>
Level of Barriers in sports participation	Descriptive level of Barriers in sports participation from the selected regions in Mindanao is 3.88 described as high which means that the different barriers in terms of social and religious, university related, academic, and psychological barriers in sports participation are often times evident. (refer to Table 1.1)	Participants confirmed the high rating of barriers in sports participation in the in the quantitative result. Based on the IDI and FGD, it could be gathered that the typical reason for the confirmation is that there is limited sports facilities, religious obligations, cultural norms, academic pressures, lack of interest, diverse ethnic views, economic constraints, and psychological factors collectively impede sports participation	Connecting-merging  (confirmation)
Level of Sports Participation Motivation	Descriptive level of Sports Participation Motivation is 3.99 described as high	Participants confirmed the high rating of Sports Participation	

	<p>which means that sports participation motivation is often times demonstrated. (Refer to Table 1.2)</p>	<p>Motivation in the in the quantitative result. Based on the IDI and FGD, it could be gathered that the typical reason for the confirmation is that social connections, regional popularity, athlete success stories, health consciousness, physical improvement goals, holistic development benefits, and personal motivations collectively drive sports participation.</p>	<p>Connecting-merging (confirmation)</p>
<p>Significant influence of barriers to sports participation</p>	<p>There is no significant influence of the barriers to sports participation (Refer to Table 2)</p>	<p>Participants expressed their confirmation that there is no significant influence of the barriers to sports participation</p>	<p>Connecting-merging (Confirmation)</p>
<p>Significant influence of sports participation motivation to sports participation</p>	<p>There is a significant influence of sports participation to sports participation as regards the factors such as years of participation, frequency, duration and type of sports. (Refer to Table 2)</p>	<p>Participants expressed their confirmation on the significant influence of sports participation motivation to sports participation as evidenced of their increased motivation that drives dedication and commitment in sports, shaping participation habits,</p>	<p>Connecting-merging (Confirmation)</p>

frequency, and  
enjoyment, with  
personal goals and  
observations  
reinforcing its critical  
role

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Table 4 shows the joint display of quantitative and qualitative results. The descriptive level of barriers to sports participation from the selected regions in Mindanao stands at 3.88, indicating a high level. This indicates a frequent demonstration of various barriers, including social and religious, university-related, academic, and psychological barriers.

In the qualitative results, the participants confirmed the high rating of barriers to sports participation in the quantitative results. IDI and FGD revealed that limited sports facilities, religious obligations, cultural norms, academic pressures, lack of interest, diverse ethnic views, economic constraints, and psychological factors collectively impede sports participation. As to the nature of integration, Connecting-merging (confirmation) was found to exist on the two sets of the research findings for the level of barriers in sports participation. This means that the result of the quantitative data are further validated, merged and the participants confirmed the results.

Likewise, the descriptive level of sports participation motivation is 3.99, which is also described as high, which means that sports participation motivation is often demonstrated. In the qualitative results, informants and participants confirmed the high rating of sports participation motivation in the quantitative results. The interviews and FGD revealed that social connections, regional popularity, athlete success stories, health consciousness, physical improvement goals, holistic development benefits, and personal motivations collectively drive sports participation. Connecting-merging (confirmation) was found between the two sets of research findings. This implies that the results of the quantitative data merged and were confirmed with the findings in the qualitative phase as shared by the participants.

Further, the study revealed that barriers to sports participation in terms of social and religious, university related, academic, and psychological barriers do not significantly influence sports participation. The participants disconfirmed the significantly influence of barriers to sports participation. Hence,

connecting-merging confirmation was the nature of integration.

Furthermore, the study revealed that motivation for sports participation significantly influences sports participation in terms of years of participation, frequency, duration, and type of sports. The participants confirmed the significant influence of sports participation motivation on sports participation, as evidenced by their increased sports participation motivation that drives dedication and commitment to sports, shaping participation habits, frequency, and enjoyment, with personal goals and observations reinforcing its critical role. Hence, connecting-merging confirmation was the nature of integration.

