

THE IMPACT OF MOTIVATIONAL TECHNIQUES ON THE PERFORMANCE OF HASSAN DISTRICT ATHLETES

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Introduction:

Motivation is the reinforce of behaviour. An individual, with a high level of motivation is likely to do better, achieve greater and show excellence than the one who is least motivated. The basic needs and drives are inherited but many associate activities, which the human beings do, are learnt. Biological needs and drives may be the baseline factors of motivation but cognitive conditions such as desire to achieve or an urge to be with friends, cannot be discounted from the human motivation. Therefore, it would be apt to define motivation as any condition that might energize and direct our actions (Crooks and Stein, 1988). It is motivation that makes human behaviour more than the sum of its parts such as physiology, learning sensation and perception.

As a bio-psycho-social phenomenon, motivation cannot be explained without reference to motives, drives and needs primary (biological) and secondary (psycho-social).

Concept of Achievement Motivation:

When a man comes in the world he has to do some work for his survival and existence in the world. He has to perform deeds in the different walks of life. He does hard layout for his success in different areas; he may do sound mental work and perform toughest physical task, whatever he gets in the response or as a reward others e efforts is regarded as his achievement. Whatever one achieves in the different areas of performance is called one's achievement. How far a man can attain success in a particular field can be estimated by means of his aptitude, but how far he has been successful in a particular subject and has possessed knowledge in that subject is known as his achievement. It depends upon the success and failure of the person. When a person aspires more and gets less it is regarded as failure, but when a person's aspiration level is low and he gets more, it is regarded Pas a big capacities, the greater is the likelihood that his achievements will be regarded as successful both by him and by the group (Hurlock, 1976).

Aspirations are only the beginning of a chain of activities that lead to successful or unsuccessful achievement. The central element in the successful achievement is motivation. A person must not only desire success, but he must be willing higher goals and greater success in the future (Hurlock, 1976). An achievement test is an instrument designed to measure relative accomplishment in specific areas of learning.

Achievement has direct and indirect effect of personality. Directly the effect comes how a person evaluates himself and indirectly, from his realization of how others evaluate him. Of the two, the first one has greater effect on personality, because normally the person expects more about himself than others expect of him and thus judges himself more harshly than others do (Hurlock 1971).

Motives, Drives and Needs:

Human behaviour is a unique but strange combination of motives, drives and needs as well as mechanics operating amongst them. In order to understand motivation, it is necessary to understand these three psychological constructs.

Motive: A motive says Alderman (1974) is “ a later relatively stable personality characteristic which causes a person to be either attracted or repulsed by the consequences of particular courses of action; it is a tendency within the person directing his thoughts, feelings and actions towards the service of goals or functions”. Why we behave the way we do, is closely related to motives. Motives, therefore, are purpose or intentions directing our behaviour. Biologically, behaviour of all animals is motivated behaviour because it is purposive.

A motive has two aspects-the inner and the outer. The inner aspect is characterized by tension caused by non-fulfillment of needs, more particularly immediate physiological needs such as hunger, thirst, urination, etc. Tension is also caused by frustration, anxiety, worries failures etc, prevailing in social life situations. The outer aspect of motive is the oak which the individual seeks to achieve. The tension is relaxed a the goal is achieved, since a motive is induced by a need, needs are considered as the backbone of motives. Being prime movers of motives needs create drive in the organism, thereby increasing the tone, tenor and tempo of action. More specifically motives do three important things; 1) they mobilize organism energy and energize 2) direct behaviour towards a goal and 3) determine suitable responses, which could help the organism, maintain or gain homeostatic. A motive, therefore, is practically the same as “set” in learning as it “predisposes the individual for certain activities and for seeking

certain goals". Working of motives is always relative to the situation, and is based on the principle of selectivity or priority.

Mc Dougall, (1980) believed that human behaviour was motivated by several types of motive such as organic motives, emergency motives and objective motives. *Organic motives* include hunger, thirst, sex, regulatory and elimination needs etc, which greatly depend upon internal body states and stimulations. With chronological development human beings learn to modify or partially control these motives either by choice (training, education, discipline) or out of necessity (automatic repression and suppression of natural urges). The sole objective of organic motive is preservation of life. Emergency motives arise from external stimulations (environmental situation). A sudden change in the existing situation forces the organism to quickly change the course of current action in order to seek adjustment. Emergency motives arise suddenly and call for an instantaneous solution to the problem as so as to pull the organism out of the danger situation. Objective Motives deal with man's active relationship with and his efforts gain mastery over the environment.

