

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**Sticking it out:
Participation and discontinuation motives
of young players in hockey –
A New Zealand case study**

A thesis presented in partial fulfilment of the requirements
for the degree of
Masters of Business Studies
in
Sport Management

at Massey University, Turitea, Palmerston North
New Zealand

Cushla Bowie

2002

ABSTRACT

The present study investigated the reasons why year 11, 12, 13 and recent school leavers in the Palmerston North/Manawatu area participated in, or discontinued playing hockey. A longitudinal case study was used as the research design involving three different time parts. Two hundred and eighty six subjects completed the participation or discontinuation motivation questionnaire, over the three stages, depending on whether they were participating in, or had discontinued from playing hockey. A mixed methodology approach was used to gather data, through questionnaires and interviews. A modified version of the Participation Motivation Questionnaire (PMQ) developed by Gill, Gross and Huddleston (1983) was used for the participation research, while discontinuation research was obtained based on the Sport Non-participation Scale (McNally & Orlick, 1977, cited in Ostrow, 1996) and Gaskin's Discontinuation Motivation Questionnaire (DMQ).

The findings revealed multiple underlying motives for participation in hockey. A three-component factor solution in Stages One and Two demonstrated self, physical and team orientations, with Stage Three revealing a two factor solution, with self and physical/team orientations, as significant motives for participation in hockey. The findings indicate, that fun and enjoyment were salient factors in young peoples participation in hockey. Discontinuation results suggested a combination of motives as the most influential for participants' discontinuation in hockey including 'I wanted to do something else', 'I didn't have time to play hockey' and 'I wanted to play another sport'.

The implications of these results for parents, coaches and administrators are that there needs to be a greater awareness as to individual's motives for playing or ceasing hockey participation. To maintain players, suggestion made are to make trainings

stimulating and fun for players, help skill acquisition and improvement, provide time for players to be with friends in a learning environment. Parents, coaches and administrators need to work with practitioners to create programmes orientated toward satisfying motives of sport expressed by participants. Implications for practitioners are to be aware of changes facing youths as they enter the transitional phase, i.e. lifestyle changes, new friends, environment and teams.

Areas for further research include carrying out more longitudinal studies looking at participants over a time period rather than just one moment in time. Also looking at the same sample over an extended time period to see how participant's orientation toward sport participation alters, this may also reveal whether participants who had discontinued had made a temporary or permanent decision. Qualitative in-depth interviews could be carried out with participants who have discontinued to provide the researcher with a more detailed understanding of why discontinuation took place.

ACKNOWLEDGEMENTS

This project has provided me with a sense of personal satisfaction and achievement. However, the achievement would not have been possible without the support and encouragement of several people involved with this research.

I would like to acknowledge the professional support and ongoing guidance provided by my supervisors Sarah Leberman and Michael Chu. Without your help and direction this report would not have been up to the standard that warrants the personal satisfaction gained from its completion. Also Ralph Stablein, for all the advice and guidance throughout the statistical analysis process, I would still be back at Stage One without your assistance.

To Mum, Dad and Scott, thanks for all your support, encouragement, wisdom and advice throughout this project. To my flatmates and friends, thanks for putting up with me and keeping me sane. And to all those mentioned in the above sentence, thanks for helping me procrastinate through text messages, phone calls, e-mails and general good for nothing mucking round!

Finally, appreciation must be given to the post grad crew over the last two years for sharing the research experience and providing the computer lab with an endless supply of welcome interruptions and worse procrastinators than myself. Those times of discussion and waywardness made my journey a pleasant experience that will be well remembered.

So thank you to all those people who have contributed to this report, it was much appreciated.

TABLE OF CONTENTS

	Page
Abstract	i
Acknowledgements	iii
Table of Contents	iv
List of Illustrations	viii
List of Tables	ix
List of Figures	xi
CHAPTER ONE: INTRODUCTION	1
<hr/>	
The History of Hockey in New Zealand	6
Thesis Outline	8
CHAPTER TWO: LITERATURE REVIEW	9
<hr/>	
General Overview of Sport	9
Overview of Sport Motivation	11
Assumptions Surrounding Motivation	13
Theories of Motivation	15
The Psychodynamic Model	16
The Behavioural Model	19
The Cognitive Model	21
Approaches to Sport Motivation	32
Participation Motivation Literature	32
Descriptive studies of Participation Motivation with Youth Samples	33
Descriptive studies of Participation Motivation in New Zealand	35