## **DISCUSSION**

This study revealed high barriers to sports participation among students from the selected regions in Mindanao. This implies that the barriers to sports participation in terms of social and religious barriers, university related barriers, academic barriers, and psychological barriers were often evident in the selected regions in Mindanao. Therefore, the different barriers to sports participants are often experienced by the tertiary students. The result of the study is parallel to the study of Adu and Aboagye (2021), it was revealed in their study that most potent barrier to sport participation was family barriers, personal and cultural, social barriers and psychological barriers. It indicated that all the factors are potential barriers to participate in sports.

Meanwhile, the analysis revealed that the level of sports participation motivation is high among the tertiary students from the selected regions in Mindanao. This implies that sports participation motivation is often demonstrated among the students from the selected regions of Mindanao. This demonstrates that sports action with friends, popularity, fitness and health, social status, sports events, and relaxation through sports are highly used motivators to participate in sports.

The result of the study confirms are parallel to the findings of Kondrič et al. (2013) that the student's motives to participate in sports which also consisted of six factors such as sport action with friend, popularity, fitness & health, social status, sports events, and relaxation through sports. The result of the study also supports the findings of Boonekamp et al. (2020) that students utilize sports participation motivation such as financial gain, improved physical appearance, opportunities for self-expression, gaining respect from others, personal

satisfaction, outlets for energy release, improved physical fitness and health, acquiring new knowledge, and enhancing skills.

This study also revealed that most tertiary students from the selected regions in Mindanao choose basketball, volleyball, and badminton as their preferred types of sports. Further, most of the students have participated in sports for only one year or less in their years of participation. Furthermore, several students only participate in sports once a week. Lastly, many students participate in sports for 2 to 3 hours.

The result of the multinomial logistic regression analysis revealed that the barriers do not significantly influence the sports participation of the tertiary students from the selected regions in Mindanao. It signifies that there is no substantial concurrent rise in the level of sports participation for each incremental unit. The result of the study supports the findings of Stafylidis et al. (2023) that barriers in terms of lack of time, personal/psychological factors, lack of interest, accessibility/financial factors, lack of knowledge, lack of partners, and lack of facilities/ services has a negative correlation to sports participation. Also, the study is in parallel to the findings of Bales (2020), the findings of the case study of Bales revealed that only around 10% or less of the participants found that the barriers in terms of lack of time, personal/psychological factors, lack of interest, accessibility/financial factors, lack of knowledge, lack of partners, and lack of facilities/ services has a negative correlation to sports participation interfered or interfered with sports participation and physical activity. However, the data also revealed that sports participation motivation significantly influences sports participation in terms of years of participation, frequency, duration, and type of sports. This implies that for every unit change in sports participation motivation, there is an expected change in its respective parameter estimate in years of participation, frequency, duration, and type of sport. The result of the study is parallel to the findings of van Heerden (2014) which indicated that a relationship exists between motivation and sport participation. Also, the study's findings supports the result of Wali et al. (2021), sports participation and motivation has a significant and positive association. Lastly, this study was anchored on the Green's Model of Sport Development. As to the findings, this supports the Green's Model of Sport Development.

The standpoints of tertiary students provided insights into the level of barriers, sports participation motivation, sports participation and the relationship of the variables. The Standpoints of the participants on the barriers to sports

participation confirmed a high level of barriers to sports participation. The participants stated that limited sports facilities and equipment, religious obligations, cultural norms and customs, academic pressure, lack of interest or motivation, being part of an ethnic group, economic constraints, and psychological factors hinder sports participation. The participants agreed that there were high levels of barriers to sports participation. This is similar to the study of Elmagd et al., (2018) which reported that primary barriers to sports participation among students were time constraints, restricted access to facilities, excessive academic workload, transportation limitations, and a lack of competitive training opportunities.

