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INVESTIGATION OF SPORTS-SPECIFIC SUCCESS AND MOTIVATIONS OF LICENSED SPORTS INTERESTED IN SWIMMING SPORTS

Yüzme Sporu İle İlgilenen Lisanslı Sporcuların Spora Özgü Başarı Ve Motivasyonlarının İncelenmesi

PhD. Yunus ŞAHİNLER

Kutahya Dumlupınar University, Institute of Social Sciences, Physical Education and Sports Department, Doctoral Student, Kutahya / Turkey

PhD. Mahmut ULUKAN

Kutahya Dumlupınar University, Institute of Social Sciences, Department of Physical Education and Sport, Kutahya/Turkey

ORCID ID: 0000-0003-3623-395X



ABSTRACT

The aim of the research is to examine the sports-specific success and motivation levels of athletes doing swimming. The research group consists of 161 athletes, 75.2% male and 24.8% female. The data collection tool, which is developed by Willis (1982) and adapted to Turkish by Tiryaki and Gödelek (1997), is a 40-item Success Motivation in Sport Scale (SÖBMÖ). Descriptive statistics, t-test and ANOVA were applied in the analysis of the data. Bonferroni and Tamhane were used to determine the differences between the groups. Significance level was determined as .05.

According to the findings obtained as a result of the research; It has been determined that there is no significant difference between sport-specific success and motivation scale and sub-dimensions and gender variable. However, when the scores obtained from the total of the scale were examined, it was seen that the level of success and motivation of male athletes was higher than that of female athletes. It was observed that there was a significant difference between the sub-dimensions of the sport-specific success and motivation scale and the mean scores obtained from the total of the scale, and the variables of age and working time with the same coach. While it was determined that there was a significant difference between the approach to success and avoidance of success and the variable of education, there was no significant difference in the scale of the scale and in showing strength. It was observed that there was a significant difference between the motivation to approach success sub-dimension and the duration of being a licensed athlete. However, it was observed that there was no significant difference between showing strength, avoidance of success sub-dimensions and mean score obtained from the total of the scale and duration of being a licensed athlete. In addition, it was seen that there was a significant difference between the average of achievement, avoidance of success sub-dimensions and scale, and how many different coaches you worked with. However, it was observed that there was no significant difference between the mean score obtained from the motivation sub-dimension and how many different coaches you worked with.

As a result of the research, it was determined that athletes engaged in swimming sports had high success and motivation specific to sports. In addition, as a result of the average score of the participants, it was observed that the athletes' motivation to avoid success was above the middle level. As a result of the overall score received by the swimmers who participated in the research; It has been determined that swimmers' sports-specific success and motivation levels are above the middle level.

Key Words: Sports psychology, swimming, success, motivation, motivation of success in sports

ÖZET

Araştırmanın amacı, yüzme sporu yapan sporcuların, spora özgü başarı ve motivasyon düzeylerini incelemektir. Araştırma grubu %75,2 erkek, %24,8 kadın olmak üzere 161 sporcudan oluşmaktadır. Veri toplama aracı, Willis (1982)'in geliştirdiği, Tiryaki ve Gödelek (1997)'in Türkçeye uyarladığı, 40 maddelik Sporda Başarı Motivasyonu Ölçeği (SÖBMÖ) kullanılmıştır. Verilerin analizinde betimsel istatistikler, t-testi, ANOVA uygulandı. Gruplar arası farklarının belirlenmesinde Bonferroni ve Tamhane kullanıldı. Anlamlılık düzeyi .05 olarak belirlendi.

Araştırma sonucunda elde edilen bulgulara göre; spora özgü başarı ve motivasyon ölçeği ve alt boyutları ile cinsiyet değişkeni arasında anlamlı bir fark olmadığı tespit edilmiştir. Ancak ölçeğin toplamından alınan puanlar incelendiğinde erkek sporcuların başarı ve

motivasyon düzeylerinin kadın sporculara oranla yüksek olduğu görülmüştür. Spora özgü başarı ve motivasyonu ölçeğinin alt boyutlarında ve ölçeğin toplamından elde edilen puan ortalamaları ile yaş ve aynı antrenörle çalışma süresi değişkeni arasında anlamlı farklılık olduğu gözlemlenmiştir. Başarıya yaklaşma ve başarıdan kaçınma alt boyutları ile eğitim değişkeni arasında anlamlı bir farklılık olduğu tespit edilirken ölçeğin toplamında ve güç gösterme alt boyutunda anlamlı farklılık görülmemiştir. Başarıya yaklaşma güdüsü alt boyutu ile lisanslı sporcu olma süresi değişkeni arasında anlamlı farklılık olduğu görülmüştür. Ancak güç gösterme, başarıdan kaçınma alt boyutları ve ölçeğin toplamından elde edilen puan ortalaması ile lisanslı sporcu olma süresi değişkeni arasında anlamlı farklılık olmadığı görülmüştür. Ayrıca başarıya yaklaşma, başarıdan kaçınma alt boyutları ve ölçeğinden toplamından elde edilen puan ortalamaları ile kaç farklı antrenörle çalıştınız değişkeni arasında anlamlı farklılık olduğu görülmüştür. Ancak güç gösterme güdüsü alt boyutundan elde edilen puan ortalaması ile kaç farklı antrenörle çalıştınız değişkeni arasında anlamlı farklılık olmadığı görülmüştür.

