

Research Paper - Physical Education



**Influence Of The Motivational
Techniques and Self Confidence
on Performance A Study**

- Laxmikant B. Shirol

Govt. First Grade College, Chittapur, Gulbarga.

Introduction:

The physical refers to the body. The effect of physical exercise on the complex sports performance in sport can be judged basically by selecting some parameters of exercise.

Motivation

Motivation plays a major role in the all round development of a sports person, sports activities has a higher degree of motivation. High level of motivation leads involvement in the activity; understanding the reason for participation will enhance levels of performance. The influence of motivation on the performance of sportsman has a rich research tradition that provides insights. Application of sport competition is the most common achievement situation in sport, but achievement also occurs in non-competitive situations when individuals compare their performance to personal standards.

Motivation is a multidimensional process made up of many types of motives. Motivation is infect the re-enforce of action. Motivational research is thus, one of the most important areas of study for sports psychology, holding potentially careful information for the coach and athletes. The persons interpretation of the rewards, rather than the rewards itself critical factor in motivation.

In a similar study, Johnson and Nelson (1974) tested the effect of applying different motivational techniques to the training and testing

strength performance. One hundred and twenty subjects, who were tested on an isometric press exercise, showed that motivated training promotes significant strength gains. The non-motivational training had little effect on strength performance.

Self-concept is hierarchical for it is always acquired. In factor analytic study of self concept data Smith (1962) in field six dimension of self are first of them being self confidence are factor had high projections an element such as "confident valuable stable satisfied smart active popular."

Research studies from several areas of behaviours have shown that, how self confidence built in early year self life and reinforced by later experiences and influences behaviours and characteristic reactions to people and situation, because self confidence is determent element in personality put terms are measurement of self confidence because very essential.

If we want to understand personality of an individual to understand and predict his life adjustment and has success and failure we cannot proceed further without knowing terms self confidence.

Self-confidence as a construct, has been measured variously by different researches in the past. Rychlak (1959) administered to each of his subject tests. Immediately there after each subjects was asked to rate his performance task just finished on a there point rating scale and three

rating were used to inter self-confidence.

Mullins (1963) tried to measure self confidence as a response set using two specially designed test of ability. These are no doubt, measures of self-confidence but they pertain only to certain specified areas of behaviours or experience such as abilities is discoverers.

The well known Barrister in personality inventory gives a measure of self-confidence and Lecky's (1945) individuality, record, attempts asses social confidence. These inventories are omnibus types of test tapping several at her areas of personality, in addition to self-confidence and it would be uneconomical to administer any of thus as whole to obtain a single measure of self confidence. Further, it would be desirable from the point of view of self theory, if the items were do to be self referent statements. The present inventory obviates these difficulties and provides a simple general measure of self confidence within from work contemporary self theory.

The self life's goal, a goal that people constantly strive for but an especially important one, since nearly all attitudes tend to reflect the self sentiment in greater or lesser degree. The purpose of the research work to study "Influence of the Motivational Techniques and Self Confidence on the Performance of Gulbarga University B.P.Ed. Students."

1. There is influence of motivational techniques on the performance of sports persons.
2. There is an impact of self-confidence on the sports performance.
3. There would be significant difference between sports persons of high self

confidence and low self confidence.

4. There is a positive influence of self confidence on the sports performance of students.

The Significance of the Study

1. This study might help as to find out the inter-relationship between motivation and self-confidence.
2. The results of the study may identify the influence of motivation and self-confidence on the selection of the activities.
3. The result of the study would be of much help to physical education teachers and coaches to develop the psychological characteristics like self-confidence for better performance.
4. The study helps to make prospective coach or teacher.

Limitations

1. The study owned be limited to the measuring the influence of motivational techniques and self confidence on students on the performance of Gulbarga University's B.P.Ed. students only.
2. The present study would probe the influence of motivational techniques self confidence but not other factors among the stab subjects.
3. The present study is limited to the subjects who studying Gulbarga University of Karnataka State.

