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A STUDY OF THE STUDENTS' PARTICIPATION MOTIVE IN HIGH SCHOOL SPORTS CLUB

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Abstract

The purpose of this study was to explore students' participation motive in High school sports clubs in a qualitative research manner. The research participants included 15 High school students who joined the sports club. The research was performed using conducting one-to-one deep interviews through semi-structured questionnaires. The interview data were analyzed in combination with field notes and focus group interview data to construct a mental process of the High school students in joining the sports club by utilization of a grounded theory approach. The results showed that: there were four high-order topics of the students for joining the sports clubs, namely Self-Demand, Social Support, Interpersonal Interaction and Self-Actualization. The Self-Demand contains four low-order topics; interest, pressure resistance promotion, physical fitness promotion and focused promotion. Social Support contains three low-order topics; peer influence, family support and teacher support. Interpersonal Interaction contains two low-order topics;

cooperation and respect. Finally, Self-Actualization contains two low-order topics; the inspiration of potency and sense of accomplishment. It was concluded that the High school students joined the sports club due to meeting the self-demand, being influenced by the social support, suffering from the interpersonal interaction with good learning students, and inspiring the possibility of self-actualization.

Keywords:

Grounded Theory, High School Students, Motivation, School Sports Club

1. Introduction

Increasing students' opportunities and time to participate in sports clubs have been the sports policy of the central and local government. To create a vibrant campus, the Ministry of Education put forward the implementation of suitability for sports teaching, training well-rounded students, promoting multivariate creative activities to pursue learning and advocating leisure sports atmosphere, etc. These measures are to show students' youth and lively characteristics, and actively promote activities using the class recess time, increase the physical activity time, advance the sports club participation opportunity, provide the student sports environment, active campus sports, exercise habits, to promote health and fitness and reach the goal of "one person one sport, one school one team" (Sports Administration, Ministry of Education, 2003).

In the implementation and promotion of school sports, sports club plays a very important role. Participation in the school sports club can make up for the deficiency of the P.E. class time and promote the inside-and-outside-campus activities and competition. Through participation in sports clubs, students can establish a sense of accomplishment and teamwork spirit and stimulate interest in physical activity using physical fitness activities, promoting students' comprehensive development (Chen, 2009 ; Hong & Zhan, 2004 ; Chen & Zhang, 2010). Hong (2003) considers that the composition of sports clubs can be widely provided for all students to join the sports teams and participate in team sports activities. Therefore, the school sports club is one of the important strategies for school sports development and is one of the very important mediums for children's growth, development and learning.

Because of the limited P.E. class and r benefits excess activity, the school sports club is a

good way to make up for the lack of high school children's physical activity (Chang, 1989 ; Chang 2002 ; Chang & Ji, 2011). Biddle, Sallis, & Cavill (1998) suggested that 5 ~ 18-year-old children and adolescents reach at least 1 hour of moderate-intensity exercise every day, which has been far beyond the current P.E. class hours in Taiwan. Therefore, if you want to increase the children's physical activity, in addition to the P.E. class, you can start from the sports club.

Recently more and more research reports pointed out the student's participation in sports clubs and drew up methods and policies to increase sports clubs as effective strategies for setting up sports clubs in primary schools.

As a result, after considering the above reality and today's qualitative research development trend, the purpose of this study is to hope that by high school students to participate in sport club motivation for further discussion, to understand students "motivation to participate in sport club" in initial appearance, as the high school sports club established reference and basis.

2. Literature Review

Achievement goal theory, the underlying assumption of contemporary achievement goal frameworks is that the meaning ascribed to an individual's pursuit of achievement influences the motivational patterns exhibited by participants (Ames, 1995; Dweck, 1986, Nicholls, 1989). According to Nicholls (1989) and other scholars, the most distinctive feature of achievement activities is the participant's desire to demonstrate skill or competence. Achievement goals are thought to reflect individual differences in perceptions of competence, i.e. athletes are judged by their standards as to whether they can demonstrate high levels of competence in sport.

The original achievement goal framework presents two main goals, task goal and ego goal, reflecting two different ways in which individuals judge competence. When individuals focus on task goals, their perception of competence is self-referenced; when individuals focus on ego goals, they are concerned with demonstrating superiority and perceive themselves as highly competent and successful when they outperform an opponent or a benchmark.