Araştırma sonucunda yüzme sporu yapan sporcuların, spora özgü başarı ve motivasyonlarının yüksek olduğu belirlenmiştir. Ayrıca katılımcıların aldıkları ortalama puan sonucunda sporcuların başarıdan kaçınma güdülerinin de orta seviyenin üstünde olduğu gözlemlenmiştir. Araştırmaya katılım sağlayan yüzücülerin aldıkları genel puan sonucunda ise; yüzücülerin spora özgü başarı ve motivasyon düzeylerinin orta seviyenin üzerinde olduğu belirlenmiştir.

Anahtar Kelimeler: Spor psikolojisi, yüzme, başarı, motivasyon, sporda başarı motivasyonu

1. INTRODUCTION

It is all of the body movements performed in the form of sports, personal or collective games, which often lead to competition, and are applied according to some rules. Sports are activities held in a contest style in order to develop the body and intellectual abilities of the person as a whole in a balanced and healthy way. One of the sports that contribute greatly to health development is swimming.

Swimming sports means the whole of meaningful movements that a person makes to cover a certain distance in the water. Swimming in the sports field is defined as the ability of the athlete to cover certain distances in the fluid as soon as possible with free, back, breaststroke, butterfly and mixed techniques (Hanula 2001). Swimming is a sport that uses all body muscles. It makes a significant contribution to strength and condition as it is a sport that is done by flapping hands and feet against water resistance by making use of the buoyant force (Bozdoğan 2003; Adıyaman, 2006). The fact that strength and condition are in place is important for an athlete to be successful in the sport he is interested in. Of course, success is not just that.

The concept of success is a conscious and voluntary action in sports. For this purpose, the concept of success in sports should be handled in two ways in sports. In the first, the process of the athlete performing a movement is considered success. In the second, success tells the result of the sport activity. Depending on the purpose of the sport, the concept of success can be defined in different ways (Baumann, 1994). Success is among the opportunities that some people can easily achieve and others try and miss. In essence, success is a hope, a dream, even a necessity. It is said that the expectation of success is not enough to ensure success, but it is closely related to the preparation, past achievements and talent perception. In other words, the expectation for success is not related to the result, but to the way of effort and work, so the limitations in achieving success are related to the level of motivation (Vollmer, 1986).

Motivation is the sum of the stimuli that direct the organism to a certain and regular behavior. Success motivation theory has tried to explain the reasons why people participate in physical activity for many years. In this process, motivation is the force that affects the individual's direction (Bora, 2016). According to another definition, motivation; (motivation) can be defined as various internal and external factors that push the organism into behavior, determine the regularity and continuity of these behaviors, give direction and purpose to the behavior, and mechanisms that ensure their functioning (Aydın, 2001). In general, motivation can be defined as a condition with both biological and physiological and cultural content, which involves various internal and external causes that push the human organism into behavior, determine the level of violence and energy of these behaviors, give a certain direction to the behavior and ensure its continuation (Arık) 1996; Cüceloğlu 1991; Çermik, 2001). Motivation is a term used to explain one's behavior, desires and needs, both as a word and as an academic definition (Seker, 2015). Motivation is defined as one's sincerity and willingness to

accomplish a job. Motivation ensures emotional satisfaction while mobilizing the person for their goals (Yaman, 2017).

The power that enables athletes to participate in high-intensity training and to sustain it for a long time can be explained by "Success Motivation Theory", which has an important place among motivation theories. This theory explains why individuals participate in a physical activity, why they spend so much power to achieve the difficult one, and why it lasts for a long time (Tiryaki, 2000). The motivation for success is to achieve the goals successfully or to complete a job successfully by working at a certain level and doing physical or mental actions (Gürşimşek 2002). Lawrence (1996) explains his motivation for success as being skillful, doing perfection and struggling with difficulties and behaving better than others. Success motivation is to resist failure and fulfill responsibilities (Cox, 1990). According to another definition; motivation for success is to strive for individuals to be successful, to continue to strive despite defeats and to go for the pride obtained from success (Hayashi, 1996; Aktop, 2002).

Considering all the relationships described within the scope of a model above, this study, which aims to examine the sports-specific success and motivation levels of athletes interested in swimming, can be of great importance in increasing the motivation levels contributing to the achievements and performances of athletes engaged in swimming and contributing to the literature. It is hoped that it will be possible.