Motivation

Several news trends in motivational research hold potential uses coaches and athletes. Such as a attempts to evaluate motivation in sports as well as the study of the cognitive process that

forms the motivational 'structures' in people as they perform in achievement oriented situation.

Albaili - Mohamed (1997) noted that, "motivation was the most powerful discriminating factor that separate low achieving students from their high achieving peers."

Incredibly, chipollini run a 6 kmts. - "If people relied solely on reason, they would not run marathons. Dr. George Sneechn, from running and being - "To truly enjoy running, you must test yourself, if you win, fine. **Self Confidence**

There are so many studies in India in relation with self and its correlates viz; self esteem, self confidence, personality perceived self, socially perceived self, self confidence and academic achievement, self and level of aspiration, self and attribution, self confidence and adjustment self confidence and social intelligence etc. But in the Hyderabad Karnataka area systematic studies in relation with self-confidence and academic achievement self confidence and sex, has not been carried out this kind of study, therefore, may be helpful for the educator, occasional counselors psychologist to guide students so that they will attain successes in their academic life. Results indicate that emotional maturity, introversion, self awareness, self confidence, sociability and achievement are significantly associated with different dimensions of adjustment. Studies self confidence in relation with achievement and found that self confidence was positively co-related with academic motivation and academic achievement.

Basawanna (1971) Studies self confidence in relation with self and ideal self and

found that self confidence people particularly who were capable, successful and adjusted, had significantly higher self ideal self confidence than those who were low in their level of self confidence.

Around (1975) in her study she tested the relationship between the self-confidence and social intelligence and found positive correlation between these two. R y c b l a k (1 9 5 9) administered to each of his subjects four tests. Immediately there after each subjects was asked to rate his performance an are task just finished on a three point rating scale three ratings were used to inter self-confidence.

Mallins (1963) tried to measure self confidence as a response set using two specially designed test of ability. The well-known Barrister in personality inventory gives a measure of self-confidence and Lackey's confidence. The present study entitled "Effect of motivational analysis techniques and self confidence on the performance and B.P.Ed. students". students in individual events in the Indian context.

In the contemporary time, it is noticed that the high self confident students strata are making commendable achievement in the hierarchy of sports.

Hypotheses:

The following are the hypotheses of study:

- ❖ There would be significant effect of motivational techniques on the performance of players.
- ❖ There would be influence of self-confidence on the sports performance.

Self-confidence inventory developed by Basavanna (1975) consists of 100 items. The

score sample is 0-100. Scoring is done as per scoring key. Lower score reveals high self-confidence and vice-versa.

The motor ability test have conducted to analyse the effect of motivations.

The major objective of the study is to study the effect of motivational techniques on the performance of sports students. Self confidence was also considered as influencing factor on sports performance. Later on self confidence inventory was administered. Again the performance of students on all the five motor tests was measured presenting motivation techniques before they start performance. Thus sample's performance was measured twice-pre and post-test conditions.

Table-1

Mean, SD and t-values of speed test in two condition Pre and Post (N=100)

| Conditions | Motivations | | | | |
|------------|-----------------|-----------------|--------------|--------------|--------------------|
| | Reward | Good settings | Punishment | Recognitions | Pressure of others |
| Pre-test | 13.43 (1.54) | 13.43 (1.54) | 13.43 (1.54) | 13.43 (1.54) | 13.43 (1.54) |
| Post-test | 9.29 (1.62) | 9.52 (1.64) | 9.92 (1.59) | 9.49 (1.64) | 9.32 (1.58) |
| t-value | 18.81** | 17.77** | 15.95** | 17.90** | 18.68** |

** Significant at 0.01 level.

Table-1 presents mean, SD and t-values of speed test of the students in two conditions pre-test and post. The improvement in performance is due to the motivational technique reward. Similarly, the performance of the sample is increased when the other motivational techniques-goal setting, punishment, recognition and presence of others were increased. The t-values for all the techniques are significant. Thus all the motivational techniques have influenced the sports performance.