However, individuals may even perceive themselves as highly competent and successful when they can perform well without additional effort. Achievement goal theory suggests that adaptive achievement behavior occurs when individuals emphasize work goals, regardless of

whether they perceive themselves to be high or low incompetence: they are willing to put in the effort, they are willing to stay engaged, they choose the most challenging tasks or opponents, and they continue to perform to their fullest potential. In addition to high work goal orientations, adaptive achievement behaviors also occur in those with an emphasis on self-goals, but only when the individual's perceptual capacity is high. However, maladaptive achievement behavior occurs when individuals focus on self-goals but doubt their ability levels.

Motivation to achieve is intrinsic motivation, and people with higher motivation to achieve have more positive attitudes and are more willing to take on challenges. Those with higher achievement motivation retain positive emotions after setbacks and have a high willingness to learn (Ho, 2008). Individual assessment success, values, gender roles and experiences of failure are all inextricably linked to motivation to achieve. The term achievement motivation is defined as "the concern for success and the need or desire for success in competition with a certain standard of superiority" (McClelland, 1953). Individuals often have a desire to succeed in people, events and things, and achievement motivation becomes a key factor in the level of ambition, effort and perseverance of an individual, and can be divided into two tendencies: the pursuit of success and the avoidance of failure (Atkinson, 1965). Depending on the strength of the individual's needs, the ultimate action will be determined by which motivation is stronger, the pursuit of success or the avoidance of failure, in the face of conflict.

Originally developed by Barney Glaser & Anselm Strauss in the 1960s, grounded theory is an approach to research that attempts to find theoretical propositions to explain the social phenomena under discussion from the data under discussion. Rather than starting with a theory, the rooted theory approach seeks to construct meaning from the data collected, from which theories emerge. It is well suited to complex areas that have not been extensively studied (Glaser & Strauss, 1967). It can be used to explore areas that have not yet been studied or where there are no clear links to the study of a particular ethnic group or region (Wang, Windsor, & Yates, 2012). Root theory research divides the process of data analysis into three levels: open coding, axial coding and selective coding. According to Strauss & Corbin (1990), "Root theory is generalized from the context under study, so it is discovered, developed and validated by systematic data collection and analysis of a context, not by starting with a theory and then validating it, but by finding the relevant threads in the context under study and then allowing them to emerge naturally.

The meaning of school sports clubs. School sports clubs are part of the Informal Curriculum and are designed to complement formal teaching by providing a variety of activities based on the school's development goals, students' interests and needs, teachers and facilities, to stimulate active learning and increase the depth and breadth of learning. Sports club activities also provide a stress relief channel for students in their busy school life, through which they can develop their personality, group, identity and knowledge, and help them to adapt to the social environment early (Cheng, 2011). Wei (1997) also suggested that sports clubs have positive effects on students' physical fitness, interpersonal relationship development, sports skills and sports knowledge. there are three types of school sports clubs: competitive, recreational and training. Through the participation of sports clubs, students can organize themselves, independently and voluntarily, to engage in sports, leisure and physical activities after school (Shen, 2002). Chen (2020a) Expresses that when teachers encourage students to participate in sports clubs, they should make use of peer appeal to enhance students' willingness and motivation to participate. Chen (2020b) points out that for senior secondary vocational students in their adolescent years, participation in sports clubs has considerable physical, psychological and social benefits in achieving balanced physical and mental development.

3. The Research Methodology

As the purpose of this study is to explore the experiences of senior secondary school students, a qualitative approach was adopted. In terms of research design, this study combines three types of qualitative research data collection methods - field observations, in-depth interviews and focus group interviews.

3.1. Field Observation

The first author will conduct actual observation of the Aahoice for in-depth interviews, and reference for the interviewer to guide questions in-depth interviews as well as the reference standard of real degree of respondent's answers and information.

3.2. In-Depth Interview

Based on the results of field observations, choose the appropriate interview object by purposive sampling to conduct semi-structured group interviews. Immediately after each data

collection, analysis induction will be conducted until the information content reaches theoretical saturation (Strauss & Corbin, 1990).

3.3. The Focus Group Interview

To amend the interview questions and increase the richness of information, we will hold focus group interviews after completion of the previous four in-depth interviews, translation word by word and inductive analysis of the collecting information. The participants include 15 sports experts (including 1 sport psychology professor, 4 sports education Ph.D. students, 5 sports psychology doctoral students, 4 sports sociology doctoral students) and the author of this study. The discussion will last for 50 minutes. Topics of the discussion include 2 main parts: amendment of interview questions and analysis of interview data. We will discuss these topics according to the interviewing outlines, interviewing processes, word-by-word manuscripts and the preliminary analysis results of the four previous interviews, put forward amendments and questions deserving further exploration, provide proposals for data coding and names, as a supplement of material content and foundation of the construction of ground theory.

