

CHAPTER – I

1. INTRODUCTION

Motivation is the stimulus given to the players to continue with and improve in their chosen sport. Motivation can come from a number of sources: coaches, teammates, supporters, and self-help methods can all be effective means of motivating an athlete to perform.

Motivational techniques are an aspect of the broader branch of sports science known as sports psychology. The mental aspects of sport are now understood to be essential to athletic success. Sports psychology traces its roots to the work of an Indiana University professor in the early 1900s, Norman Triplett, who made a connection between the performance of cyclists who rode alone versus those who rode in groups of two or more.

The effective motivation of player is an essential aspect to success in sports of every kind. The motivational requirements of every athlete are as unique as the athlete themselves. The first factor in the assessment of how an athlete may be effectively motivated is the nature of the sport played. As an example, a sport that involves repeated physical contact such as rugby or American football places entirely different stresses on both the mind and the body than does tennis or cross-country running.

The motivation of a team will often differ from that of the individual athlete; teams possess a unique collective athletic personality. The level of athletic competition is often an important factor as to how the team or athlete can be motivated to perform at their highest level. A team that competes at an international level may possess different dynamics than those present in the members of a youth league team.

The skill level of the athlete, the gender of the athlete, and the age and the relative sophistication of the athlete are all factors as to how the athletes can be

Long-term motivations, the practices that are emphasized day to day through the athletic season, often are based on goal setting. The ultimate goal for an athlete may be to compete at an International Games.

With the concept of goal setting comes the notion of reward as a motivator. In elite-level competitors, the pursuit of a lucrative professional career and monetary reward is often a powerful motivator. For recreational athletes, the motivation to complete a tough workout when the athlete is fatigued may result in a reward of a day off from training or an indulgence such as a rich meal that is not normally permitted in the athlete's diet.

The management of stress and its impacts on the athlete are an important aspect of motivational techniques. The ability to overcome the pressures of competition, or the effects of external environmental factors such as family, educational, or employment pressures will often be determined by the ability of the athlete to be motivated beyond the stressful factors to a mental state where the athletic activity is of primary importance.

Successful athletes are able to motivate themselves to perform. For some, this is an innate part of their psychological makeup, and they might only require coaching direction as to how to keep motivated to perform. The technique of positive self-talk that reinforces with upbeat self-analysis and self-imagery is one of a number of ways that the individual athlete can strive to remain focused on training and competition.

1.1 EDUCATION

“Education is not the amount of information which is put into our brain to remain there all through our life undigested. It is man making, character building and assimilation of ideas.”

Education is a process of enculturation of every human group, be it formal or non formal. Every child is born in a culture, grows up in it to maturity

effectively motivated. The Hollywood style coach, screaming and neck veins bulging, who delivers a "blood and guts," "win one for the Gipper" emotional speech does not have a place in every locker room.

The nature of the training and the competitive seasons in which the sport occurs also influences the motivational approaches to be taken. The periodization of training is the concept that provides for the division of an athletic year into components, the best known of which are the preseason, competitive season, and the off-season, all of which may be the subject of more finite divisions. The motivational techniques to successfully encourage an athlete to train effectively over an extended period of preseason work or to steer the athlete towards an upcoming competitive schedule are not necessarily the same approaches used to stimulate a best effort on race day or game day.

Motivation is rarely successful as a one-time instrument. Successful motivational techniques are built on the relationship between the athlete and the person seeking to motivate the athlete, usually a coach. If the coach does not know the athlete well, the athlete will not inherently trust the words of the prospective motivator. If the athlete senses that the motivational tools are not sincere or that they are directed to some ulterior purpose, the motivation will fall flat.

Knowledge of the athlete and the existence of a trust relationship between coach and athlete will permit the coach to understand what it is about their athlete's unique personality that will permit motivation to occur. This knowledge will take the coach and the athlete to the activation point, that region of the athlete's personal that will trigger a best effort. Through the relationship, a coach, for example, will know if the athlete (or the team) responds to a visceral challenge, or whether the motivation question is best approached on a more intellectual footing.

men. The programme of Action (1992) for the Policy focuses legal literacy as a major instrument of gender equality and empowerment.

Education is regarded as the potential instrument of national development. Education mainly and basically deals with improvement of human resources. It is through education that a nation transmits its heritage, recreates its culture, strengthens its economy and conserves its values. It is the means of promoting “individual excellence”. It is due to such immense importance that education has been enunciated as one of the fundamental human rights. The Charter of Human Rights framed by the United Nations Organizations in 1948 declares.

1. Everybody has the right to education. Education shall be free, universal and compulsory, at least in the elementary and fundamental stages. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations.

The World Bank has described education as “a basic human need” that enables one “to respond to new opportunities to adjust to changing situation”, to acquire knowledge and skills, enhancing productivity and income and to create and manage resources that accelerate the overall development.

Education has crucial relevance to both development and quality of life, but it is not easy to forge a meaningful link and interaction between education and other sectors of the economy and the social organization. Education is essential for alleviation of poverty, reduction of economic planning and training educational service, internal components to the human resource development.

Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. The Education Commission, described education as a key input to development and emphasized. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons passing out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of the people.

Education is a vital element for individual self-fulfillment and development of society. It is also considered an important instrument of social mobility, equality and empowerment both at the individual and collective levels. Education is a power which imbibes the values of tolerance, solidarity and co-operation. Education that liberates minds from the narrowness and nurtures, democratic values and promotes a societal transformation based on human rights culture.

For the development of values such as moral, social and spiritual in children, the place of teacher is matter of great significant. The little student looks the teacher as his ideal. Teacher is considered as friend, philosopher and guide. Teaching is the noblest and sacred profession.

