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A STUDY ON MOTIVATION OF SCHOOL CHILDREN TOWARDS PARTICIPATION IN SPORTS

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Abstract

The sports motivation is a research topic that has been at the heart of many sport and exercise science studies both in the past and present. Sports Motivation Scale (SMS) is necessary to develop and assess extrinsic and intrinsic motivation for athletes to participate in sports. The original form of SMS was developed by Dorcas Butt (1979) and has aimed at measuring aggression, conflict, competence, competition and cooperation in various forms of motivation for the school students. In this paper, a study of sports motivation was carried out among 100 school students practising in sports. This study helps to identify the level of motivation among the sports children and also throw light on the area in which the motivation can be strengthened so that children can show an improved performance in future.

Introduction

The awareness of sports and games is increasing among the people in India because of India's participation in global sport events and also in organizing various international events in India. The increase in the awareness of sports is also due to the change in the attitude of people towards health and health care. If the schools are properly motivated through coaching, training and other related aspects, the dream of our Abdul Kalam may come true in 2020. Hence an exclusive study on the motivation of children towards sports is essential.

In the earlier period, people and children gave importance to cricket only but now-a-days they are involved in other sports also. This may be due to various reasons such as to learn and improve their skills, to have fun, to be with friends, to experience the excitement of competitions, to enhance their physical fitness, to demonstrate their competence, health care and prestige. This has resulted in more number of students participating in sports and games.

Motivation

Motivation has been defined as 'the direction and intensity of one's efforts' . Direction refers to the decision to commit oneself to turn up for training on a regular basis. The intensity dimension is about how much people are prepared to involve themselves in each training session. In sport, these dimensions are often related with committed individuals attending training on a regular basis and working hard during these sessions. The motivation for participating in sport and striving for improvement is likely to vary considerably from person to person. Indeed, most people have multiple motives rather than single reason.

Motivation Made Simple

You can not see motivation. Motivation is inside another person's head and heart. You can't touch it. You can not measure it. And, therefore you can not manage it. Think about managing the things you can see and measure. Start concentrating on behavior and performance. Set clear goals. Consequences are the result of desired behavior and performance. If you touch a hot stove, the pain you feel is a consequence

of your behavior. If you record a great performance in play or cook a great meal, the joy you feel is a consequence of your performance.

What Motivation can do for you (by Garrett J. Braunreiter, CSCS, the Energy Coach**)**

- It puts the fire within you
- It reveals your talents
- You go all-out
- You use all of your mind
- Keeps you open for more motivational experiences
- Motivation changes your thinking
- When the going gets tough, the tough get going

The motivation is divided into three dimensions as Intrinsic Motivation, Extrinsic Motivation and Amotivation.

Intrinsic Motivation

It contains Motivation to Know, Motivation Accomplishment and Motivation Stimulation. It refers to an individual who participates in an activity simply for the satisfaction of doing so. These sports students do not need rewards to participate and are often described as self motivated.

Extrinsic Motivation

It contains External Regulation, Introjection and Identification. It refers to a number of different behaviour types that do not necessarily relate to the individual sports students' self determination. This form is often driven by external factors, for example, rewards and social expectations or norms.

Amotivation

It refers to a feeling of hopelessness that a sports student may feel. Extrinsic and Intrinsic Motivation have little effect on these individuals and they can no longer identify the reasons they began or continue to be involved in the sport of their choice.

The Secrets of Motivation (Gillian Hood-Gabrielson)

- Find Your "Why"
- Make a Commitment
- Set Daily, Measurable and Realistic Goals
- Keep Track of Your Progress
- Get Objective Feedback
- Avoid the "All or Nothing" Mentality
- Be Accountable!

Objectives of the Study

The following objectives are selected for the study

- To asses the level of motivation of different category of respondents on various scales.
- To identify variables that contribute or influence the score on the Sports Motivation Scale (SMS).
- To offer suggestions to improve the level of motivation among the school children.

Limitations of the Study

The following are the important limitations of the study

- The source of data is primary data collected only from the sports students of S.R.N.V. Hr. Sec. School.
- To asses the level of motivation, the scale suggested by Butt (1979) alone was used.
- The area of study is rural based and the results may not be applicable to urban areas.