As to the sports participation motivation, the participants confirmed a high level of sports participation motivation. The participants use social connections and friends, the popularity of sports, successful stories of athletes from Mindanao, health and fitness, and overall well-being as sports participation motivation. The findings of the study also confirms the result of Acar and Gündüz (2017) that the most important factors determined by the students in the sports participation motivation scale are skill development, team membership/spirit and being active. Also, the result of the study is parallel to the study of Diehl et al. (2018), it affirmed that the five primary reasons to engage in sports are life balance, physical fitness, body image, social interaction, and enjoyment.

The standpoints of tertiary students provide intriguing insights into the relationship between barriers, sports participation motivation, and sports participation. The participants express their standpoints on the impact of barriers and sports participation motivation. An analysis of their perspectives revealed that the barriers have no significant influence on sports participation. Meanwhile a significant influence as demonstrated between sports participation motivation on sports participation. The research supports the study of Stafylidis et al. (2023) which concluded that different barriers such as time constraints, personal/psychological factors, disinterest, limited access due to financial reasons, lack of knowledge, absence of partners, and inadequate facilities/services do not have any impact on sports participation. Moreover, the data also revealed that sports participation motivation significantly influences sports participation in terms of years of participation, frequency, duration, and type of sports. This implies that for every unit change in sports participation motivation, there is an expected change in its respective parameter estimate in years of participation, frequency, duration, and type of sport. This supports Deci

and Ryan (1985), that motivation and attitude have a substantial influence on the level of participation in individual sports.

### **Implication for Educational Practice**

The findings and results of this study can provide additional information for students, physical education teachers, school administrators, sports leaders, sports program organizers, athletes, coaches, and sports enthusiasts. This study may serve as a reference for the barriers and sports participation motivation among tertiary students in the selected regions of Mindanao. Universities in Mindanao and also around the Philippines can use the data to formulate, implement, and evaluate sports programs and policies.

The confirmation of the high level of barriers to sports participation among the students from the selected regions in Mindanao signifies that numerous types of hindrances affect sports participation. There is a need to intensify efforts to lower or eliminate these barriers so that tertiary students have a higher chance of participating in sports.

Also, the confirmation of the high level of sports participation motivation signifies that the different types of sports participation motivation are vital to participating in sports. Students, universities, clubs, and sports administrators should support maintaining or promoting these sports participation motivation in order for students to prolong or take part in sports.

### **CONCLUSION**

Based on the findings of this study, the following conclusions were established. The barriers to sports participation assessed by the tertiary students from the selected regions in Mindanao were high, which implies that students often experience different barriers to sports participation. The domain social and religious, and psychological barriers have a rating of high. The university related barriers and academic barriers were rated as moderate. The respondents exhibited a high level of sports participation motivation. The mean score indicates that the student's sports participation motivation is often demonstrated. The sports participation motivation in terms of sport action with friends, popularity, social status, sports events, and relaxation through sports were rated high, while fitness and health as sports participation motivation were rated very high. The sports participation of the respondents confirmed that the majority of the students from the selected regions in Mindanao choose basketball,

volleyball, and badminton as their preferred types of sports. While most of the students have participated in sports for only one year or less in their years of participation. Further, a high number of students only participate in sports once a week. Furthermore, many students participate in sports for 2 to 3 hours. The result of the study revealed that barriers do not significantly influence sports participation. However, sports participation motivation significantly influences sports participation among the tertiary students. The data revealed that sports participation motivation on sports participation significantly influences sports participation in terms of factors such as years of participation, frequency, duration, and type of sports. This implies that for every unit change in sports motivation, there is an expected change in its respective parameter estimate in years of participation, frequency, duration, and type of sport. In addition, there were four essential themes that emerged that affect sports participation of the tertiary students. These include confirmed the high rating of barriers to sports participation, confirmed high rating in sports participation motivation, disconfirmed the significant influence of barriers to sports participation, and confirmed Significant influence of sports participation motivation to sports participation. Finally, the salient quantitative and qualitative findings revealed a parallel result. This corroborated finding means that the quantitative and qualitative findings merged and converged each other.

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