Table 1: *Basic information of the study participants*

No.	Age	Gender	Sports club	Frequency of club participation
A1	16	Male	Archery	4 times per week
A2	16	Male	Archery	5 times per week
A3	17	Male	Archery	3 times per week
A4	17	Male	Archery	4 times per week
A5	18	Male	Archery	4 times per week
A6	18	Male	Archery	5 times per week
A7	18	Male	Archery	5 times per week
A8	18	Male	Archery	5 times per week
B1	16	Female	Archery	5 times per week
B2	16	Female	Archery	4 times per week
B3	18	Female	Archery	4 times per week
B4	17	Female	Archery	3 times per week
B5	17	Female	Archery	3 times per week
B6	18	Female	Archery	3 times per week
B7	18	Female	Archery	3 times per week

(Source: Compiled by the author)

3.4. Research Process and Research Tools

Because in the past the study about high school students' participation in sports clubs is mainly for motivation of quantitative research, the interview outlines of this study include three amendments to determine the aptness of the topic. details are shown in Table 2.

First of all, the author collects relative motivation theories and research about the high school's sports clubs, formulate a semi-structured interview outline, double-check and confirm the suitability of the contents; and then conveniently selects two students from the high school's sports club to have a pilot interview, on one hand, to fix applicability of interview questions; on the other hand, to let the interviewer get familiar with interviewing skills with students from high schools' sports clubs to increase the effectiveness of subsequent data collection. The in-depth interview will not begin until the end of the pilot interview and the second amendment of the interviewing questions.

Finally, the third revision will be conducted at the same time with focus group interview, based on the preceding 2 interview processes and preliminary analysis results, together with experts and scholars discussing what needs to be revised or added.

Table 2: Interview Outline

Type	Title
Life History	1. Please tell us about your participation in the school archery team and explain your background?
Explanatory	2. Who supports you the most to join the archery varsity and why? 3. What do you think is the most interesting part of archery practice? 4. What is the biggest problem you have when practising at school? 5. Do you like your team and why? 6. What is the most memorable competition you have participated in and can you tell us about it? 7. How do you feel when you compete in archery? 8. Do you enjoy competing in tournaments that continue to challenge your potential? 9. what did you learn from joining the archery team, how did it help you, and how did it change your life? 10. Would you encourage your classmates to join the archery team?
Situational Questions	11. What would you do if your relatives prevented you from continuing to train with the archery team after you entered junior high school?
Assumptions	12. If you were a parent, would you encourage your child to participate in archery team training and can you explain why?

Simulation **13. You have good academic and archery scores; would you choose a regular class or an athletic class for your future education and why?**

(Source: Compiled by the author)

3.5. Data Analysis

The data analysis of this study is conducted based on grounded theory (Strauss and Corbin, 1990), and adopt the way that collecting analyzing data simultaneously. After the first researcher translates the collected data word by word, two researchers will respectively conduct open coding (opening coding) and summarize topics of each order.

First of all, find meaningful raw data themes, then use axial coding to combine similar concepts into sub-themes and higher-order themes, and then compare results of each order's themes, and jointly form the global dimension. If any disagreement occurs in the process, besides joint discussion, the two authors would also consult focus group members for opinions, until they reach a consensus. Data collection and analysis will continue until there appears no new low-order theme, and both of the two researchers judge that data has reached the saturation theory (Strauss and Corbin, 1990).

3.6. The Reliability and Validity Test

To establish the rigor of research, this study uses previous common criteria of qualitative research (Strauss & Corbin, 1990) as the reliability testing standard, including the reality, transferability and reliability. In the process of all interviews and data analysis, the researchers should be neutral, try to quote respondents' arguments, reduce excessive inferential description, and adopt an open attitude to face all the collecting information, to reduce researcher bias.

In addition, this study improves its reliability and validity by triangulation of the source of information. Based on that, information collection of this study includes the field survey and in-depth interviews, focus group interviews, etc., and all information can be interactive.

4. Result

Finally, after comparison and organization of the information about interview content, field notes, and focus group discussion, this research will combine similar meaningful themes and sum up 11 low-order themes and 4 high-order themes and form the final overall concept – the

psychological process of participation in clubs. Themes and concepts of different social classes developing as a tree are shown in Figure 1, and the order pattern of the psychological process of high school students' participation in clubs is shown in the picture.