The Constitution of India not only grants equality to all citizens regardless of caste, creed, race, sex or place of residence but also empowers the State to take special measures to remove the cumulative disadvantage of women and other historically deprived groups of population through special policies, programmes and ever new laws when required. The Constitution has since added the section of Fundamental Duties of every citizen (Part IV A) where among others it is the duty of every Indian to renounce practices derogatory to the dignity of women. That women have equal rights is not known to women themselves, and men do not know women have these rights at par with them.

The Indian society has been governed by the concept of Dharma, duty to oneself and duty towards others. Men have had absolute rights over women, over children, over property. This has to be changed if we profess loyalty to our own Constitution which reflects the same human values that are contained in all international conventions and covenants to which we are a signatory.

The rules of the game, our laws, our hopes for a just and humane society have to be passed on to our children and youth and who else be a better vehicle of this but our teachers. For students to be able to become key actors in this unprecedented drama of humanizing an erstwhile unjust and highly iniquitous social order, it is important to introduce them on the basic tenets of our Constitution and the laws that govern the working of a society wedded to democratic ideals and secularism. This study upon general legal awareness is a test made upon educational and professional context.

Several Commissions and Committees were appointed by the government for restructuring education and bringing about changes in the system of higher education in India. These are:

- Education Commission, 1964 – 66
- National Policy on Education, 1968
- Draft Policy on Education, 1978
- National Commission on Teachers-II, 1983
- Challenge of Education: A policy perspective, 1985
- National Policy on Education, 1986
- National Policy on Education: A programme of action, 1992.

Research is the essence in education which is required to keep the subject updated, and for that trends in the research should be traced. Research trends help the research scholar to identify the practice going on in particulars subject, i.e. what are the priority areas what has been done and what has to be done. Trend analysis reveals the exact pictures of research in a subject or discipline,

and also tries to answer the questions, such as, what are the strength and weakness. Trend analysis further shows the direction or the course taken by such subjects whether the goals / objectives are achieved or not, development in a given course of time span.

1.2 PHYSICAL EDUCATION

“Physical Education is the social process of change in the behaviour of the human organism, originating primarily from the stimulus of social - big muscle - play and related activities.” - **Chaver C. Cowell**

The word physical education is derived from two separate words, ‘physical’ and ‘education’. The plain dictionary meaning of word physical is ‘relating to body’, it may relate to any one or all of the bodily characteristics. It may be physical strength, physical endurance, physical fitness, physical appearance or physical health. The word ‘education’ mean systematic instructions or training, or preparation for life or for some particular task. A combined meaning of these two words would be that systematic instructions or training which relate to physical activities or programme of activities, necessary for development and maintenance of human body, development of physical powers, or cultivation of physical skill.

Education is a “doing” phenomenon, one learns through doing. Education is not confined to class-room alone, it may take place on the play-ground, in library, or even at home. Such an education is conducive to the enrichment of an individual’s life. A well directed programme of physical education leads to healthful living, social efficacy, good physical health, and worthy use of leisure time. In the modern context, the term ‘physical education’ has assumed much broader and more meaningful application to our daily life. Physical education is the education of man ‘in’ and ‘by’ means of physical activity. It is education of physical through physical. Physical education is that education which starts with physical development and advances towards perfect development of human being, the ultimate result being vigorous and strong

body, acquisition of sound health, mental alertness, and social and emotional balance. Such an individual will be able to interpret new situations effectively, in more meaningful and purposeful manner and can be said to be a “Physical Educated Person.”

The Physical Education profession is entering one of the most exciting dynamic eras in its history, traditionally the physical education profession has been viewed as providing services within the educational field, specifically to the schools and to the school - aged population. However, within the last 20 years the scope of physical education has expanded tremendously. The growth has led not only to substantial increases in knowledge but also to the expansion of programs and the populations served. Employment opportunities have grown from the traditional non-school settings, health, and fitness-related careers, sport management careers, and sport media careers.

This growth has been influenced by many factors. The fitness movement and the increase in leisure time have created a market for physical education and sport programs to serve individuals of all ages and needs. The emphasis by society on achieving and maintaining optimal health and well-being throughout one’s lifespan and on disease prevention and health promotion has also served as the impetus for expansion of professional opportunities. Appropriate physical activity is acknowledged to be an important factor in the attainment of optimal health for people of all ages.

1.3 SPORTS PERFORMANCE

Sports performance is the manner in which sports participation is measured. Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques. Performance in an athletic context has a popular connotation of representing the pursuit of excellence, where an athlete measures his or her performance as a progression toward excellence or achievement. There is an understanding in sport that athletes interested in

performance tend to be competitive or elite level; athletes interested in simple participation, for broader purposes such as fitness or weight control, are most often recreational athletes who do not set specific performance goals.

On one level, the determination of sport performance in most sport disciplines is a simple matter. In those activities where the result is measurable and defined, such as a race, a jump, or an object to be thrown, the end result is quantifiable. In these sports, it is the quest for performance improvement that drives the analysis of the individual components of performance. When an athlete and the coach can isolate areas on which to focus in training, the ultimate result is likely to be improved.

Sport performance has four distinct aspects, each of which has a number of subcategories, some of which are rooted in physical certainty, others of which tend to be highly variable. The four areas include neuromuscular factors, the relationship between the nervous system and its dimensions and the musculoskeletal system; mental control and psychological factors; environmental conditions; and coaching and external support for the athlete.

The neuromuscular factors that impact sports performance are typically the most comprehensive and represent those aspects of performance that occupy the greatest degree of focus and preparation time. In many sports, no matter how devoted to training the athlete may be, if he or she is not physically equipped to compete, the performance will not improve.

