

EFFECT OF EXTRINSIC MOTIVATION ON FOOTBALL PERFORMANCE

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ABSTRACT

The purpose of this study was to determine the effects of Extrinsic Motivation on Football performance of Adolescent age group. Sixty male students of Boys Secondary School Peth Makhama (West Bengal) were randomly selected as subjects of the present investigation. The age of the students ranged from 13 to 19 years. The subjects were randomly assigned using random sampling procedure in to three equal groups, i.e. two experimental and one control group. The experiment groups were given Extrinsic Motivation. Group 'A' was given reward, group 'B' was given punishment and group 'C' served as control group which was not given any motivation. All subjects were participating in the normal, programme of the school. Each subject of the experimental groups and control group were tested at the beginning and at the conclusion of an experimental period of two month to obtain pre test and post test scores. The significant of mean of difference, between the pre test and cost test was analyzed by applying t-ratio and among the group for final means by applying analysis of covariance. Results of the study revealed that significant difference was observed between the initial test and final test means of reward group. But the significant difference was not found between the initial test and final test of punishment group and control Group. Paired Mean difference between the reward group and control group was found statistically significant. But there was no significant between the reward group and punishment group and between the punishment group and control group performance.

Keywords: Punishment, Reward, Motivation, physical Fitness, Performance.

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INTRODUCTION

One of the central issues in modern sports psychology is motivation. An insight into how to construct motivation in sports and physical activity is an important area of interest to sports psychologist and also has practical relevance for coaches, teacher and parents. Motivation is a process by which an individual is guided to do some activity. It is a psycho-physiological condition of organism which causes to work or strive to fulfill its need. Thus motivation is the study of some activity of an individual and his persistence in that activity until the goal is reached. This clearly indicates that motivation is purposive.

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The concept of motivation is used in explaining the causes as to why some individuals have greater desire to compete and win than others. This is clearly reflected in fact that between two equally skillful individuals, who are challenged by a difficult task. One is more capable of achieving success than the others.

Motivation is a reality but the most difficult problem at hand is how to deal with it, how to instill it, how it is necessary to do so in the interest of life itself. The purpose of this study was to determine the effects of Extrinsic Motivation on Football performance. It was also hypothesized that the reward method would be better in comparison to punishment method in improving the performance.

Chamblee tried to study the influence of reward in the form if verbal argument feedback condition on the acquisition of closed irons physical skill by beginners. The sample consisted of 60 female college voluntaries. The participants were randomly assigned to one of the three feedback groups. Rushall and Fatteringer studied the effect of various reinforcers used as motivators in swimming where three kinds of reward were constasted as to their effect upon swimming work volume significantly over the coaches attention and control conditions were affected differently by age.

METHODOLOGY

Selection of Subjects:

Sixty male students of adolescent age group age ranging between 15 to 19 years and studying in boys higher secondary school, Madhyam Gram, Kolkata, West Bengal, were randomly selected as subjects of the study. All subjects were randomly assigned to two experimental group (A & B) and one control group (C). Each group consisted o of 20 subjects. The experimental treatment was also assigned to the group at random. The group A and B were treated as experimental group and were given motivation i.e. Reward and punishment respectively. The group C served as a control group and was not given any motivation. All subjects were participating in the normal programme of the school.

Criterion Measures:

To find out the effect of extrinsic motivation on performance physical fitness components of West Bengal region students, "AAPHER" youth physical fitness test was selected and their scores from following test were considered as criterion measures for this study.

Experimental Design:

Random group design was adopted for this study as all the subjects were selected randomly and randomly divided into three groups. Further the experiment treatments were assigned at random to the experimental groups and the third group serves, as control group. The experimental groups were motivated by two motivational techniques i.e. Reward and punishment respectively.

Collection of Data:

The data was collected for each variable administering their respective tests i.e. 600 m run/walk, Sit-ups, Pull-ups, 50 m dash, 4x10 m shuttle run and Standing broad jump. The tests were administered at play ground of boys Baidyabati higher secondary school, Madhyam Gram, Kolkata, West Bengal. To ensure that the data was reliable each subject was given sufficient number of trials to perform the respective test for each variable. The data was collected before the starting of experimental treatment (pre-test) and at the end of training period (post-test). The test was explained to the subjects prior to their administration. The subjects were given chance to practice the tests and made them familiar with

Statistical Technique:

In order to study the effect of Extrinsic motivation on performance of physical fitness components of West Bengal region students, Mean, standard deviation and 't'-test was applied and further to find out variance in performance of physical fitness component due to Extrinsic motivation techniques, analysis of covariance was applied to .05 level of significance.