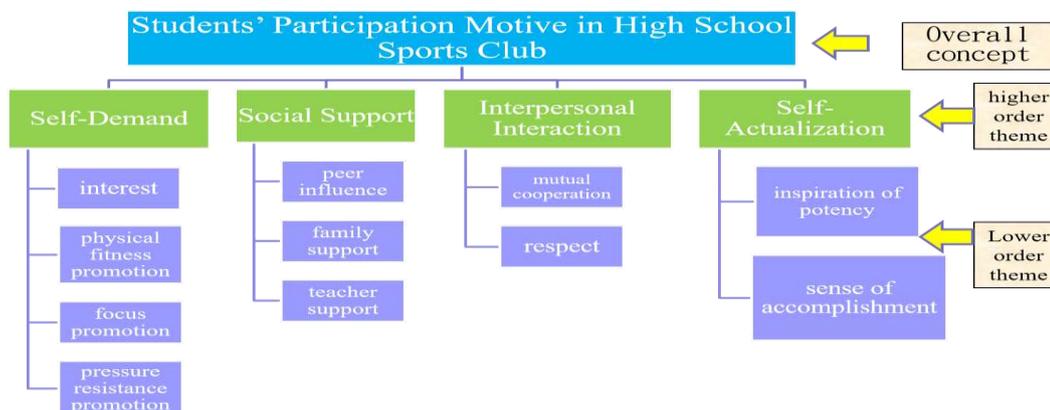


Figure 1: A hierarchical model of the psychological process of participating in sports clubs in high school

(Source: Compiled by the author)

4.1. Self-Demand

The psychological course of the high school student's participation in sports clubs is to satisfy self-learning. This study concludes the self requirements including interest, improving compressive resistance, improving fitness and enhancing concentration.

4.1.1. Interest

Students participate in sports clubs because they have an interest in archery and take the initiative to require parents to sign up for the club activities. This is spontaneous learning.

B1: When I was in Second Grade, I saw someone practice archery in a sports competition and wanted to try it myself very much, then I asked my father to let me participate in the club.

4.1.2. Physical Fitness Promotion

Learning archery can improve their resistance to pressure, because of the limited time of archery; they need to have a stable mood, to shoot accurately.

A1: Well... I love it because I can have a competitor, I will feel oppressive rather than too relaxed, I will become nervous, so the result will be relatively better, and I just want to win.

4.1.3. Focus Promotion

Participating in sports club activities can improve physical fitness and a moderate amount of

physical stamina training can also increase the students' movement time.

A2: Because my parents thought I looked weak before, but after practicing archery, I became very strong.

A5: I would encourage students to take part in the archery team because archery is a good sport, which can not only increase the regularity of life but also increase their strength. Such a good movement, so of course want to share it with my classmates.

4.1.4. Pressure Resistance Promotion

Archery belongs to the target sport, in which the same action is repeated. One needs patience and perseverance to practice it, thus archery has great help to improve concentration.

A3: When I was doing my homework, I become more concentrated, my writing would be more beautiful, it makes me take my homework more seriously.

4.2. Social Support

Social support includes peer influence, parental support, and teacher support. It is similar to Maslow (1943) social needs (needs for love and belonging), which are motivated by the need to be accepted and to gain the approval of relatives and groups.

4.2.1. Peer's Support

B4: When I was fourth grade, I saw the member of the archery club in my sister's class, he was pretty redoubtable; and his archery performance looked cool, so I joined the club.

4.2.2. Family's Support

Most parents are willing to let children take part in the sports clubs, let children have experience of participating in the competition and achieve success in the game.

B5: Because my father said my figure was very good and suitable for archery, and I could achieve very good results, and concentrate on learning because I had difficulty sitting down to do my homework.

4.2.3. Teacher's Support

B2: At first, when I was in fifth grade, my swimming teacher asked me whether I am interested in archery or not, then I decided to join the club. interpersonal interaction to participate in sports clubs can increase students' interpersonal interaction, and make the students learn the importance of cooperation and respect.

4.2. Interpersonal Interaction

Participating in sports clubs can enhance students' interpersonal relationships. Sports clubs can also help students learn the importance of cooperation and respect and participating in sports competitions can help students learn the spirit of good sportsmanship, which is an important lesson in fostering cooperation.

4.3.1. Mutual Cooperation

A sports club is made up of many students who like to do sports. In the club, students must cooperate mutually, to complete team competition, which makes the sport more interesting.