The neuromuscular component of sports performance is subdivided into its own discrete elements. Each of these elements must be the subject of specific training approaches, including body type. Many sports lend themselves to a particular, generically predetermined physical frame or stature; American football linemen and rugby forwards must have a significant degree of physical size. Unless the athletes have a natural predisposition to have a large build, they cannot competitively succeed at these positions. Similarly, large-build athletes will not be successful distance runners or high jumpers as their genetics are

essentially a disqualification from the serious pursuit of such sports; they will be limited, no matter what passion they may possess for the sport, to more recreational participation in such pursuits. In many sports, such as gymnastics and basketball, athletes with desirable natural physical attributes are directed into these pursuits.

Another neuromuscular component is muscular strength, both in terms of muscle mass and muscle power. While body type will tend to significantly influence the ability of an athlete to develop muscle strength, training will permit strength development in all athletes; strength, whether in terms of discernable power or as a function of the core strength, the neatly counter-balanced relationship between the upper body and lower body musculoskeletal structures when in movement.

Endurance, which is the ability of the body to perform over time, is essential to success in all sports. In high-intensity sports of a short duration, such as sprinting and weightlifting, endurance is similar to a backbone to the activity, assisting in the speedy and efficient recovery from the stress of the event or training. In sports where endurance is a central aspect, such as distance running or cross-country skiing, maximal endurance, as reflected in the ability of the athlete to consume and process oxygen, expressed as the athlete's $VO_2\text{max}$, is of prime importance.

Flexibility is the counterpoint to muscular strength; the greater the range of motion presents in the joints of an athlete, the greater the ability to move dynamically. An inflexible athlete is unlikely to ever achieve outstanding athletic performance. Inflexibility in human joints creates imbalance in the connective tissues and muscle structures, which will reduce the ability of the muscle to achieve maximum power, and will increase the risk of injury.

The ability of the body to respond to external stimuli in sport, such as the movement of an opponent or the starter's gun, requires the development of

aspects of the athlete's motor control. These specific neuromuscular abilities include the feature of reaction time.

Agility, balance, and coordination are three interrelated concepts. These aspects of sport performance are also influenced by heredity and body type to a significant degree, but all can be enhanced through training. Most sports have specific drills developed to further each of these areas, such as the simple running drills where an athlete must run through a pattern laid out on the running surface. When the drills are run in reverse or in varying sequences, the drill is intensified. Each of these neuromuscular features of sport performance is less influenced by the strength of the musculoskeletal system, and more impacted by technique and repetition.

Speed is built by training that is focused on the development of the fast-twitch fibers of the skeletal muscles. The distribution of fast-twitch fibers through the muscles of the body is also regulated by genetics, but training can maximize the fast-twitch effect.

In many sports, the ability of the athlete to develop a rhythm to the performance will be crucial to success. Running, cross-country skiing, cycling, and speed skating are sports where the establishment of an effective rhythm or cadence will keep the athlete organized and physically efficient. The development of a rhythm is the imposition of a cadence on musculoskeletal activity.

Mental control and the related psychological factors in sport performance are intangibles that are reflected in the final result of an athlete's effort. In many respects, the mental elements of sport are the most difficult to master, as they usually require a high level of athletic experience and maturity to reach fruition. Examples abound in every sport of the supremely physically gifted athlete who is said to "choke" or "fold under pressure," because the athlete was not able to master emotions during competition. This development of athletic emotional control is capable of being examined from a number of perspectives, including

intelligence, which is a valued commodity in an athlete. Logic and analytical power assists an athlete in any sport to dispassionately review where they must improve.

The ability of an athlete to self-motivate is essential to success, both in competition and training. Additionally, creativity is also an intangible that will separate the successful athletes from the merely talented. Creativity manifests itself in team games through clever or well-conceived tactics. In individual sports, creativity is often reflected through the athlete's approach to training routines.

Discipline is a factor in both practice and games. Undisciplined performance will inevitably lead to error; a failure to adhere to practice schedules by the athlete will usually result in substandard performance.

The level of alertness and mental acuity that the athlete brings to performance is a function of a number of combined factors, including physical fatigue or stresses unrelated to sport, such as personal circumstances, education, or employment pressures.

Environmental factors are rarely within the athlete's personal control; the ability of the athlete to adapt to unexpected environmental factors is often determinative of performance success. There are important environmental factors that can affect success. Playing conditions are the same for all competitors, be it the surface of an Alpine ski run, a sudden rainstorm soaking a rugby pitch, or unexpected heat in a distance race. An athlete seeking to maximize performance must not only exercise the mental control to avoid being upset by weather or the condition of a playing surface, the athlete must examine ways to make the conditions work in the positive.

Equipment will sometimes impact performance. A broken hockey stick or a baseball bat that fractures on impact in a tied baseball game can dramatically affect an outcome; deficient equipment can also take a psychological toll on an

athlete. The 2006 Winter Olympics provided a remarkable example of an equipment failure becoming a motivating factor for an athlete, when Canadian cross-country skier Beckie Scott had a ski pole break during the women's relay, mentally deflating Scott and crippling her efforts. As Scott fell behind the pack, the Norwegian national director of cross-country skiing ran out to Scott and provided her with an extra pole. Scott raced ahead with renewed vigor; Canada ultimately won the silver medal.

Coaching and external support for the athlete is as important as any factor in sport performance. For young athletes, if there is not a parent or organized sport group providing direction and assistance to the aspiring competitor, success is unlikely. In certain disciplines, such as skiing or figure skating, when there are significant expenses with respect to securing practice time and specialized coaching, an athlete's opportunity to progress absent parental or other support is highly unlikely.