Need: A need is link between the motive and the drive(action), psychologically; a need is a sort of vacuum, which needs to be filled with some activity. Murray (1943) defined need as a "construct, which stands for force in the brain region, a fore which organized perception, apperception, intellect, conation and action. It is sometimes provoked directly by internal process of a certain kind... But more frequently, when in a state of readiness, by the occurrence of one or a few commonly effectively processes. Needs are an inevitable result of internal stimulations and external events. Why the individual behaves the way he does is fairly indicative of his struggle and strife to satisfy his needs. Alderman (1974) contends "Most needs are accompanied by emotions and feelings and are associated with instrumental or goal-directed behaviour designed to produce the particular goal and reduce the need". The delay or non-fulfillment of needs leads to a state of psycho-physiological commotion in which the organism gets highly aroused, and struggles to maintain homeostatis. The effort is directed either to satisfaction or suppression of the needs. Once a need has arisen, it seeks fulfillment either way. Basic or primary needs are biological, secondary needs may be psychological or social seeking adjustment. The strength of each need as well as the capacity to fulfill it, differs from one person to another and in the same person from time to time. Environmental conditions state of body and mind of the individual and his intellectual caliber generally determine the kind of needs and the amount of effort to fulfill.

Drive: Woodworth (1958) says “the basic motives revealed in animal behaviour are usually called drive”. The basic motives of life are seen to be revealed in physical and physiological movements. Therefore, a drive is an impetus to action or a “thrust forward” or a force impelling the organism to move toward a predetermined goal. As Alderman (1974) believes, “Drive... Is seen as a psychological mechanism directed towards consumatory reactions that is reaction which bring immediate and direct value or satisfaction to the individual such as eating, drinking or scoring a goal”. As a “propelling agent” or a vehicle for action, the drive originates either in the internal stimulation or the stresses and strains existing outside the body. A drive, therefore, is essentially “an energizer of action. It vitalized the action potential of the organism in a particular situation. The stronger the drive, the more intense the effort and more persistent the activity in which the individual is already engaged.

Juxtapose with motives and need, drives are also classified as primary drives and secondary drives. Primary drives are biological in nature. They arise when instinctive tendencies such as hunger, thirst sex, love etc are in operation. Innate as they are, their basic purpose is survival of the organism. Secondary drives, on the other hand, are artificially created as explained in pavlovian conditioning process. With the repetition of certain stimulus response patterns, primary drives may be created and reinforced for the accomplishment of certain goals. Such drives in fact, are not inherited by the organism but they arise as a result of secondary needs. It must be understood that secondary drives play an important role in human life. They mobilize people to achieve excellence in various field of life.

Sport is as old as the human society and it has achieved a universal following in the modern time. It now enjoys a popularity, which outstrips any other form of social activity. It has become an integral part of the educational process. Millions of fans follow different sport events all over the world, with an enthusiasm bordering devotion. Many people participate in sports activities for the fun of it for health, strength and fitness. To others it is a profession with ample financial benefits linked with a high degree of popularity. Sports have become a mass movement and a social phenomenon of great magnitude.

Modern life is of competitive growth of industrialization and development of science and technology has contributed to its intensity and affected change in its latter style. Emphasis is being shifted from individual competition to group competition, from group to national and from national to international competition. Every sphere of life is being permeated by this scope of competition, which is a major feature of modern civilization.

A central issue in sports psychology is motivation. Why do some athletes train very hard while others train less despite the coaches extolling them to work hard? Why do individuals select to play certain sports to the exclusions of others? All of these questions pertain to motivation of the individuals. This learning experience examines the psychological mechanism underlying motivation. It explores the cognitions individuals make in achievement-oriented situation such as competition. Humans are viewed as information processing organism with thought as the basis of action. The focus of this research is to investigate these thoughts to determine how achievement motivated behaviour affects the performance of players.

M.L. Kamlesh (1991) studied the level of intelligence and achievement motivation in relation to physical fitness status of female college athletes. The purpose of this study was to found out how general intelligence and achievement motivation were related to physical fitness level of female college athletes. There are three tests (i) A Youth Fitness Test (ii) Standard Progressive Matrices and (iii) Sports Achievement Motivation Test were administered to a sample of 109 female college athletes of some selected games. The result of the study show that the subjects were not physically fit according to the original norms. In intelligence they were found to be far below the norms and in case of sports achievement motivation the female college athletes were average. There was no relationship between physical fitness and intelligence but there was a positive low correlation between physical fitness and sports achievement motivation.