Table-2

Mean, SD and t-values of Endurance test in two condition Pre and Post (N=100)

| Conditions | Motivations | | | | |
|------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Reward | Good settings | Punishment | Recognitions | Pressure of others |
| Pre-test | 2210.10 (170.03) | 2210.10 (170.03) | 2210.10 (170.03) | 2210.10 (170.03) | 2210.10 (170.03) |
| Post-test | 2396.50 (229.30) | 2329.40 (220.8) | 2345.20 (205.00) | 2351.30 (210.05) | 2368.70 (219.20) |
| t-value | 6.51** | 4.26** | 5.04** | 5.21** | 5.68** |

** Significant at 0.01 level.

Table-2 gives the scores of endurance test of the sample. The t-values for all motivational techniques are significant at 0.01 level.

This performance has increased after introduction of motivation. Therefore there is an effect of motivational techniques on the performance of athletes in motor test-endurance.

Table-3

Mean, SD and t-values of flexibility test in two condition Pre and Post (N=100)

| Conditions | Motivations | | | | |
|------------|-------------|---------------|-------------|--------------|--------------------|
| | Reward | Good settings | Punishment | Recognitions | Pressure of others |
| Pre-test | 2.48 (1.13) | 2.48 (1.13) | 2.48 (1.13) | 2.48 (1.13) | 2.48 (1.13) |
| Post-test | 3.23 (1.49) | 3.02 (1.56) | 3.22 (1.79) | 3.18 (1.83) | 3.08 (1.94) |
| t-value | 4.16** | 2.84** | 3.52** | 3.33** | 2.72** |

** Significant at 0.01 level.

The mean scored of pretest is 2.48 while means of post test conditions are reward 3.23; goal setting 3.02; punishment 3.22; recognition 3.18 and presence of others 3.08. On all these motivational techniques the mean scores are significantly higher. This shows that flexibility of sports students has increased after introduction of motivation. The t-values are significant.

Table-4 Mean, SD and t-values of Agility test in two condition Pre and Post (N=100)

| Conditions | Motivations | | | | |
|------------|-----------------|-----------------|--------------|--------------|--------------------|
| | Reward | Good settings | Punishment | Recognitions | Pressure of others |
| Pre-test | 17.76 (1.77) | 17.76 (1.77) | 17.76 (1.77) | 17.76 (1.77) | 17.76 (1.77) |
| Post-test | 12.34 (2.09) | 12.51 (2.18) | 12.08 (2.08) | 12.11 (2.14) | 12.15 (2.29) |
| t-value | 20.07** | 18.75** | 21.03** | 20.92** | 19.34** |

The mean score in pretest in 17.76 and after introduction of motivational techniques the mean scores are: reward 12.34; GS-12.51; punishment-12.08; recognition 12.11; PO-12.15.

Table-5 Mean, SD and t-values of Strength test in two condition Pre and Post (N=100)

| Conditions | Motivations | | | | |
|------------|--------------|---------------|--------------|--------------|--------------------|
| | Reward | Good settings | Punishment | Recognitions | Pressure of others |
| Pre-test | 13.65 (4.29) | 13.65 (4.29) | 13.65 (4.29) | 13.65 (4.29) | 13.65 (4.29) |
| Post-test | 16.02 (3.29) | 16.28 (4.50) | 16.82 (4.02) | 15.92 (3.88) | 15.70 (3.92) |
| t-value | 4.38** | 4.24** | 5.37** | 3.91** | 3.53** |

** Significant at 0.01 level.

Table-5 presents the scores of athletes in flexibility. The mean score of pretest condition is 13.65. After every motivational technique the mean scores are: reward, 16.02; goal setting, 16.28; punishment, 16.82; recognition, 15.92; PO, 15.70. All the t-values are significant. This indicates that strength of sports persons increased significantly when motivational techniques are presented. Thus there is a significant influence of motivational techniques on motor ability strength of the players.