Coaching will impact sport performance, either positively or negatively, in two separate ways. Coaches provide the primary direction to an athlete in terms of training, tactics, nutrition, and sport technique. It is the coach who must keep current with respect to all advances in the sport. A lack of appropriate coaching direction in any of these aspects will prevent the athlete from achieving the best result. As importantly, a coach is one of the athlete's primary emotional support, due to the intensity and the immediacy of the relationship.

1.4 SPORTS PSYCHOLOGY

Psychology is the study of human behavior and human relationships. Sports psychology means applying psychological theories and concepts to aspects of sports. Sports psychology is concerned with analyzing human behavior in various types of sports settings.

Sports psychology is the application of psychological principles to sport and physical activity at all levels of skill development. – M.L. Kamlesh.

Sports psychology focuses on learning and performance; and training and performance. Sports psychology considers both the participants and the spectators. Emotional factors like tension, anxiety, stress and motivation play an important role in sports psychology. Family and economic conditions too play an important part in sports psychology.

Sports is the only field where sportsmen's behavior is moulded, modified and studied. Every aspect of sportsmen's behavior becomes a subject of study under sports psychology.

The main purpose of sports psychology is to understand the behavior of an athlete, to modify it according to the demands of situations, and to optimize the benefits for elite performance and excellence.

The main objective and scope of sports psychology is to help the individual and the coach to understand, explain and predict the performance. Sports psychology increases the efficiency of the physical education teacher and coach while applying psychological theories in the field.

Life itself is a tough competition. Competition means development of a sense of competing withers. In a family we compete with our brothers and sister, in the playground of our school or College we compete with our play-mates, in the class-room we compete with our class-mates, as an employee we compete with our co-partners, as a Nation we compete with other nation. So competition is found everywhere in each and every sphere of life at each and every age level. Now the question arises, who are the best competitors? Who all get success in the competition? The answer to these questions are very simple. Only those who develop under the sports – Psychology get the success.

Through sports and games, not only children but adults also gain the competitive spirit. And once you develop this spirit, you automatically learn to struggle, to fix-up the goal and to become a winner.

Most of us have observed that, if we look for a movement at a light as it is being turned out, we see an image of it a while afterward. That image is an after image, or after – sensation. Such images manifest themselves according to traceable laws and play an important, though seldom recognized, role in our experience. We shall now make a study of some of their characteristic modes of behavior.

Success in this experiment depends mainly upon concentration of attention and economy in the use of the eyes. The eyes should not be allowed to wander aimlessly over the figures, and it is well to close them for rest as often as possible. Clear images can be obtained only after study fixation. It is easier to get the after-image with one eye alone, but in the long run it is more restful to use the two eyes together.

Most of us wear old-shoe comfort the habit, though that emphasizes causes-and-effect relationship. Causes lead to effects and effects are produced by causes: such is a prevailing cast of mind in western Civilization. When we become curious about an event in nature we look for force or energies or dynamic factor that produce the event we see. The apple falls because of gravity.

The compass needle points north because, of terrestrial magnetism. The watch ticks because a spring exerts energy on its mechanisms. Similarly, when we try to account for the behavior of organisms whether of animals or of our human friends, we immediately and naturally seek for causative forces. We see ourselves and our fellows as moved by hunger or thirst or jealousy or anger or ambition. In response to any question about the “why” of behavior, we turn to the search for energizing factors that produce behavior. We think naturally in motivational terms. And in recent generations, our everyday motivational terms tend to be more and more naturalistic and less and less mystical or demonological; we do not account for behavior so frequently now in terms of possession by demons or by any other mysterious forces beyond concrete human understanding.

All of us find it quite necessary and comfortable, then, to think in terms of energizing force producing the behavior we see. Most psychologists also find it necessary – but sometimes not so comfortable, as we will see - to think similarly about the behavior of organisms. Particularly doing a search for, energizing motivational factors become necessary when, either as men in the street or as scientists, we seek to deal meaningfully with the behavior of the whole organism over a period of time. We do not need motivational or energizing notion to “explain” why the knee jerks when its tendon is tapped in a certain way. Or why the eye blinks when buffeted by a puff of air or impinged upon by a bright flash of light.

But when we see our friends repeatedly seek food or devote a generation of effort to the achieving of financial success, then we are inclined, both as individuals and as scientists, to seek for persistent or recurring conditions within the organism that impel it to persistent behavior over a long period.

While both the psychologist and the layman seek motivational terms in which to explain behavior, the psychologist goes about his search in ways that may impress the student, initially at least, as somewhat strange. The attempt to make scientific sense out of man’s motives leads the psychologist into some knotty problems of definition, of fact and of interpretation. This chapter and the next present an account of the psychologist’s wrestling with these problems. The student will have the opportunity of deciding whether knowledge of psychologists’ approaches to motivation is of value in increasing the precision and perhaps the wisdom of every day thought about human affairs.

There is one development in psychology in which no progress seems to have been made for about two thousand years, in spite of the fact that it was perhaps the first topic to attract attention. It maybe surmised that I am referring to the interlocked subjects to character and temperament which, through forming the core of any study human nature, have continued to remain in the speculative stage, while other psychological material was being subjected to experimental scrutiny. Only recently have these siblings been examined anew under the more

comprehensive head of personality, and in this fresh survey the place assigned to character has been so circumscribed as to portend the eventual eviction of this concept from the study of psychology. It is for this reason, at least in part, that its claim to consideration should be championed.

Temperament has fared better, because of its failing distinctly in to the psychological field, but it would be a difficult task to treat the one without interdicting material properly belonging to the other, inasmuch as the concepts even to-day have not been sufficiently differentiated, as will be evident in the course of this volume.

Stern drawing the distinction between differential psychology and character logy remarks that of the letter's two main problems only that to temperament is "about to be made accessible to our exact method, regard the difficult and fundamental problem of character, behavior. There has been an attempt made to approach it according to modern procedure", for this reason, he explains, the topic of character, in spite of its importance, is hardly touched on in this book.