Gauld, (1985) conducted a study to assess participation motives, competitive youth swimmers and to examine whether swimmers differing in sex, age, ability and! level of experience vary to their participation objectives. 367 swimmers, ranging in age from 8 to 10 years completed the Gill. Gross and Huddleston participation motivation inventory which assessed 30 objectives for participation. The results indicated that swimmers rated fun, fitness, skill improvement, team atmosphere and challenge as the most important motives for participation. Females were equivalent to males in emphasis placed on achievement status, but placed greater emphasis on friendship and fun.

Theories of Motivation:

Motivation has been conceptualized and explained on the basis of either internal drivers or external forces. Both theoretical perspectives have their strong and weak points because theories of motivation are usually developed with a single perspective in mind. Some theories of motivation are explained as under:

Instinct Theory of Achievement Motivation is based on the notion of instances, innate patterns of behavior that occur in every normal functioning member of species under certain set of conditions. Taking vital clues from Charles Darwin's theory of Evolution by natural selection, William James (1890), McDougall (1908) and Sigmund Freud (1905) proposed that instinctive tendencies were at the root of all behaviours. James argued that human beings are even more influenced by instincts than are lower animals because they are motivated not only by biological instincts but also by a variety of psychological instincts such as jealousy, sympathy and sociability. While Freud talked of only two instincts, McDougall proposed fourteen and James fifteen. So wide spread as the instinct theory that by early 1920's almost 15000 instincts had been proposed to account for virtually every kind of human behaviour imaginable (Houston, 1985). In due course, it was realized that instincts simply described behaviour, they did not explain it. Lack of empirical evidence pushed instinct theory to that wall. Besides, the ascending behaviorism, which convinced many psychologists of those days that behaviour could be explained by observable and unobservable causes like instincts, gave the biggest shock to instinct theory. However, ethnologists have found the concept of instinct useful to explain the occurrence of universal response patterns in a given species that are elicited only in the presence of highly specific environmental stimuli.

Drive Theory of Achievement Motivation is Based on the idea of Homeostatic (the tendency for all animals to strive to maintain certain internal bodily states at constant level), the Drive Theory (Hull, 1943), maintains that an unsatisfied basic biological need throws the internal tension (arousal) called drive is built up for example, hunger creates drive for seeking food, and sex seeking partner for mating. In such situations, the behaviour becomes goal oriented and the drive state. Hull categorized drives into primary drives and secondary drives. Primary drives arise from physiological needs and involved no learning. Secondary drives are the result of human experience believed to underlie psychological motives such as acquire wealth, desiring affiliation, seeking approval and recognition from society. They are acquired in a socio-cultural milieu in which the individual is born and brought up. Many drives increase certain behaviour, and not reduce them. This concept is directly linked with the idea of secondary reinforcement.

While the drive theory seems to explain some motivation it does not explain all motivation. A major problem with this approach is that a large number of events can serve as reinforcers. Another difficulty with this theory is that sometime stimuli in our

environments(incentives) can energize or motivate us to behave in a certain way in the absence of an internal drive state. Still another problem with the drive theory has to do with the fact that many motivate behaviours don't decrease as they are expressed. According to the drive-reduction hypothesis, an internal need drives

Sports have been on the world map from time immemorial. The importance and recognition, which sports have received from government, press and public indicates that sports are no more taken up for mere recreation or prestige purpose but also for mental and physical health of an individual. The participation in sports rather influence all aspects of athlete's personality and help in gaining poise, and balance, refreshing the spirits, renewing the inner springs of faith and courage, mastering the skills and meeting the strains of modern life with ease and calmness. At the same time the participation in modern sports is influenced by various physical, physiological, sociological, and psychological factors. Until recently, the coaches have been paying inadequate attention to the scale and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. So now the sports trainers and coaches have started giving more importance to the impact of sociological factors on the psychological conditioning or building the mental make up of the players and its resultant influences on their performance in the national and international competitions.

But the impact of psychological factor like motivation has been neglected all over the world in general and India in particular. It is in this background the present study intends to probe the effect of the motivational techniques on the performance of athletes in 100, 200 and 400 mtrs speed. The data analysis and interpretation are done and presented as under in the tables.