Table-6 Mean, SD and t-values of Speed test in two condition Pre and Post (N=100)

| Conditions | Pre-test | Re | GS | Pun | Recog. | PO |
|----------------------------|--------------|--------------|--------------|-------------|-------------|-------------|
| High SC (N=50) | 13.12 (1.29) | 10.09 (1.41) | 10.02 (1.44) | 9.43 (1.92) | 9.49 (1.69) | 9.52 (1.72) |
| t-value | 0.617 | 0.5 | 0.44 | 0.64 | 1.24 | 0.65 |
| Low SC | 11.02 (2.01) | 9.92 (1.92) | 9.87 (1.97) | 9.67 (1.8) | 9.08 (1.6) | 9.31 (1.54) |
| t-values of HSC Pre & Post | - | 11.22** | 11.48** | 11.18** | 12.10** | 12.0** |
| LSC Pre & Post | | 3.07** | 2.87** | 3.55** | 5.38** | 4.75** |

** Significant at 0.01 level.

Table-6 gives the results of high and low self confident groups in pretest and post-test conditions. It can be seen that the mean scores of high and low self confident players in pretest conditions are 13.12 and 11.02 respectively. Similarly, both the groups do not differ between themselves on post-test condition performance also. When the performance of both the groups in post-test conditions is considered, there is an increase in the performance after motivational techniques are introduced. The mean scores of both the groups are significantly higher than the pretest score. The t-values are all significant. This reveals that motivational devices are more important in increasing the performance of players in speed test.

Table-7 Mean, SD and t-values of Endurance test in two condition Pre and Post (N=100)

| Conditions | Pre-test | Re | GS | Pun | Recog. | PO |
|----------------------------|------------------|----------------|-----------------|-----------------|-----------------|-----------------|
| High SC (N=50) | 2289.30 (172.40) | 2320.4 (171.9) | 2332.5 (172.45) | 2341.3 (173.02) | 2340.2 (173.90) | 2340.2 (174.0) |
| t-value | 2.04* | 0.61 | 0.51 | 0.58 | 0.109 | 0.303 |
| Low SC | 2219.20 (170.5) | 2299.4 (172.4) | 2314.7 (173.2) | 2320.9 (170.8) | 2315.7 (171.5) | 2329.6 (171.70) |
| t-values of HSC Pre & Post | - | 0.89 | 1.24 | 1.49 | 0.86 | 1.45 |
| LSC Pre & Post | | 2.31* | 2.75** | 3.95** | 2.79** | 3.2** |

* Significant at 0.05 level; ** Significant at 0.01 level.

Table-7 gives the mean scores of high and low self confidence players in pretest and post-test conditions. The mean scores of high self confidence is higher (2289.30) than the low self confident (2219.20). The t-value (2.04) is significant. This reveals that there is a significant difference between these two groups in pretest performance-endurance. This is because of the self confidence. When pretest and post-test

comparison is done the performance of low self confidence is significantly higher. For each motivational technique, the t-value is significant. This reveals that the skill of endurance is greatly influenced by motivational methods, particularly in low self-confidence group. But the performance of high self confidence is not significantly higher in with motivation condition. The t-values are not significant.

It is observed that mean scores of high self confident group is higher than the low self confident, in both pre-test and post-test conditions. There are significant differences between the two groups in post test conditions in which reward and goal setting were introduced. The performance of both the groups is significantly higher in post-test (with motivation) condition than the pre-test. All the t-values are significant to suggest significant differences between pre and post-test performances. Motivation is proved to be a key factor in sports and games. Similarly self confidence, a psychological factor influences the performance. The objectives of the study are to assess the effect of motivational techniques and self-confidence on the performance of sports students. were selected on whom the study was conducted. There are significant differences in the performance of students between pre-test and post-test conditions.

Suggestions:

There is a significant effect of motivational techniques RE, GS, PUN, REC and PO on performance of students in speed, endurance, flexibility, agility and strength tests.

There is a significant effect of all motivational techniques on the performance of high and low SC students in speed, flexibility, agility and strength tests.

Motivation produced significant increases in performance of low SC players in endurance test also.

Self confidence produced significant differences in endurance, strength, flexibility and agility tests: high SC players scored significantly high means.

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