The ancients have given evidence of almost uncanny insight in many of the scattered observation-on both charter and temperament to be found in the various books of wisdom. Yet for centuries the psychology of character seems to have made on advance even offer experimental psychology was making prodigious strides in at least some of its department; and what is more noteworthy, after the subject of character had already become a central topic in ethics religion and education.

But perhaps it is in the latter circumstance that the trouble is to be sought. Perhaps character, as some very recent writer maintain or at any rate imply, is not closely bound up with psychology, and is merely a concept to which are attached the possibility of moral predication so that it can easily be dispensed with in text – books an mind or behavior.

1.5 MOTIVATION

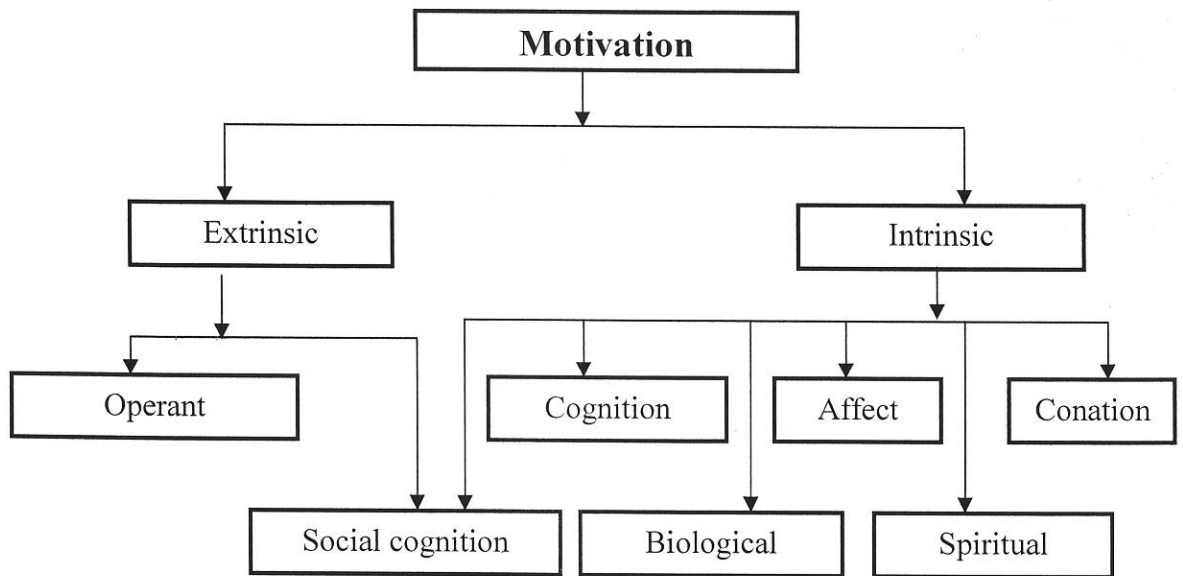
Motivation is key to accomplishment, be it in academics, or in physical activities and sports. It is, therefore, necessary to understand the meaning of motivation and also to examine how various authors have defined the same. Knowledge regarding various types of motivation is essential to understand the true import of its meaning. How to motivate athlete or a student is a question which requires the detailed and in depth study of various methods of motivation. The impact of motivation on performance in physical education and sports needs elaborate examination.

Most motivation theorists assume that motivations involved in the performance of all learned response is that a learned behavior will not occur unless it is energized. The major question, among psychologists in general, is whether motivation is a primary or secondary influence on behavior, i.e., are changes in behavior better explained by the principle of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style or personality or are concepts unique to motivation more permanent.

For example, we know that people respond to incuriously complex or novel events in the environment up to a point and then response decrease. The major issue is that is this conditions a motivational process or there can be some better explanation.

In general, explanations regarding the sources of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body / physical, mind/ mental (i.e. cognitive, affective, co natives or transpersonal / spiritual. The diagram provides a brief overview of the different sources of motivation that have been studied.

SOURCE OF MOTIVATION



While initiation of action can be traced to each of these domains, it appears likely that initiation of behaviour may be more related to emotions and/or the affective area while persistence may be more related to conation or goal-orientation

1.5.1 GENERAL PRINCIPLES OF MOTIVATION

Basic principles of motivation exist that are applicable to learning in any situation.

1. The environment can be used to focus the student's attention on what needs to be learnt.
2. Incentives motivate learning.
3. Internal motivation is longer lasting and more self directive than external motivation, which must be repeatedly reinforced by praise or concrete rewards.
4. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.
5. Motivation is enhanced by the way in which the instructional material is organized.
 - a) Because learning requires changes in beliefs and behaviour, it normally produces a mild level of anxiety.

- b) It is important to help each student set goals and to provide informative feedback regarding progress towards goals.
- c) Both affiliation and approval are strong motivators.
- d) Many behaviors result from a combination of motives.

1.5.2 THEORIES OF MOTIVATION

There are several motivational theories that trace their roots to the information processing approach to learning. These approaches focus on the categories and labels people use help to identify thoughts, emotions, dispositions and behaviours.

1. Cognitive dissonance theory

Developed by Leon Festinger (1957) on the lines of Piaget’s theory of cognitive development, it states that when there is a discrepancy between two beliefs, two actions or resolve conflict and discrepancies.

The implication is that if we can create the apt amount of disequilibrium, this will in turn lead to the individual changing his or her behaviour which in turn will lead to a changing in thought patterns which in turn leads to more change in behaviour.

2. Attribution Theory

This proposes that every individual tries to explain success or failure of self and others by offering certain attributes. These attributions are either internal or external and are either under control or not under control.