2. LITERATURE REVIEW

Sports unique physiological, psychological and sociological characteristics which is a concept. Sports activities demands and expectations of all sectors involved in the process can be explained by motivation. It wants to achieve success in sports with the motivation power of the people is very important. All sports sections that are relevant to the wishes and motivation they expect are met. Athletes and objectives he wants to achieve the success that is proportional to the power of motivation (Azeez, 2016). Sports, society increasingly different ways of life, people have made directly or indirectly dependent on itself and is always a social phenomenon that has managed to become the focus of people's attention. The needs are unwilling to give up people, sports subordinated itself to meet the tastes, today has been adopted as a major social institutions and society closely related to specific behaviors, symbols and developed ideas (Ulukan, Şahinler & Ulukan, 2020). Improved muscular and skeletal structure for sport, motivation passable with extreme coordination is required (Kılınç et al., 2012).

Sport's inherent within the competitiveness or competitiveness (Competitiveness) is generally acknowledged that the success motivation. The focus of Success requirement theories, but were received very high level of satisfaction on the successful exit from activity based on achievement of certain individuals. But the point to be considered here, would change from individual to individual perceptions of success. So every individual is obliged to assess the behavior of its own success. Therefore, if perceived as the result of individual effort and performance-based skills, it can be considered success. But if the inability to connect to individuals based on performance results or low effort which is considered as failures. Therefore, what has been deemed a success for the failure to include one another (Tiryaki and Gödelek, 1997).

Hecker success concept, showing the appropriate behavior to predetermined standards as required by any task and is defined as the degree of approach to the expected object (Gemini and Karagozoglu, 1997). The following order to better examine the concept of success in sport and must know the features of the relationship with the concept of success: an action taken in connection with the conclusion, willingly happen, be based on positive values and if the experience of feeling overcome, is considered as success (Baumann, 1994). affect success in a team sport and which enable individuals to show the effort required to achieve success in raising the performance competition has psychological and physical factors. psychological factors of behavior to be successful in sports,

emotional factors, it is stated that personality factors and the effects of physical factors (İkizler and Karagözoglu, 1997).

In line with targets set by the Athlete's how much effort is required to show acceptable subject of motivation. Motivation; It is divided into intrinsic and extrinsic motivation. Intrinsic motivation athletes to win a contest or internally referred to as the urge to reach a specific target identified as a leading defeat your opponent. Extrinsic motivation is the athlete's coach, is emerging as a result of being affected by environmental factors such as team-mate and family. People participated in the competition to win a medal, to draw attention on the award or take environmental factors indicate the results from the extrinsic motivation (Karageorghis and Terry, 2011).

Motivation concept; move, to encourage and Latin which means to act "mover A" is derived from the word (Richart et al., 1975). Turkish provision of incentive or motivates term is defined as the activator. Motivation means a person who had the power to act for a specific purpose and actuators, the movement continues to positively mover and a power router has three basic characteristics (www.insankaynaklari.com, 2009).

Some motifs were motivated by Gabler motivated by the development of a process which leads to self is realized as defined condition occurs (Perry et al., 2017). Motivation, pushing movement behavior towards a goal that continues to this situation, directs, is the name given to describe all their energies on providing other occurrence. With a different perspective, objects to mobilize people in power who are called into action and motivation (Acat and Demiral 2002). spend the energy of the people of the concept of motivation to act, the goal is to guide and sustain it (Steel, 2011). Desired to be expressed in the concept of motivation, the energy has to be directed at the individual object in a certain direction is brought to be activated and ready. (Duren, 2000). Motivation, pushing the behavior of the organism, which determines the behavior of regularity and continuity, with a variety of internal and external factors that direction and purpose are defined as behavior mechanism that allows the operation of their (Aydin, 2001).

Motivation to refer briefly to human studies, means to mobilize and inspire individuals to work with. Motivation "people behave with their desire and willingness to accomplish a specific purpose" in the shape it is possible to define (Koçel, 2003). The simplest way to understand the motivation to accept it as a process and the basic parts that constitute it (needs, motivate, objectives) to divide into. The basic motivation process is generally expressed as follows (Smiley, 1998).

When examining motivation in sport, to know the biological and social aspects of the sport would be beneficial. movement of persons is also an essential requirement. This requirement can be met through sports activities and developments in the organism is in a positive direction. Again sport, began to appeal to large audiences and gained social and economic characteristics. Sports have become a social institution and interest in sports has increased day by day. This situation has affected the motivation of the sport and this concept has gained in social and biological dimensions beyond the psychological aspects (Baser, 1998). In this context, it is observed that there is a strong link between achievement motivation.

When we think of as an effort to gain motivation for making the sport the sport phenomenon is particularly apparent in how important it is for the sport of achievement motivation. Achievement motivation (motivation), doing a masterful job by Murray, perfect as achievement, overcoming obstacles, has been identified as doing better than others. Gill 'motivation is also the success, failure to resist, did not bother to accomplish a task, the search has been identified as borderline cases (Gill, 1986). Achievement motivation, athletes we come across situations as yarışmasal approach or avoidance tendencies (Enger, 2002: Can et al. 2009). Achievement motivation, do a masterful job, an excellent achievement, overcoming obstacles, it has been defined as doing better than others (Lawrence, 1996). In another sense, success, motivation to resist failure, defined as a hassle to accomplish a task (Cox, 1990). Every individual who calls himself satisfied and peaceful situations,

tend to avoid uncomfortable situations (and Tiryaki Gödelek, 1997). Success is considered to represent the inner motivation of motivation, but motivation and success is influenced by external factors. The compliance target at the beginning of this external factor comes due to activity participation and awards (Konter, 1995).