Discontinuation Motivation Literature	37
Descriptive studies of Discontinuation Motivation with youth samples	37
Descriptive studies of Discontinuation Motivation in New Zealand	39
CHAPTER THREE: METHODOLOGY	41
<hr/>	
Research Paradigms	41
Qualitative versus Quantitative research inquiry	41
Strengths when using Qualitative and Quantitative Research	46
Mixed Method Approach	48
Research Strategy	49
Data Collection Methods	51
Research Procedures	53
✧ Participants	54
Target Population	55
Research Methods	56
Participation Motivation	56
Discontinuation Motivation	57
Interviews	57
Data Analysis	58
Quantitative analysis	58
Principal Axis Factoring	59
Reliability Analysis	65
Inferential Statistics	66
Mean Comparisons	67
Qualitative analysis	67

Validity and Reliability	68
Limitations	72
Reliability of Questionnaire Responses	72
Questionnaire Interpretation	72
Generalisbility of Results	73
Factor Analysis Interpretation	74
Sport Specific Interpretation	74
Summary	75
 CHAPTER FOUR: FINDINGS	 76
<hr/>	
Quantitative Results	76
Motives for hockey participation	77
Motives for hockey discontinuation	84
Principal axis factoring	88
Reliability Analysis	102
Inferential Statistics	104
Comparison of Means	107
 Qualitative Results	 109
Promotion	110
Sponsorship	112
Player Retention	114

CHAPTER FIVE: DISCUSSION	115
<hr/>	
Participation Motivation Research	115
‘Having fun’	115
Intrinsic motivation	116
Key factors - self, physical and team orientation	117
Gender differences	118
 Discontinuation Motivation Research	 120
‘It wasn’t fun’	121
Costs	121
Time	123
Key factors – combined and time/variety orientations	123
Summary	124
 CHAPTER SIX: CONCLUSIONS	 126
<hr/>	
Summary of main findings	126
Implications	128
For parents, coaches and administrators	128
Practitioner’s role in sport	129
Suggestions for future research	130
 REFERENCES	 133
<hr/>	

Appendix A:	Pilot Study – letter sent to schools and associations	148
	Attached Questions	149
Appendix B:	Letter sent to school principals	150
Appendix C:	Information sheet provided for students and principals	151
Appendix D:	Consent form for principals	153
Appendix E:	Consent form for students	154
Appendix F:	The Participation Motivation Questionnaire (PMQ)	155
Appendix G:	The Discontinuation Motivation Questionnaire (DMQ)	157
Appendix H:	Hockey clubs interview questions.	160
Appendix I:	Hockey association questions	161

LIST OF ILLUSTRATIONS

LIST OF TABLES

Table 1:	Means and standard deviations of the participation motives – Stage One (October and November 2001)	78
Table 2:	Means and standard deviation of the participation motives – Stage Two (March to May 2002)	81
Table 3:	Means and standard deviations of the participation motives – Stage Three (August – September 2002)	83
Table 4:	Means and standard deviations of the discontinuation motives – Stage Two (March to May 2002)	85
Table 5:	Means and standard deviations of the discontinuation motives – Stage Three (August - September 2002)	86
Table 6:	Principal axis factoring with varimax rotation of the Stage One participation motives (October – November 2001)	93
Table 7:	Principal axis factoring with varimax rotation of the Stage Two participation motives (March – May 2002)	96

Table 8:	Principal axis factoring with varimax rotation of the Stage Three participation motives (August – September 2002)	99
Table 9:	Principal axis factoring with varimax rotation of the Stage Two discontinuation motives (March – May 2002)	101
Table 10:	Reliability analysis carried out on Stage One, self-orientation	102

LIST OF FIGURES

Figure 1: Pie chart of young hockey players by gender	3
Figure 2: Pie chart of young hockey players by age	4
Figure 3: Pie chart of adult hockey players by gender	5
Figure 4: Pie chart of adult hockey players by age	5
Figure 5: Structure of discussion on motivation in sport	15
Figure 6: Maslows hierarchy of needs	18
Figure 7: Bandura's Self Efficacy model	23
Figure 8: Harter's Competence Motivation theory	23
Figure 9: A Motivational Model of Youth Sport Participation	27
Figure 10: A Motivational model of youth sport withdrawal	28
Figure 11: A Proposed Integrated Model of Sport Motivation	31
Figure12: Similarities and differences between quantitative and qualitative research methods	43
Figure 13: Scree plot of Stage One participation research (October – November 2001)	88
Figure 14: Scree plot of Stage Two participation research (March – May 2002)	89

Figure 15:	Scree plot of Stage Three participation research (August – September 2002)	90
Figure 16:	Scree plot of Stage Two discontinuation research (March – May 2002)	91
Figure 17:	Means from the three stages of data collection on participation motives	108
Figure 18:	Means from Stages One and Two of data collection on discontinuation motives	108