Table – 1

ATTRIBUTION THEORY TABLE

Attributions	Internal	External
No controls	Ability	Luck
Control	Effort	Task Difficulty

3. Expectancy Theory

This is given as an equation as follows.

$$\text{Motivation} = (\text{Expectancy}) (\text{Instrument ability}) (\text{Value})$$

A low value of one will lead to low motivation and hence all three factors must be present for motivation to occur.

Expectancy	→	Perceived Probability of Success.
Instrument ability	→	Connection of Success and reward
Value or Valance	→	Value of obtaining Goal.

Having had a brief account of the importance of motivation, it is therefore felt as a compelling need to explore in this domain. Theories change; concepts change; techniques change; tools change and nothing can be static. Hence the mentioning of restrictions under which to dissertation is undertaken. It is a small step for the researcher but it is a giant's leap for teaching learning community and the mission continuous.

4. INSTINCT THEORY

Instinct Theory is derived from our biological make up. All creatures are born with innate knowledge about how to survive. By following different methods like spinning webs, building nests, taking care of young ones and so on, they know how to survive in the world. It is applicable to human being also. The humans have the same type of innate tendencies and they adopt different ways to survive in the world.

5. DRIVE REDUCTION THEORY

According to Clark Hull (1943, 1952), humans have internal biological needs which motivate us to perform a certain way. These needs are defined by Hull as internal states of arousal or tension, which must be reduced. According to this theory, we are driven to reduce these drives to maintain a sense of internal calmness.

6. AROUSAL THEORY

This theory states that we are driven to maintain a certain level of arousal in order to feel comfortable. It refers to a state of emotional, intellectual and physical activity.

7. PSYCHO ANALYTIC THEORY

Remember Sigmund Freud and his five-part theory of personality. He believed that humans have only two basic drives, life and death drives. According to Psycho Analytic Theory, everything we do have only two goals, to help us survive or to prevent our destruction. In short, we can say all our work can be traced back to the two basic drives.

8. HUMANISTIC THEORY

This is the most well known theory of motivation. According to this theory, humans are driven to achieve their maximum potential and will always do unless obstacles are placed in their way. To describe this theory further is to utilize the famous pyramid developed by Abraham Maslow (1970) called the Hierarchy of needs. Throughout our lives, we work toward achieving the top of the pyramid, things get in the way, which slow us down and often knock us backward. According to Maslow, nobody has ever reached the peak.

9. ACHIEVEMENT MOTIVATION

One classification of motivation differentiates among achievement, power and social factors. In the area of achievement motivation, the work and goal theory has differentiated three separate types of goals, mastery goals which focus a gaining new set of knowledge or skills performance goals which focus an achieving normative – based standard and social goal which focus a relationship among people. One aspect of this theory is that individuals are motivated to either avoid failure or achieve success.

1.5.3. TYPES OF MOTIVATION

(1) Achievement Motivation

It is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success. Here, accomplishment is important for its own sake and not for the rewards that accompany it. It is similar to 'Kaizen' approach of Japanese Management.

(2) Affiliation Motivation

It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation.

(3) Competence Motivation

It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.

(4) Power Motivation

It is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risks to do so.

(5) Attitude Motivation

Attitude motivation is how people think and feel. It is their self confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the past.

(6) Incentive Motivation

It is where a person or a team reaps a reward from an activity. It is "You do this and you get that", attitude. It is the types of awards and prizes that drive people to work a little harder.

(7) **Fear Motivation**

Fear motivation coerces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run.

Table 2
Types of Motivation

Motivation Type	Tasks / Activity	Motive	Examples
Type I Extrinsic	Affectively or physically Neutral/ Negative	Extrinsic pay/promotion, etc. Source : Instrumental	<ul style="list-style-type: none"> ➤ Doing unpleasant work for pay ➤ Working overtime for more pay
Type II Intrinsic Outcome	Affectively or physically Neutral/ Negative	Positive Task or Social Feedback @ conclusion of activity leading to positive affect/ satisfaction (asynchronous feedback) Sources: Self Concept External; Self Concept Internal, Goal Identification	<ul style="list-style-type: none"> ➤ Performing undesirable task for the expectation of recognition ➤ Practicing long and hard ➤ (which you hate) so that you will win at an athletic event ➤ Doing laundry so your family has clean clothes
Type III Intrinsic Process	Affectively or physically Positive	Continued Positive Affective State Sources: Intrinsic Process Positive feedback occurs during the activity (e.g., you can see your score	<ul style="list-style-type: none"> ➤ Working on a project in which you can see improvement as you work ➤ Being engaged in a social interaction where the individuals are making you feel good by

		improving in golf, you hear/see the reaction of the audience (synchronous feedback)	validating your skills, accepting you, or affirming your status
Type III.A Combination	Affectively or physically Positive	Extrinsic pay/promotion, etc. Source: Instrumental	
Type III.B Combination	Affectively or physically Positive	Positive Task or Social Feedback @ conclusion of activity leading to positive affect / satisfaction (asynchronous feedback) Sources: SCE; SCI, GI	
Type III.C Combination	Affectively or physically Positive	Extrinsic pay/promotion, etc. AND Positive Task or Social Feedback @conclusion of activity leading to positive affect/ satisfaction (asynchronous feedback)	

1.5.4 MOTIVATION STRATEGIES

There are many strategies for motivating students. Motivational strategies need to be applied individually and changed frequently so that they do not become ineffective through over use.

1. Challenge them

Offer student opportunities to undertake real challenges. Encourage them to take intellectual risks. This gives students a chance to discover the relationship between effort and success, success and motivation.