Achievement motivation, thoughts of the people, they take effect on behavior and emotions of different sizes;

- ✓ Selection of Activities (ability to search for a competitor in the same race or choose to play higher or lower skill level of the competitors),
- ✓ The determination of the efforts made to achieve target (as does how often training).
- ✓ Determination of the intensity of the effort to reach the goal (how much training as willing).
- ✓ Difficulties or failure to confront the (much like work or leave when everything goes wrong) (Aktop, 2002), such effects are seen.

Sport-specific achievement motivation are examined in three areas. They show motive power is the motive of failure avoidance motive and closer to success. Show motive power; "The fact that the individual's own prestige, the impact on other people and be stronger than they compared with others," form shows itself. motive to approach success; "The competition is the individual from the environment, positive effects standby capacity to achieve success, proud of the achievements and experiences of life satisfaction that property," defined as. Success of incentive approach, it is thought that athletes compete tale of intrinsic motivation in approaching the situation said. The motive avoid failure; "Factors that determine the athletes participating in the race tale environments, failed experiences of shame or sadness feature live results" is defined. These factors are not related to the creation of a concerned person (Cox, 1990; Abakay and Dry, 2010).

3. METHOD

In this section, the sample group involved in research, data collection instruments used in the research, collection and analysis of data located in the data.

3.1. Model Research

Research work is a survey model. Survey models are past or present existing research approach aiming to describe a situation in which there is the shape. Also genders in terms of specified variables, age, education, duration of licensed athletes, tried to several different trainers, the differences formed by the same trainer working time variable offered include comparative relational model the properties has been investigated (Karasar, 2012).

3.2. Universe and Sampling

In order to contribute to the work that will be made of the results in scientific studies is an important clue that revealed the nature of the work. With these tips helps achieve a holistic receive any information about why the conclusions reached (Karasar, 2016).

Defined as the interpretation of the results of the research community is called clutch universe. (Büyüköztürk et al., 2012). The universe of the research conducted in this context, constitutes athletes interested in the sport of swimming in Antalya province. took place in the universe is done research on a sample group called generalized to the universe (Büyüköztürk, 2017). The study sample Antalya province of those who swim sport "Simple randomized sampling" form, determined using the method 161 athletes. gender of the athletes participating in the study, age, education, duration of licensed athletes, tried to several different trainers, according to the same explanatory variables trainer working time is indicated in the table below.

Table 1. Swimmers' frequency and percentage analysis

Variables	N	X	%
Gender	Male	121	75,2
	Female	40	24,8
Age	17 year and under	83	51,6
	19 – 21	60	37,3
	22 – 25	16	9,9
	26 years and over	2	1,2
Education	High School	109	67,7
	Bachelor's degree	45	28,0
	Postgraduate	7	4,3
Duration of Being a Licensed Athlete	3 years and less	50	31,1
	4-7 years	55	34,2
	8-11 years	31	19,3
	12 years and more	25	15,5
Number of work with different coaches	1-4	94	58,4
	5-8	53	32,9
	9-12	9	5,6
	13 and over	5	3,1
Working Time with the Same Coach	1 years and less	39	24,2
	2-5 years	102	63,4
	6-9 years	17	10,6
	10 years and more	3	1,9

When Table 1 is examined, , 75.2% male and 24.8% female, who are interested in swimming, 161 athletes participated in the study. It was observed that the vast majority (51.6%) of the participants were athletes aged 17 and under with the age variable. When the educational status of the participants was examined, it was seen that the majority (67.7%) were high school. According to the variable of the duration of the participants' licensing athletes (34.2%), it was observed that the majority of the athletes licensed between 4-7 years. When the number of individuals working with different coaches is examined according to the variable (58.4%), it is seen that the number of workers working with the trainer between 1-4 and the majority of the workers (63.4%) are between 2-5 years.

3.3. Data Collection Tools

In the research, Sports Specific Success and Motivation Scale and Personal Information Form prepared by the researchers were used.

Personal Information Form: In the information form developed by the researchers, there are items that give information about the participants' gender, age, education, the duration of being a licensed athlete, the number of work with different coaches, and the time of working with the same trainer.

Sport-Specific Success and Motivation Scale: It was used the "Sports-Specific Success Motivation Scale-SSSMS" developed by Willis (1982) and adapted to Turkish by Tiryaki and Gödelek (1997). The sport-specific success motivation scale applies on individual and team sports, athletes of all branches and all sports levels. Expressions in the scale consisting of 3 sub-dimensions, which are calculated as total of 40 items (a) power-drive motive $r = 0.81$, (b) approach to success $r = 0.82$, (c) failure-avoidance drive $r = 0.80$ Likert type is scored as (1) "Never" and (5) "Always" (Tiryaki and Gödelek, 1997). High scores of the scale's "Showing Power (12)" and "Approach to Success (17)" dimensions; the motivation of the athlete in the relevant motivation dimensions is high and the low score indicates the opposite. The high score obtained from the "Avoiding Failure (11)" dimension shows that the athlete has more fear and stress than failure.