Table – 1
Mean, SD and t-values of 100 mtrs in pre-test and post-test conditions (N=50)

Conditions	Motivational Techniques				
	Reward	Recognition	Goal Setting	Punishment	Presence of Others
Pre test					
Mean	12.56	12.49	13.11	13.08	13.14
SD	3.20	2.24	2.12	2.45	2.35
Post test					
Mean	11.02	10.25	11.12	11.20	10.2
SD	3.12	2.90	3.02	2.09	2.15
t-values	3.5*	3.18**	5.37**	5.87*	9.18*

** Significant at 0.01 level.

Table – 1 presents mean, SD and t-values of athletes in 100 meter speed test in both pretest and post test conditions. In pre-test where there is no motivation, the mean is 12.56 when the motivational technique reward was presented the mean was 11.02. This shows that time taken by athletes after motivation is significantly low. The t-value of 3.5 is significant. Thus, motivation produced better performance. In other techniques also the performances was improved. The time taken by athletes in post test conditions is significantly low. All the t-values are significant. Therefore, results clearly reveal that the performance of athletes was better when motivational techniques were introduced. The athletes got highly motivated and increased their performance. The scores of post test compared to pretest for each motivational technique clearly speaks the positive effect of motivation on performance of athletes.

Table 2 gives the scores of athletes in 200 meter event. It can be seen that mean scores of athletes in post test conditions are higher than the pretest conditions. In all techniques, post test scores are higher. All the t-values are significant. Thus, the time taken by athletes in 300 meters competition event is significantly lower in post test i.e. with motivation than that of no motivation. Hence, motivation is proved to be a stronger factor in improving the sports performance.

Table - 2
Mean, SD and t-values of 100 mtrs in pre-test and post-test conditions (N=50)

Conditions	Motivational Techniques				
	Reward	Recognition	Goal Setting	Punishment	Presence of Others
Pre test					
Mean	23.48	23.52	23.02	23.09	23.42
SD	4.25	4.12	3.5	3.45	3.25
Post test					
Mean	22.02	22.12	21.45	21.5	22.01
SD	3.45	3.12	3.0	2.45	2.5
t-values	2.65*	2.8**	3.41**	3.78**	3.45*

** Significant at 0.01 level.

The below shown Table 3 shows scores of athletes in 400 meter event. It is observed that athletic performance is increased whenever motivational technique was given. In all the post-test conditions the means are significantly higher than the pretest. All the t-values are significant. When the motivation is present, it increased the performance. As a result, the time taken in 400 meter event is significantly lower. Therefore, motivation improves the performance of players.

Table - 3
Mean, SD and t-values of 100 mtrs in pre-test and post-test conditions (N=50)

Conditions	Motivational Techniques				
	Reward	Recognition	Goal Setting	Punishment	Presence of Others
Pre test					
Mean	55.02	53.40	54.8	54.4	53.5
SD	5.25	5.32	5.28	5.15	5.02
Post test					
Mean	52.18	52.01	52.1	52.0	52.12
SD	4.22	4.08	4.35	5.01	4.22
t-values	4.5*	2.07**	3.97**	3.33*	2.12*

* Significant at 0.05 level.

** Significant at 0.01 level.

Table 4

Mean, SD, and t-values of Rural and Urban students of 100 mtrs speed in pre-test and post-test conditions (N=50)

Conditions	Pretest (overall mean, SD)	Motivational Techniques				
		Reward	Recognition	Goal Setting	Punishment	Presence of Others
Rural (25)						
Mean	14.12	13.14	12.5	12.28	13.01	13.11
SD	2.4	2.18	2.5	2.25	2.30	2.35
t-values	3.37	3.2* *	2.39*	0.375	3.87*	5.28*
Urban (25)						
Mean	13.08	12.02	11.4	12.10	11.5	11.05
SD	1.28	2.12	2.09	2.5	1.5	1.45
t-values of Rural Pre & Post		1.56	3.38*	4.0**	2.36*	2.14*
t-values of Rural Pre & Post		3.02*	2.58*	2.45*	5.64*	7.51*

* Significant at 0.05 level.

** Significant at 0.01 level.

Table 4 gives the scores of student athletes belonging to different domicile. There are 25 rural and 25 urban athletes. It is observed that pretest the overall mean (combined mean of every technique) of rural athletes is 14.12 and that of urban is 13.08 this shows that urban athletes took less time 100 meters run. The t-value (2.73) is significant. Therefore, the performance of urban athletes is better than rural athletes in pretest. When motivational techniques were introduced the performance changed. Rural athletes improved when motivation of recognition, punishment, goals setting and presence of others were given. On these they took less time. The urban athletes improved their performance after every motivational technique. Thus, motivational techniques promoted sports skills in both rural and urban athletes. There is also a difference in the performance between rural an urban athletes.