2. Build strengths first

Building a strength first give students an opportunity to use their talents to achieve success by developing their strengths.

3. Offer choices

Offering choices develops ownership. Choice can be offered in the areas of topics and methodologies. There are hundreds of alternative ways of producing information. Learning process can be varied and the students can be encouraged to find alternative strategies and permit the students by offering choices.

4. Provide a secure Environment

Permit children to do work without failure by giving them secured environment. They must learn from mistakes which could be corrected by providing them various motivation strategies.

5. Teach them how to make their tasks more manageable

Children need to know how they can make their own activities more manageable. Even the most challenging tasks can be made more manageable by breaking them down into smaller parts and then prioritizing the steps. As each small part is attained, as the successes mount up students begin to recognize their own enthusiasm for learning.

6. Use rewards and punishment with caution

Never use rewards over a long period. Never increase the reward for increased expectations. Decrease the rewards as soon as they begin to become

effective. The need of reward for good work must eventually become the satisfaction derived from effort and success.

7. Avoid power struggles

Poorly motivated students are often very manipulative. Avoid power struggles whenever possible and never get into a power struggle unless you have the means to win.

8. Use ambiguity occasionally

Give children opportunities to learn strategies for dealing with ambiguity and or frustration Brain Storming with someone else is an excellent strategy for looking for alternative interpretations of and solution to the problem of ambiguity.

9. Offer open-ended activities to develop creativity

Give them opportunities and strategies to develop their creativity.

10. Teach students to evaluate themselves

Self – evaluation needs to address the questions like “What was done well?” and “How can it be improved?” The ability to evaluate ones own performance improves with practice and is both empowering and highly motivating

11. Competition

Competition can enhance motivation depending on how it is used. In fact, most criteria, which can be used to evaluate progress, can be used for a student to compete against their own previous performance.

12. Reinforce required strategies

One-reason students have difficulty sustaining their motivation when working independently is because they either don't understand or don't remember the required strategies. Never assume a student knows how to do something independently unless you see it demonstrated.

13. Teach a variety of Organizational strategies

Students need to know that there are numbers of effective organizational strategies. A variety of organizational strategies encourage students to build on the strength of their thinking style and they will develop an arsenal of strategies to choose from. Eventually they will learn to vary the strategy to suit the requirements of the task.

14. Role models

Teachers can become role models for students. It is highly effective to model quality work by rewriting a few of their sentences or brief note facts and then to decide which is better and why.

15. Differentiable instruction with tiered assignments or layered curriculum techniques

Differentiated instruction is another good way to empower and motivate students. Students are very much aware how ability levels differ in the average classroom. It is necessary to make it clear that treating all students the same is not strategy for differentiated instruction.

16. Scaffolding

Scaffolding relates to the supportive role that a teacher understand to ensure success where a student is being challenged. By consistent evaluation of student work, teacher can provide just in time small group instructions to facilitate students being able to perform effectively at a level above that which they handle independently.

17. Rummy's laws

1. Children are more likely to be motivated to achieve if they get the same clear and positive message about school effort and expectations from both parents.
2. Children learn appropriate behaviours more easily if they have an effective model.

3. Communication between adults in front of a child dramatically affects children's behaviours and self – perceptions.
4. Over – reactions by parents to successes or failures leads them to feel either intense pressure or despair in dealing with success or failure correspondingly.
5. Children experience more tension worrying about their work than when they are doing it.
6. Children develop self-concept through struggles.
7. Children develop confidence and an internal sense of control if power is given to them gradually.
8. Children become oppositional if one adult sides with them against the other parent, making them feel more powerful than the other adult.
9. Adults should avoid confrontation with children unless they can be sure of the outcomes.
10. Children become achievers only if they learn to function in competition.
11. Children will continue to achieve if they usually see the relationship between the learning process and its outcome.

18. To develop positive expectancies

Expectancy is obviously influenced by past experiences with what leads to what. More directly and immediately, teachers may influence the expectations of the students and thereby their motivation by describing the wanted outcomes of learning activity. Help students to relate these outcomes to their interests and to the world outside the classroom.

Develop realistically higher levels of expectancy. Set goals within reach, use praise liberally and minimize the penalty of failure. Learning generally proceeds better when positive incentive receives the greater emphasis.

19. The uses of punishment

Some use of negative or aversive incentives in education is natural and indictable. Correcting errors and the withholding of privileges or rewards serve better in schools than harsher form of punishment.

Negative incentives should come early rather than late in order to redirect the student when he first begins to misbehave. Punishment after undesirable behaviours should be followed immediately by an opportunity to gain rewards by correct behaviour. Punishments when used, should be systematic, impartial and without moral or emotional overtimes.

20. Incentives and reinforcement

We tend to use incentives, rewards and punishments and reinforcement interchangeably. Reinforcement psychologists believe that reinforcement is the crucial factor in learning. The effects of incentive contingencies on learning are indirect rather than direct. That is, incentives lead the learning activities so that he has more opportunity to learn. Participation may be the real requirement. Thus, our aim in motivation is to encourage more voluntary and vigorous participation.

21. Reinforcement

Reinforcement is a major condition for most learning. In this section we discuss reinforcement as a procedure. Overwhelming evidence supports this generalization. Rewarded responses tend to be repeated in given situation; if rewarded responses tend to be discontinued, so we must consider intelligence as an essential factor.

It should be readily evident that there are many different theories concerning the structure of intelligence. Some theorists feel that intelligence is a general attribute; others feel that there are many different aspects of intelligence. Anyway, one must realize that psychologists cannot agree as to the real nature of

intelligence. While theoretical psychologists generally adopt the view that there are specific factors of intellect, most also believe there is a general factor.