3.4. Data Analysis

In the study, the data obtained from the measurements were tried to be evaluated by using the SPSS 25.0 program. Parametric tests were applied due to the normal distribution of the data. It was used descriptive statistics in data statistics, t test for independent groups in binary group comparisons, one-

way variance analysis (ANOVA) for compare multiple groups, frequency and percentage analysis. In addition, Bonferroni and Tamhane tests were used to determine the difference between the groups. In the interpretation of the results .05 significance level was used.

4. FINDINGS

In this section, the findings of the current study are presented within the framework of sub-problems. Findings related to the first sub-problem of the study "What are the sports-specific levels of success and motivation of swimmers?" It is given in Table 2.

Table 2. Swimmers' sports-specific success and motivation levels

	n	\bar{x}	SD
Power-Drive Motive	161	40,53	6,034
Approach to Success Motive	161	65,53	8,808
Success Avoidance Motive	161	34,39	7,490
SSSMS Total	161	140,45	17,217

High scores obtained from the scale's "Showing Power" and "Approach to Success" dimensions; the motivation of the athlete in the relevant motivation dimensions is high and the low score indicates the opposite. The high score obtained from the "Avoiding Failure" dimension shows that the athlete has more fear and failure to fail. In this context, when Table 2 is examined; the highest score that can be obtained from the sub-dimensions of showing strength and approach to success is 145 and the lowest score is 29. In this study, the scores of the participants were calculated as (106.06). As a result of the points received by the participants, it was determined that the motivations of the athletes are high. Considering that the highest score that can be obtained from the success avoidance sub-dimension is 55 and the lowest score is 11, it was observed that the score of the participants (34.39) was above the middle level of the athlete's avoidance motives.

Considering that the highest score that can be obtained from the total of the scale is 200 and the lowest score is 40; It was observed that the participants got the score (140.45) from the whole scale. In this context, it can be said that the sport-specific success and motivation levels of the swimmers who participated in the research were above the middle level (\bar{X} = 140,45; SD: 17.217).

Is there a significant difference between the swimmers' sport specific success and motivation levels and the gender variable? Independent sample t-test results related to the sub problem are given in Table 3.

Table 3. Sports-specific success and motivation levels of swimmers according to gender variables t-test analysis results

	Gender	N	X	SD	t	P
Power-Drive Motive	Male	121	40,87	6,236	1,245	,215
	Female	40	39,50	5,320		
Approach to Success Motive	Male	121	65,17	9,452	-,908	,365
	Female	40	66,63	6,460		
Success Avoidance Motive	Male	121	34,83	7,845	1,285	,201
	Female	40	33,08	6,199		
SSSMS Total	Male	121	140,86	18,652	,527	,599
	Female	40	139,20	11,983		

When Table 3 is analyzed, it was found that there was no significant difference in the total of the sport-specific success and motivation scale of the participants and between the sub-dimensions and the "gender" variable ($p > .05$). However, when the scores obtained from the total of the scale were examined, it was seen that the success and motivation levels of male athletes were higher than that of female athletes.

Is there a significant difference between the swimmers' sport specific success and motivation levels and the age variable? One-way analysis of variance (ANOVA) results related to the sub-problem are given in Table 4.

Table 4. Sports-specific success and motivation levels of swimmers according to the age variable ANOVA analysis results

	Age	n	\bar{x}	SD	F	p	Significant Difference
Power-Drive Motive	17 years and under	83	40,75	6,518	6,271	,000*	
	18-21	60	40,68	4,382			
	22-25	16	37,00	6,250			
	26 years and above	2	55,00	,000			
	Total	161	40,53	6,034			
Approach to Success Motive	17 years and under	83	67,10	8,280	4,175	,007*	
	18-21	60	64,22	8,515			
	22-25	16	60,88	10,314			
	26 years and above	2	77,00	,000			
	Total	161	65,53	8,808			
Success Avoidance Motive	17 years and under	83	34,73	7,812	3,094	,029*	
	18-21	60	33,90	7,020			
	22-25	16	32,63	6,131			
	26 years and above	2	49,00	,000			
	Total	161	34,39	7,490			
SSSMS Total	17 years and under	83	142,58	18,120	6,741	,000*	
	18-21	60	138,80	15,036			
	22-25	16	130,50	10,814			
	26 years and above	2	181,00	,000			
	Total	161	140,45	17,217			

When Table 4 is analyzed, it is seen that there is a significant difference between the sub-dimension showing strength and the “age” variable in favor of the athletes aged 26 and over ($F = 6,271, p < .05$). It is determined that this difference is between (17 years and below) - (26 years and above), (18-21) - (26 years and above) and (22-25) - (26 years and above).