A5: We encourage each other, feeling like a team, sharing hardship.

4.3.2. Respect

Correct sportsmanship is to respect yourself and others, being humble in victory and gracious in defeat. To cultivate a good sports character correctly is the best quality education.

A5: The students fight in the class directly. If I quarrel with people in the archery club, seniors will stop it.

A3: I have learned to respect teachers and elders, um. and responsibility and teamwork. And when I doing my homework I will sit down, concentrate on it, I won't do other things until I finish it.

4.4. Self-Actualization

Sports club provides students with experience of sports and competition. In the process of competition, students will challenge themselves and motivate their potential and gain more sense of achievement to satisfy them. After they win the game, they usually wouldn't satisfy it, but practice harder to surpass them again.

4.4.1. Inspire Potential

Moderate pressure can stimulate students' potential, but it may also lower students' ability. One can produce more energy by adjustment of his/her mood. Sports provide students with experience of adjustment of themselves to increase their potential.

A4: I want to continue to challenge my potential because archery is a sport that needs pressure and durability. if successful, not only can increase resistance to pressure, but also concentration.

A5: I also like to take part in the game, because if you encounter a strong opponent and lose

the game, you will practice harder and become better to beat him, I like that feeling.

4.4.2. Sense of Accomplishment

Sports clubs' relative competitions and communication with other schools make students gain growth of experience and a sense of achievement in the process of actual competitions.

A5: If I win the archery competition, I feel this year's efforts finally have results, like getting sweet fruit after great efforts!

5. Discussion

The following statements are made in relation to the findings on Satisfying Self-requirement, The Influence of Social Support, Learning Good Interpersonal Interactions, Stimulate the Possibility of Self-realization.

5.1.1. Satisfying Self-requirement

High school students participate in sports teams to satisfy their own needs because, in addition to their interests, they can also develop stress resistance, enhance physical fitness and improve concentration, as well as develop proper sports habits.

5.1.2. The Influence of Social Support

From the analysis of the study, we found that high school students have a high willingness to participate in sports clubs, especially those who have regular sports habits and are influenced by their peers, family members and teachers.

5.1.3. Learning Good Interpersonal Interactions

Participating in sports clubs can increase interpersonal interactions among students. Sports clubs can also help students learn the importance of cooperation and respect, and participating in sports competitions can also help students learn the spirit of good sportsmanship, which is an important lesson in fostering cooperation.

5.1.4 Stimulate the Possibility of Self-realization

This means developing one's unique potential and doing one's best to achieve the perfection needed to make one's life meaningful and ambitious. Sports clubs provide students with the experience of sports and competition. During the competition, students will challenge themselves to stimulate their potential and gain more sense of achievement to satisfy themselves.

5.2. Recommendations

Based on the results of the study, the following recommendations are made for the reference of relevant units.

5.2.1. Increase the Number of Sports Clubs to Cultivate Students' Interest in Sports

The results of this study found that student's participation in sports clubs can cultivate interest in sports, resist stress, enhance physical fitness and improve concentration. This shows that there are many benefits of sports clubs and it is worthwhile for high school students to participate in them.

5.2.2. Understanding Students' Motivation to Participate in Sports Clubs and Providing Appropriate Programs for Students to Learn

The results of this study showed that students were influenced by their peers to participate in sports clubs, and they liked the feeling of group training and wanted to develop a tacit understanding with their peers through sports clubs. It is recommended that the relevant units actively establish sports clubs and find good teachers to expand the establishment of sports clubs so that all students who wish to participate can do so, avoiding the regret of being left behind due to the limited number of students.

5.2.3. To Let Parents, Understand the Advantages of Sports Clubs and Increase Students' Willingness to Participate

The results of this study found that parental expectations affect the motivation of students to participate in sports clubs. It is suggested that the relevant units should make use of school days or parent-teacher seminars to explain the advantages of sports clubs and emphasize the importance of leisure life to students.

5.3. Research Limitation

The population selected for this study was high school students. Therefore, whether the findings of the study can be extrapolated to other age or ethnic groups needs to be further explored. The findings of this study can only be extrapolated to high school students in the local community, not to students in different academic systems, nor to high school students in other regions or countries, but the conclusions of this study can provide a reference for other researchers.

5.4 Scope of Future Research

Future research is recommended to include primary school students, secondary school

students and university students so that all students can be covered and the motivations of different students can be fully understood, and also to explore the purpose of different sports clubs for school units to plan their sports clubs. The status and attitude of parents towards students' participation expectations can also be explored.

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