



## A COMPARATIVE ASSESSMENT OF THE INCENTIVE MOTIVATION LEVELS OF LECTURERS OF SPORTS

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### **Abstract:**

The unending pursuit for improvement in sports has forced us to search new ways to improve the performance of sportspersons. One important measure for this has been identified as the use of human psychology, which can play a critical role in process of continuous sports performance improvement. In Indian context, the study of Sports has not achieved the importance as compared with other countries; hence, this study was carried out to understand the levels of incentive motivation amongst the Sports lecturers. The data was collected using standardized research instrument following survey methodology. The results indicated that there was significant ( $P < 0.05$ ) difference amongst the incentive motivation dimensions, such as excellence, independence and success, while dimensions like power, sensation, aggression and affiliation did not reveal any remarkable difference in the Sports lecturers working in Sports colleges and academic colleges affiliated to Gujarat State. The study concludes that various measures are needed to be taken to assure best sports performance.

**Keywords:** Human psychology, sports performance, incentive motivation, excellence, independence, success

### **Introduction**

In the 21st century sports have become inseparable phenomenon of our social life. It has carved its own place at the peak of human civilization because of its trial, competitive event and improving nature. The acquisition of new knowledge for betterment of performance of human organism in relation to physical, motor, and physiological qualities is in process of saturation. However, the unending quest for further improvement in sports demands us to search new ways to improve the performance of sportspersons. In view of this many authors have indicated as well as advocated the use of human psychology, which can play a critical role in process of continuous sports performance improvement

## **Sports**

Sports are as the history of mankind, because the very basis of human existence is physical activity. Whether in an unorganized form or organized one, Sports as such has been a part and parcel of human life right from the pre-historic times. Physical Training is perhaps the oldest and the most widely used term. The term training denotes “practical education in any profession” or “a course of diet and exercise for developing physical strengths, endurance or dexterity”. All round development of man must begin with the development of physique, which is the basis of his existence. The mental, the intellectual and the social developments then follow. However, the present status of competition has forced to look into the psychological aspects in more depth. Today the modern society emphasizes specialization, professionalization and commercialization in the realm of sports also. Sports Psychologists are now concerned with a multitude of subjects such as violence and aggression, arousal, incentive motivation, social reinforcement, anxiety, frustration For a teacher, the desire to do one’s personal best, to excel, to attain the highest standards of performance, to be supreme in one’s chosen field is a worthy human ambition. If no one will be concerned about the quality of their contribution, their work, their product of service, our society would take a turn for the worse.

### **Motivation:**

Psychologists have identified three dimensions of motivation: direction, intensity and persistence. Direction indicates the choice of an activity which may be in-door or out-door, such as reading, music, sports etc. intensity relates to the behavior, which is perceptible to the layman. It is the source or arousing and energizing the individual. In sports intensity of motivation is reflected in the actions of an athlete during training and competition. Incentive: An incentive is an offer of an object, a favors or satisfying needs in order to draw the interest and voluntary effort of an individual in an activity, say sports, in which he is not otherwise interested. In other words it is extrinsic motivation.

### **Incentive Motivation:**

Alderman (1990) states that incentive motivation simply refers to the incentive value a teacher or athlete attaches to the possible outcomes or experiences he perceives as being available to him in a particular sport. Different sports disciplines are compared by these participants and the one that provides more enjoyment; pleasure or satisfaction is pursued by them. An outcome perceived by them in a particular event mediates their persistence in that event. The event as such continues to motivate if they feel that their experiences match their expectancies. On the other hand, these teachers may seek to change the event if their participation does not confirm their anticipation and the experience is negative rather that positive. In India, even today, the study of Sports has not achieved the importance and weight age as compared with other countries. In most of the institutions children who perform well may do so for some time and are not able to pursue it as a career. In this regard incentive motivation levels of Sports lecturer’s towards teaching is an important aspect of educational process.

### **Methodology**

Questionnaire method was employed to collect the relevant data regarding the attitude/opinions of two different categories of Lecturer's i.e. those working in Academic and Sports Colleges.

#### **Sample:**

The sample of this study was drawn from Lecturer's working in colleges affiliated Gujarat State. The sample consisted of total 80 subjects working in different colleges. Further the subjects were equally divided into two groups i.e. 40 Lecturers working in Academic Colleges as Sports Lecturer's and 40 Lecturer's working in Sports Colleges as Sports Lecturer's.

#### **Research Instrument used**

To measure Incentive Motivation the Incentive Motivation Inventory developed by Alderman and N.L. Wood was used, which covered following seven dimensions, such as Excellence, Power, Sensation, Independence, Prestige, Aggression and Affiliation.

#### **Statistical techniques used**

The data characteristics such as Mean, Standard deviation, Mode, Range, etc. were determined. A paired 't' test procedure was used to check the significance in difference between means of two groups. The significance level was chosen to be 0.05.

### **Results and Discussion**

**Theory of Motivation** This theory states that a reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. Repetitive action-reward combination can cause the action to become habit. Since the sports field can be compared to the performing art, where the performance at each time gives the benefit, this aspect is very critical. The need of incentives to achieve more lies in every individual, however, the individuals (lecturers) involved in this have to deal with this on a regular basis

#### **Excellence**

Excellence, The quality of being exceptionally good of its kind in fineness, superbness, superiority or a special feature or quality that confers superiority in distinction, merit or perfection. The average test scores for the lecturers of Sports and academic college were  $16.2 \pm 2.6$  and  $15.1 \pm 3.6$  respectively (Table 1). The comparative assessment showed significant ( $P < 0.05$ ) difference between the mean scores.