There was a significant difference between the sub-dimension of approach to success and the “age” variable in favor of the athletes aged 26 and over ($F = 4,175, p < .05$). This difference was found to be between (17 years and below) - (26 years and above), (18-21) - (26 years and above) and (22-25) - (26 years and above).

It was observed that there was a significant difference between the success avoidance subscale and the “age” variable in favor of the athletes aged 26 and over ($F = 3,094, p < .05$). This difference was found to be between (17 years and below) - (26 years and above), (18-21) - (26 years and above) and (22-25) - (26 years and above).

When the sum of the sport-specific success and motivation scale was analyzed, a significant difference was found between the “age” variable and the total of the scale ($F = 6,741, p < .05$). The direction of the difference in question (17 years and below) - (26 years and above), (17 years and below) - (22-25), (18-21) - (26 years and above) and (22-25) - (26 years and over) was determined to be.

Is there a significant difference between the swimmers' sport specific success and motivation levels and the training variable? One-way analysis of variance (ANOVA) results related to the sub-problem are given in Table 5.

Table 5. Sports-specific success and motivation levels of swimmers according to the education variable ANOVA analysis results

	Education	n	\bar{x}	SD	F	p	Significant Difference
Power-Drive Motive	High School	109	40,53	5,830	2,265	,107	-
	Bachelor's degree	45	39,82	5,971			
	Postgraduate	7	45,00	8,406			
	Total	161	40,53	6,034			
Approach to Success Motive	High School	109	66,80	8,564	3,719	,026*	1-2
	Bachelor's degree	45	63,07	7,500			
	Postgraduate	7	61,57	15,587			
	Total	161	65,53	8,808			

Success Avoidance Motive	High School	109	34,83	7,035	3,658	,028*	2-3
	Bachelor's degree	45	32,47	8,176			
	Postgraduate	7	39,86	6,986			
	Total	161	34,39	7,490			
SSSMS Total	High School	109	142,17	16,978	3,006	,052	-
	Bachelor's degree	45	135,36	15,121			
	Postgraduate	7	146,43	27,385			
	Total	161	140,45	17,217			

When Table 5 is analyzed, it was found that there is a significant difference between the sub-dimension of the sport-specific achievement and motivation scale of the participants' approach to success and the "education" variable in favor of the participants who received high school education ($F = 3,719, p < .05$). It has been observed that the direction of this difference is (High School) - (Bachelor's degree).

It was found that there was a significant difference between the sport-specific achievement and motivation scale of the participants in the sub-dimension of avoidance of success and the "education" variable in favor of the participants who received postgraduate education ($F = 3.658, p < .05$). It has been observed that the direction of this difference is (Bachelor's degree) - (Postgraduate). However, no significant difference was found between the total of the scale and the sub-size of the drive to show power and education ($p > .05$).

Is there a significant difference between the happiness levels of the sports management students and the duration of being a licensed athlete? Independent sample t-test results related to the sub problem are given in Table 6.

Table 6. Sports-specific success and motivation levels of the swimmers according to the and the duration of being a licensed athlete ANOVA analysis results

	Duration of Being a Licensed Athlete	n	\bar{x}	SD	F	p	Significant Difference
Power-Drive Motive	3 years and less	50	39,24	6,690	1,216	,306	-
	4-7 years	55	41,33	6,426			
	8-11 years	31	40,58	4,938			
	12 years and more	25	41,28	4,739			
	Total	161	40,53	6,034			
Approach to Success Motive	3 years and less	50	66,84	8,077	5,081	,002*	1-4 2-4
	4-7 years	55	67,15	8,464			
	8-11 years	31	65,29	5,962			
	12 years and more	25	59,64	11,514			
	Total	161	65,53	8,808			
Success Avoidance Motive	3 years and less	50	33,98	7,339	1,178	,320	-
	4-7 years	55	35,85	7,830			
	8-11 years	31	33,65	4,594			
	12 years and more	25	32,92	9,565			
	Total	161	34,39	7,490			
SSSMS Total	3 years and less	50	140,06	16,770	2,248	,085	-
	4-7 years	55	144,33	18,553			
	8-11 years	31	139,52	8,640			
	12 years and more	25	133,84	21,279			
	Total	161	140,45	17,217			

When Table 6 is analyzed, it is seen that there is a significant difference between the sub-dimension of the sport-specific success and motivation scale of approach to success and the "duration of being a licensed athlete" variable ($F = 5.081, p < .05$). It was observed that the difference in question was (3 years and less) - (12 years and more) and (4-7 years) - (12 years and more).

It was observed that there was no significant difference between the motivation motivation, the success avoidance motivation sub-dimensions, and the total of the scale and the duration of being a

licensed athlete. However, when the scale was analyzed in general, it was observed that those who were licensed athletes between 4-7 years had higher success and motivation than other groups.

Is there a significant difference between the swimmers' sport specific success and motivation levels and how many different coaches you have worked with? One-way analysis of variance (ANOVA) results related to the sub problem are given in Table 7.