RESULTS AND DISCUSSION

In order to determine the significance of differences if any, made by two experimental groups and a control group between pretest and post-test, mean and t-test for composite score of "AAPHER" youth physical fitness test were computed and data pertaining to this have been presented in Table 1.

TABLE 1
SIGNIFICANCE OF DIFFERENCE BETWEEN THE PRE-TEST AND POST-TEST MEANS
OF THE EXPERIMENTAL AND ONE CONTROLGROUP ON COMPOSITE SCORES
OF "AAPHER" YOUTH PHYSICAL FITNESS TEST PERFORMANCE.

Groups	Pre- Test	Post-Test	MD	SE	t-ratio
Reward	299.48	332.22	32.74	9.58	3.40*
Punishment	325.08	329.80	4.72	9.05	.52
Control	293.72	278.68	15.04	12.08	1.24

*Significant at .05 level, $t_{0.5(19)} = 2.09$

It is evident from Table 1 that the significant difference was found between the pre - test and post -test of reward group, as the obtained t-value of 3.40 was higher than the required value of $t_{0.5(19)} = 2.09$. Significant difference was not observed among the other groups as the values obtained t- values of 0.52 and 1.24 were lesser than the required value to be significant.

In order to find out the significance of difference among the groups on composite scores of "AAPHER" youth fitness test performance, ANOVA was applied. The results pertaining to this are given in Table 2.

TABLE 2
ANALYSIS OF COVARIANCE OF THE MEANS OF TWO EXPERIMENTAL AND ONE
CONTROL GROUP COMPOSITE SCORES OF AAPHER
YOUTH FITNESS TEST PERFORMANCE

	Groups Reward Punishment Control			Source of Variance	Sum of Square	df	Mean Squares	F-value
Pre-test mean	299.48	325.08	293.72	B W	10076.98	2 57	5038.49 12741.75	.39
Post-test mean	332.22	329.80	278.68	B W	36477	2 57	238 11052.98	1.65
Adjusted mean	335.27	313.28	288.18	B W	22804.64	2 56	402.32 1760.81	6.47*

*Significant at .05 level, $F_{.05}(2, 57) = 3.15$

It is evident from Table 2 that the significant difference was not found between pre-test mean and post-test mean where as significant difference was found between the as the obtained F-value is 6.47 was higher than the required $F_{.05}(2, 57) = 3.15$.

As the significant difference was found between the adjusted mean and post-test mean, Scheffe's Test of Post-hoc Comparison was applied and data pertaining to this have been presented in Table 3.

TABLE 3
PAIRED ADJUSTED FINAL MEANS AND DIFFERENCE BETWEEN MEANS FOR TWO
EXPERIMENTAL AND ONE CONTROL GROUP ON COMPOSITE OF
"AAPHER" YOUTH FITNESS TEST PERFORMANCE

Reward Group	Mean Punishment Group	Control	Difference Between mean	Critical difference for Adjusted Mean
335.27	313.28		21.99	27.72
335.27		288.18	47.09*	27.72
	313.28	288.18	25.10	27.72

*Significant at .05 level

It is evident from the table 3, that the mean difference between the reward and control group was found significant at .05 levels and significant difference was not found between the rest of the groups.

DISCUSSION

It is evident from the findings that motivational techniques namely reward proved to be significantly effective techniques to improve the performance on composite scores of "AAPHER" youth fitness test in comparison to punishment and control group performance. Punishment group and control group could not prove to be significantly effective in improving the performance of the subjects.

This may be attributed to the fact that every person has a strong desire that he should be recognized and wishes that others should praise him for his work or performance and people should accept him as a superior person. Every child wants that everyone should praise that entire he does. There are many honours hi society and all wish to get them and want to be mentioned in the honour list of the school, selecting for various competition etc. give great pleasure and increase the expected quality hi the performance.

It is evident from the findings that there is significant difference between the rewards group and control group. Whereas there is no significant difference between the reward group and punishment group also no significant difference between the punishment and control group.

This may be attributed to the fact that the performance of an individual in any field need some amount of motivation in order to quality oneself in terms of excellence. This is not only applicable I the routine social interaction but also in that field of sports where lot of competition is involved.

CONCLUSIONS

On the basis of the results obtained from the present study, the following conclusions are drawn:

1. Significant difference was observed between the initial test mean and final test mean of reward group.
2. No significant difference was found between the initial test and final test of punishment group.
3. No significant difference was found between the initial test and final test mean of control group.
4. Paired Mean difference between the reward group and control group was found statistically significant.
5. There was no significant between the reward group and punishment group.
6. There was no significant difference between the punishment group and control group performance.

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