Because of the lack of agreement there are a wide variety of tests that are often subsumed under the phrase intelligence tests. A rather important implication is that when discussing differences in intelligence one must be completely aware of how these differences have been measured. We should resist the temptation to generalize about all intellectual differences from a single test.

1.6 PRESENT STUDY

The study was conducted by the investigator in order to know the Motivational Influence of various motivational techniques on the development of performance in sports among school and college students in South India. The students should be aware of the diversified dimensions as they have to perform to make the sports profession a grand success. By being aware of the various Motivational techniques, they may be able to do justice to the different roles assigned to them to the best of their ability. Of course, many things such as personality of the players, competencies possessed by the players and attitude towards their profession with sports goals may yield the successful fulfillment of the accountability through acquisition of adequate knowledge awareness and skills of Motivational techniques.

Motivation is a key to accomplishment, be it is academics, or in physical activities and sports. It is, therefore, necessary to understand the meaning of motivation and also to examine how various authors have defined the same. Knowledge regarding various types of motivation is essential to understand the true impact of its meaning. How to motivate an athlete or a student is a question which requires the detailed and in depth study of various methods of motivation. The impact of motivation on performance in physical education and sports also needs elaborate examination. The importance of Psychological approaches for

every walk of life is realized cinematically. Thus the application of motivational techniques catches its scope for further generation in the physical education field

1.7 STATEMENT OF THE PROBLEM

The problem is “A Study on the Motivational Influence of Various Motivational Techniques on the Development of Performance in Sports among School and College Students in South India”.

This is an elaborate study to assess the influence of various motivational techniques which are used to improve the sports performance among school and college students in South India.

1.8 HYPOTHESES OF THE STUDY

1. There may be no significant difference with in each state in the preference of various extrinsic motivational techniques.
2. There may be no significant difference with in each state in the preference of intrinsic motivational techniques.
3. There may be no significant difference among the states of Tamilnadu, Pondicherry, Kerala, Karnataka and Andhra Pradesh in the preference of various extrinsic motivational techniques.
4. There may be no significant difference among the states Tamilnadu, Pondicherry, Kerala, Karnataka and Andhra Pradesh in the preference of various intrinsic motivational techniques.
5. The extrinsic motivational techniques may significantly improve sports performance among college level players.
6. The intrinsic motivational techniques may significantly improve sports performance among college level players.
7. The extrinsic motivational technique may significantly improve sports performance among school level players.

8. The intrinsic motivational techniques may significantly improve sports performance among school level players.
9. There may be no significant difference among Tamilnadu, Pondicherry, Andhra Pradesh, Karnataka and Kerala in the improvement of performance due to extrinsic motivation techniques at college level.
10. There may be no significant difference among Tamilnadu, Pondicherry, Andhra Pradesh, Karnataka and Kerala in the improvement of performance due to intrinsic motivational technique at school level.
11. There may be no significant difference among Tamilnadu, Pondicherry, Andhra Pradesh, Karnataka and Kerala in the improvement of performance due to extrinsic motivational technique at school level.
12. There may be no significant difference among Tamilnadu, Pondicherry, Andhra Pradesh, Karnataka and Kerala in the improvement of performance due to intrinsic motivational technique at college level.

1.9 DELIMITATIONS OF THE STUDY

The present study was delimited to the following aspects.

1. The present study was confined to school girls and college women players in South India.
2. The study was delimited only with selected schools and colleges in south India for the purpose of time availability.
3. The samples selected for the present study was thousand (400 + 600) (400 school players and 600 college players)
5. As for as period is concerned the study was conducted only during the academic year 2007-2008 and 2008-2009.
6. The administration of various motivation techniques on the subjects was continued only during the competition.
7. The study was delimited to team games.

8. The age of the selected girls and women were 13-16 and, 18 – 22 respectively for the present study.
9. The study was further delimited to only game achievement of the selected subjects.

1.10 LIMITATIONS OF THE STUDY

1. The diet, atmosphere and temperature were not taken into consideration.
2. The present experience in the game, background of the subject was ignored.
3. The influence of the environmental pressures during the collection of data will not be taken into account.
4. Since the sample of the present study was from different geographical locations its influences were ignored.
5. Subjects response to the statement of the questionnaire would depend on various factors such as understanding of the statement, seriousness of subjects etc.
6. The accuracy pf the Questionnaire was considered as limitation.
7. The factors like education, qualification, nature of study, medium of study, type of institution, geographical locations, gender of the coach, income of the parent, the profession of the parents, education level of the parent etc were not taken into consideration.

1.11 DEFINITION OF TERMS

MOTIVATION

Internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal. Motivation is the energizer of behavior and mother of all action. It results from the interactions among conscious and

unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her significant others.

Motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge.

There are two main kinds of motivation: Intrinsic and Extrinsic.

Extrinsic Motivation

Extrinsic motivation occurs when external factors compel the person to do something.

Intrinsic Motivation

Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire.

Performance

In general accomplishment of a given task measured against preset standards of accuracy, completeness, cost, and speed.

In contract successful execution of a contract, or fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Performance is a unique "one-stop-shop" multi-disciplinary allied health centre offering treatments for injuries, physiotherapeutic services and specialization in sports performance.

SIGNIFICANCE OF THE STUDY

1. This study would help the students to be aware of various intrinsic motivation techniques in schools and colleges.
2. This study would help the students to be aware of various extrinsic motivation techniques in schools and colleges.
3. The findings of this study will add to the quantum of knowledge in area of sports psychology.
4. The finding of this study will help the coaches to understand the impact of different motivation techniques at different level.
5. The result of this study would be useful as guidance for players to choose their motivational technique.
6. The study may help to assess the motivational preference among school and college level students.
7. This study would help to evolve a motivation technique which improves performance of school and college students.