Table 7. Sport-specific success and motivation levels of the swimmers according to the number of work with different coaches ANOVA analysis results

	Number of work with different coaches	n	\bar{x}	SD	F	p	Significant Difference
Power-Drive Motive	1-4	94	40,45	6,957	,213	,887	-
	5-8	53	40,58	4,924			
	9-12	9	41,78	2,048			
	13 and over	5	39,20	1,304			
	Total	161	40,53	6,034			
Approach to Success Motive	1-4	94	65,26	8,402	3,256	,023*	2-4
	5-8	53	67,15	8,688			
	9-12	9	64,78	7,513			
	13 and over	5	54,80	13,627			
	Total	161	65,53	8,808			
Success Avoidance Motive	1-4	94	34,23	7,584	7,762	,000*	1-4
	5-8	53	35,81	5,582			
	9-12	9	35,67	5,000			
	13 and over	5	20,00	12,728			
	Total	94	40,45	6,957			
SSSMS Total	1-4	53	40,58	4,924	4,898	,003*	1-4
	5-8	9	41,78	2,048			
	9-12	5	39,20	1,304			
	13 and over	161	40,53	6,034			
	Total	94	65,26	8,402			

When Table 7 is analyzed, it was seen that there was a significant difference between the participants' sport-specific achievement and motivation scale sub-dimension of success and the variable "how many coaches did you work with" ($F = 3.256, p < .05$). This difference has been observed to be (5-8) - (13 and above).

It was observed that there was a significant difference between the success avoidance subscale and the variable "how many different coaches did you work with" ($F = 7,762, p < .05$). This difference was found to be (1-4) - (13 and above), (5-8) - (13 and above) and (9-12) - (13 and above).

When the sum of the sport-specific success and motivation scale was examined, it was found that there was a significant difference between the "how many different coaches did you work with" variable and the total of the scale ($F = 4,898, p < .05$). This difference was found to be (1-4) - (13 and above), (5-8) - (13 and above) and (9-12) - (13 and above). However, it was found that there was no significant difference between the motivation sub-dimension of the scale and the variable "how many coaches did you work with".

Is there a significant difference between the swimmers' sport specific success and motivation levels and the time of working with the same trainer variable? One-way analysis of variance (ANOVA) results related to the sub-problem are given in Table 8.

Table 8. Sports-specific success and motivation levels of the swimmers according to the and the time of working with the same coach ANOVA analysis results

	Working Time with the Same Coach	n	\bar{x}	SD	F	p	Significant Difference
Power-Drive Motive	1 years and less	39	40,82	7,104	4,270	,006*	1-4
	2-5 years	102	40,62	5,506			
	6-9 years	17	37,59	4,154			
	10 years and more	3	50,33	8,083			
	1 years and less	161	40,53	6,034			
Approach to Success Motive	2-5 years	39	66,05	9,361	9,609	,000*	1-3
	6-9 years	102	66,73	7,700			
	10 years and more	17	55,82	8,187			
	1 years and less	3	73,00	6,928			
	2-5 years	161	65,53	8,808			
Success Avoidance Motive	6-9 years	39	33,77	7,583	6,615	,000*	1-4
	10 years and more	102	35,24	6,355			
	1 years and less	17	28,76	10,121			
	2-5 years	3	45,67	5,774			
	6-9 years	161	34,39	7,490			
SSSMS Total	10 years and more	39	140,64	17,527	11,567	,000*	1-3
	1 years and less	102	142,58	14,809			
	2-5 years	17	122,18	16,118			
	6-9 years	3	169,00	20,785			
	10 years and more	161	140,45	17,217			

When Table 8 is analyzed, it is seen that there is a significant difference between the sub-dimension of showing power and the variable of “working with the same trainer” in favor of those who are working with the trainer for 10 years or more ($F = 4,270$, $p < .05$). This difference was observed to be between (1 year and less) - (10 years and above), (2-5 years) - (10 years and above) and (6-9 years) - (10 years and above) groups.

It was observed that there was a significant difference between the sub-dimension of approach to success and the variable of “working with the same coach” in favor of those who worked 10 years or more ($F = 9,609$, $p < .05$). This difference was observed to be between (1 year and less) - (6-9 years), (2-5 years) - (10 years and above) and (6-9 years) - (10 years and above) groups.

It was observed that there was a significant difference between the success avoidance sub-dimension and the variable of “working with the same coach” in favor of those who worked with the coach for 10 years or more ($F = 6,615$, $p < .05$). This difference was observed to be between (1 year and less) - (10 years and above), (2-5 years) - (6-9 years) and (6-9) - (10 years and above) groups.

When the sum of the success and motivation scale specific to sports was examined, it was found that there was a significant difference between the variable of “working time with the same coach” and the ones who worked with the coach for 10 years or more ($F = 11,567$, $p < .05$). The direction of the said difference is determined to be between (1 year and less) - (6-9 years), (2-5 years) - (10 years and above) and (6-9 years) - (10 years and above) groups.

5. DISCUSSION AND CONCLUSION

In this study, 75.2% of men engaged in the sport of swimming, a total of 161 athletes, including 24.8% in women, sport-specific achievement motivation levels were analyzed in terms of different variables.