Table 5

Mean, SD, and t-values of Rural and Urban students of 200 mtrs speed in pre-test and post-test conditions (N=50)

Conditions	Pretest (overall mean, SD)	Motivational Techniques				
		Reward	Recognition	Goal Setting	Punishment	Presence of Others
Rural (25)						
Mean	24.04	23.4	23.12	23.35	23.35	22.55
SD	3.25	3.15	2.49	4.02	4.12	3.5
t-values	1.5	1.90	1.20	1.75	1.33	1.82
Urban (25)						
Mean	23.05	22.18	22.45	22.05	22.55	21.05
SD	3.11	3.19	3.25	2.5	2.25	2.02
t-values of Rural Pre & Post		1.56	2.15*	1.20	1.41	2.72*
t-values of Rural Pre & Post		2.09*	1.64	1.75	1.74	3.84**

* Significant at 0.05 level.

** Significant at 0.01 level.

Table 5 gives scores of rural urban athletes in 200 meters event. It can be seen that there is no significant difference between the two in both the conditions. The motivational technique like recognition and presence of others affected the performance of rural athletes. Here, they took significantly lower time. Whereas, reward and presence of others influenced urban athletes. On these the performance is significantly increased. Thus, motivational techniques like reward, recognition, and PO are more effective. The others are not much effective.

Table 6

Mean, SD, and t-values of Rural and Urban students of 200 mtrs speed in pre-test and post-test conditions (N=50)

Conditions	Pretest (overall mean, SD)	Motivational Techniques				
		Reward	Recognition	Goal Setting	Punishment	Presence of Others
Rural (25)						
Mean	59.40	57.1	23.15	23.52	23.35	22.55
SD	4.5	4.2	2.49	4.02	4.12	3.5
t-values	2.26*	2.04*	2.26*	0.29	0.47	0.89
Urban (25)						
Mean	57.2	55.24	55.45	56.10	56.11	55.52
SD	5.12	5.0	4.35	4.44	5.05	5.15
t-values of Rural Pre & Post		2.62*	2.29*	3.54** 2.72*	3.55**	4.05
t-values of Rural Pre & Post		1.96	1.84	1.14	1.06	1.63

* Significant at 0.05 level.

** Significant at 0.01 level.

Table t speaks of performance of athletes in 400 meters event. The urban athletes took significantly lower time in this event than rural athletes in both pre and post test (reward and recognition) conditions. The rural athletes were influenced by all the techniques. Their performance in all the post test conditions was significantly higher than the pre-test. But performance of urban athletes is with motivation conditions have never improved. There is no effect of motivational techniques on urban athletes.

Thus, the overall results speak the effect of motivational techniques on the performance of athletes of Hassan district.

Findings of the Study:

1. There is a significant effect of motivational techniques on the performance of athletes in 100, 200, and 400 meter events.
2. There is a significant difference in the performance of 100 and 400 events; urban athletes scored more than rural athlete.
3. The performance of 100 mtrs of rural athletes is increased in Recognition, Goals setting, Punishment and Presence of Others.
4. The Urban Athletes in 100 mtrs have improved performance due to all the techniques.
5. The performance of rural athletes influenced by recognition an presented of others in 200 mtrs.

6. Urban athletes performance of 200 mtrs is affected positively by reward and PO techniques.
7. The performance of rural athletes in 400 mtrs has been increased in all the techniques.

Suggestions for the Future Research:

The experience of the present investigator during the period of this study as well as the findings of the present study may serve as guideline for the research workers in the field of physical education and sports psychology.

1. Attitudes, perceptions and interpersonal relations of the players should be studied in the future investigation.
2. Endeavours need to be undertaken in the direction of studying comprehensively, the psychosocial correlate of high achievers at the national and international level.
3. Cross sectional studies need to be conducted at the inter-university, regional and national levels.
4. Cross sectional studies on personality and other psychological factors between the Indian sportsmen and the sportsmen from other countries need to be undertaken.
5. Endeavours need to be undertaken in the direction of studying comprehensively the psychosocial correlate of high achievers at the national and international level.
6. Studies at the micro level have to be conducted at school and college levels to study the profile of the players.
7. The size of the sample should be enlarged so that more reliable generalizations could be drawn.
8. Studies should be conducted on different age groups.
9. Comparative study among athletes and cultural activity participants should be conducted.

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