#### **Power**

Defined as the ability to do or act, this is also seen as the influence of an individual or group upon another. The aspect of power is perceived as the opportunities for lecturers to influence, change, and control the opinions and attitudes other people (primarily other lecturers) have towards them. The mean test scores for this aspect were  $19.4 \pm 3.1$  and  $18.1 \pm 4.3$  for lecturers of Sports and academic colleges (Table 1). Comparing norms these scores were found to be on the borderline of normal and below normal. However, the scores did not indicate any statistically significant

difference with a mean difference of 1.30, with scores of academic college lecturers nearing the normal range.

### **Sensation**

Sensation refers to the irreducible sensory experience, such as might occur when a sensory receptor is stimulated by sensory experiences primarily in terms of novelty, uncertainty, and complexity. In the present study, the test scores for the factor; sensation was above 20. The comparison did not indicate any statistically significant difference between the mean values (Table 1).

### **Independence**

Independence is a state of being independent, as for support, which could be physical or emotional. The higher degree of independence has beneficial effect on the performance of the individual. Since the study sample represents lecturers from the colleges, this factor of incentive motivation reveals the current state of lecturers in terms of their dependency or different needs. The average test scores for the lecturers of Sports and academic college were  $25.1\pm 3.7$  and  $27.0\pm 6.0$  respectively (Table 1). The lecturers showed fairly similar results and indicated a high degree of independence to fulfill their obligations in sports and allied fields.

### **Success**

Success can be considered as achievement of a goal. An individual's assessment of his or her own ability in the field of sports is regarded as a major construct of achievement behaviour and an important determinant of motivation. The mean score for this dimension (success), in case of lecturers was  $21.6\pm 3.5$  and  $19.3\pm 4.6$  for lecturers of Sports and academic colleges respectively. The comparison of means showed a significantly ( $P<0.05$ ) higher mean for the lecturers of Sports college ('t' score more than the critical value)

### **Aggression**

Aggression can be considered as an incentive to motivate for both destructive and constructive purposes. The results show a mean score of  $28.7\pm 5.2$  and  $26.7\pm 5.1$  for the lecturers of Sports and academic colleges respectively. In general, both the groups indicated an above average score and the comparative assessment did not reveal significant difference in the aggression behaviour.

### **Affiliation**

Affiliation concerns with any factor that motivates an individual to join a group. Much of the success of sports professionals depends on their ability to satisfy the affiliation incentive of their members. The results show a mean score of  $18.3\pm 3.5$  and  $18.5\pm 3.4$  for the lecturers of Sports and academic colleges respectively (Table 1). Both the groups indicated below average scores and the comparative assessment indicated no significant difference for the affiliation dimension of the incentive motivation aspect.

**Table 1: Comparative assessment of the Incentive Motivation of Lecturers of academic and Sports colleges affiliated to Gujarat State.**

Dimension	Lecturers of	Mean#SD	Min	Max	MD	T' ratio	P
Excellence	S.College	16.2 2.6	11	20	1.10	2.090	0.05
	A. College	15.1 3.6	10	22			
Power	S.College	19.4 3.1	14	26	1.20	1.082	0.29
	A. College	18.1 4.3	10	25			
Sensation	S.College	21.2 4.6	16	33	0.10	0.034	0.97
	A. College	20.3 5.0	10	31			
Independence	S.College	25.1 3.7	17	32		-2.341	0.05
	A. College	27.0 6.0	10	38	-1.90		
Success	S.College	21.6 3.5	17	28		1.959	0.05
	A. College	19.3 4.6	10	29	2.30		
Aggression	S.College	28.7 5.2	18	38		0.980	0.34
	A. College	26.7 5.1	13	36	2.00		
Affiliation	S.College	18.3 3.5	12	24	2.30	0.234	0.82
	A. College	18.5 3.4	10	24			

SC-Sports College, SD: Standard deviation; Min: Minimum, Max: Maximum; P: probability

AC-Acedemic College

**Conclusions:**

Incentive is a causative factor that motivates a person to achieve a specific goal. Sports lecturers need positive incentives to encourage them to put maximum efforts to train various sportspersons to achieve high performance. Incentives vary from individual to individual, but most people are attracted towards activities which offer the following, hence in view of the results of this study following measures are needed to be offered for best performance of the Sports lecturers: pleasant sensations (sensation/sensory incentive) novel situations, providing varied and exciting stimuli (curiosity incentive) reassurance and support from a group (affiliation incentive) an opportunity to work independently (independence incentive) a feeling of self-control and not being dominated by others (power incentive) low levels of frustration and hostility (aggression incentive) a strong sense of achievement and success (achievement/excellence incentive) Sport psychologists generally agree that the achievement incentive is often the greatest driving force for competitive athletes. Psychologists also recognize that in order to reach long-term goals, a sense of achievement must be reinforced continually by successful completion of short-term intermediate goals.

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