Methodology of the Study

In order to study the motivation of school students towards participation in sports, S.R.N.V. Hr. Sec. School, Coimbatore was selected as

the area of the study. A questionnaire containing 28 items under 7 subscales of Intrinsic Motivation (IM) to know, IM accomplishment, IM stimulation, extrinsic regulation, introjection, identification and Amotivation as suggested by Butt (1979) was prepared. Among the total, 100 students, seriously involved and practising the sports, were identified. The questionnaire was administered to all those 100 students and data were collected with the help of teachers and parents during October – November 2006. The collected information was analyzed and the following tools were employed in tune with the objectives of the study.

- Simple Percentage Analysis
- 7 Point Scaling Technique
- Average Score Analysis
- Multiple Regression Analysis

All the tests were carried out at 5% level of significance.

Results and Discussion

The results of univariate analysis indicates that out of 100 school students selected for the study, 63 were girls, 58 were in 12-15 years age group, 53 were at the high school level, 68 school children had no family background in sports, the parents of 64 school children were drawing income below Rs.5000 and 55 school children had 4 members in the family.

The mean score and its percentage score and coefficient of variation for the various subscales selected for the study are provided in **Table – 1.**

It is found from **Table- 1** that the Mean Percentage Score ranges from 59% (D) to 84% (B) and the least coefficient of variation (15.49 and 15.43) is corresponding to B & E which indicates that a more consistent high score is for the subscales B & D respectively. It is inferred from the Table 1 that the subscale D has least percentage score with CV of 24.96, which indicates that respondents have more inconsistent opinion on the external regulations than other scales.

The Multiple Regression Analysis was carried out by taking the Total Motivation Score (Y) as a dependent variable and the scores of 7 subscales (Intrinsic Motivation (IM) to know (X_1), IM Accomplishment (X_2), IM Stimulation (X_3), Extrinsic Regulation (X_4), Introjections (X_5), Identification (X_6) and Amotivation (X_7)) as independent variables. The Multiple Regression Model is fitted by taking one variable at a time and the results are presented in **Table-2** with R^2 as the Coefficient of Determination.

It is found from Table 2 that the variable IM to know (x_1) explains 63% on the total motivation score, followed by IM Accomplishment (x_2) with 13.8%, IM Stimulation (x_3) with 7.8% and so on. Among the variables, the variable x_1 is considered as very important factor for motivation of sports among school children than other variables because it provides maximum explanation. The value of total motivation score of the school is predicted as 155.18 (80%) based on the Regression Model.

Conclusion

It is concluded from the study that the level of motivation towards sports is 80% among the children of S.R.N.V. Hr.Sec.School, which indicates that the level of motivation is good but it has to be improved. The study further revealed that the IM to know contributes more towards overall motivation than other factors. It is also inferred that the motivation on Identification contributes least when compared to other factors. It is suggested from the study that the sports students are to be identified and rewarded in the form of cash, trophies, etc… The students should also be given more training and orientation by way of workshops and seminars. This will not only help the students to enhance their skills in sports but also improve their physical health.

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Table - 1 : Mean Scores and Coefficient of Variation

Subscales	Mean Score	Percentage scores	CV
IM to know (A)	22.2	79	20.68
IM to Accomplishments (B)	23.42	84	15.49
IM Stimulation (C)	22.88	82	15.73
External Regulation (D)	19.68	59	24.96
Introjections (E)	22.68	81	15.43
Identification (F)	22.68	81	22.27
Amotivation (G)	21.69	77	15.58

Table - 2 : Results of Multiple Regression Analysis

Dependent variable	Independent Variable included at each stage	Regression model	R	R^2	Incremental value
Total Motivation Score (Y)	X_1	$Y = 77.849+3.483X_1$	.795	.631	.631
	X_2	$Y=43.133+2.534X_1+2.382X_2$	.877	.769	.138
	X_3	$Y=27.36+2.25X_1+1.39X_2 +1.98X_3$	.921	.847	.078
	X_4	$Y=29.51+1.62X_1+1.248X_2+ 1.47X_3+1.368X_4$	.954	.911	.064
	X_5	$Y=8.366+1.411X_1+1.325X_2+ 1.29X_3+1.26X_4+1.338X_5$	.979	.959	.048
	X_6	$Y=10.104+.928X_1+1.171X_2+ 1.068X_3+1.062X_4+1.373X_5 +.910X_6$	.989	.977	.018
	X_7	$Y=7.26E\_15+1.000X_1+1.000X_2 +1.000X_3+1.000X_4+1.000X_5+ 1.000X_6+1.000X_7$	1.000	1.000	.023