From athletes swimming sports in the study, it was determined that high achievement and motivation of sport specific. In addition, the motive to avoid success of athletes in the mean scores of the participants was also observed that the results they get on the middle level. In the overall score they received the results of the swimmers who participated in the survey; swimmers can be said that the sport-specific achievement and motivation levels above the middle level.

Success in work and sports-specific motivation scale and subscale with gender has been determined that no significant difference between. However, when the scale of the scores obtained from the study of male athletes of total success and motivation levels were found to be higher than the female athletes. This result is believed to be caused by the force, and swimming is a sport that requires more preferred by men and condition. Bora (2013) carried out by secondary school students with physical education result from the research was to determine the relationship between levels of communication with achievement motivation among teachers of communication and there is no significant differences related to sex in the relationship between motivation. Hosseinalipo's (2015) thesis students in college athletes in sports motivation level and gender were examined in terms of their coping with stress there was no significant difference in the statistical sense. While supporting the results of the work we have done The results of this study, and colleagues (2003), according to the sports achievement motivation gender situation that we have made as a result of their work on the comparison does not support the results of the study.

Studies show the power of the scale, between the success of the approach and avoidance subscales with age variable success has seen 26 years of age and older athletes in favor of a significant difference. In addition, a total of sport-specific achievement motivation scale and it was determined that there are significant differences between the age variable is examined. This results in the 26 years and older athletes are thought to be due to less participation showed. In addition, the statement of achievement and motivation progressed age of participants was observed decline are analyzed. Younger athletes reach their objectives can be said to affect positively the request of motivation. Yalcin (2015) success of deaf futsal athletes in the master's thesis examined the motivational level, significant differences were detected between the 16-19 and 20-23 age according to the age variable. The women's soccer team that plays in a different league of studies to determine the achievement motivation level of the players, among those in different age Power Demonstration Guidance in terms of points were determined statistically significant differences (Dire bearing, 2015). The results of the studies carried out, it is similar to the results of the work we have done. Concerns of the players, the relationship of success, motivation and personality traits in the sport with depression level is high motivation success of football in research studies, the footballers of 18-23 years were found to be 24 years of age and show differences in achievement motivation level by those at the top (Turhan, 2009). The results of this study support the results of our study.

Research in sport and in particular the success of the incentive approach the scale of achievement motivation size with lower education level high school education in favor of participants who have been identified as a significant difference. Sport-specific achievement motive and avoidance motivation scale in favor of the success of graduate education sighted in size with lower education level were found to be significantly different. But the scale of the motive power show total and showed no significant differences between sub-long education. Shihui et al (2007) in their study aimed to identify factors affecting their motivation for participation in sports of disabled elite athletes, disabled elite athletes age as factors affecting the sport motivation among the educational level and the motivations with disabilities has investigated whether any relationship.

The duration of the lower size of the incentives to be licensed athletes with sports-specific approach to research success and achievement motivation scale was found to be significant differences between the variables. The show motive power scale, the mean score obtained by the sum of the sub-dimensions and scale with the motive to avoid success while not licensed athletes showed no significant difference between the variable. However, when examining the overall scale of the licensed athletes between 4-7 years were found to have higher achievement and motivation compared to other groups. This result floor of athletes they progress in their careers and are thought to arise from ethical achievements obtained in this process. Researches carried out a study about the duration has not been demonstrated to be licensed athletes in the results. In terms of contributing to the literature of this variable it is expected to be important.

Close to achievement of success in sport-specific research and motivation scales and subscales with average scores obtained from several different trainer tried to avoid success was found to be significant differences between the variables. In addition, the mean score obtained from the sum of sport-specific achievements and motivation scales were found to be significant differences between how different you tried to trainer variable. This result is due to the athletes' progress and achievements in their careers is believed that a better result from working with coaches. However, with the scale of the motive power show the average score obtained from several different trainers have tried to lower the size it has been determined that there was no significant difference between the variable. Although it met with a lot of work done to the trainer as a result of research carried out did not find any data regarding the number of different trainers to work. This variable is also expected to contribute to the literature.

Show strength in research, approach to success has been found that the same trainer working time variable between trainer to work while the mean score obtained from the sum of the dimensions and scale to avoid success for 10 years and there are significant differences in favor of the above. This result, they acquire more experience working with the same coach for a long time and this experience can be said that due to the success they have acquired as a result. Abakay (2010) doctoral thesis in professional and amateur football players, have examined the relationship between motivation and success levels of communication with coaches, it was found to be statistically significant relationship between the duration of the coach. Abakay and Dry (2013) in their study of a female footballers have examined the relationship between motivation and success level of communication with coaches, it was determined that the same trainer also increase working time increases the level of communication of research results. Things that are similar to the results of the research that we have done as a result of this research. Bora (2013) with the same trainer working time variable is performed by the communication levels and achievement motivation is trying to determine the effect on the results of research on the relationship between communication and motivation is no significant difference regarding trainer working time. The results of this study support the results of our research.

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