Chapter I

INTRODUCTION

Sport is an activity in which millions of people throughout the world participate and in which many more take an interest through the media. It is a social phenomenon which involves competition and cooperation. The presence of spectators, the need to do well, the social class and the community of athletes all influences their participation and performance. (Aicinena, 1992).

Sport is a means of getting that extra physical activity and raising the general level of physical fitness in a way that is enjoyable but also gives extra strength, endurance, and suppleness to get more out of life. The point of being fit through sport is that it creates an energy reserve that one can call on any time outside the sporting situation. The heart, lungs, circulation system, musculature etc. all respond positively to exercise.

In the present era sports is an integral part of people’s lives. It is an acceptable way to release energy and aggression, a means of starting or deepening friendships and a constructive escape from the pressures of life. Sport is an ideal way for developing acceptable social and sporting attitudes as the experiences gained from participating i.e. winning, losing, showing
restraint, tactical strategy, frustration, exhilaration etc. can be found in most real life situations.

Sports have a very prominent role in modern society. It is important to an individual, a group, a nation – indeed the world. Much of the attraction of sport comes from the wide variety of experience and feelings that result in participation, joy, anguish, success, failure, exhaustion, pain, relief, and a feeling of belonging. Sport can bring glory, status, goodwill and money, and it has an undeniable role in the society. Sport participation has shown to have positive effects on physical health, psychological enhancement, mental well-being as well as having a positive impact on body image, self concept and to enhance self esteem.

At present in competition it is not the participation but outstanding performance which is more important. Though physiological abilities are almost the same at international sporting arena, what makes probably the difference in winning and loosing is the psychological strength of the athletes. So much emphasis on excellence and for winning has led to searching for the base of performance. Therefore, an attempt to identify the factors determining success and failure in competitive sports has captured the attention of sports scientists.
Just recently have sport psychologists begun to be recognized for the valuable contributions they make in assisting athletes and their coaches in improving performance during competitive situations, as well as understanding how physical exercise may contribute to the psychological well-being of non-athletes.

Why do children want to play organized sports? What are the goals, hopes and aspirations? Each child has his or her own specific answers to these questions. Understanding their reasons for thirsting to play sports is a critical first step towards helping children to have the best possible experience in sport.

Why do individuals participate in Sport? What attracts individuals to certain sports? Does an individual focus on winning or on performing well when competing? Which goal, winning or performing well, enhances competence and success for the individual? In order to design practice sessions and physical activities that will meet participant’s needs, coaches and physical educators should be aware of the individual motives and goals. “Coaches who satisfy their athletes’ reasons for participation will be very likely to enhance the motivation of their athletes. Enhancement of motivation may contribute to improved personal satisfaction from participating and improving levels of performance. Athletes’ competitiveness reflects their desire for success and
satisfaction when involved in sport competition through the achievement of their goals.

Sport Psychology as a behavioural science has made its contribution for improving performance. It has helped both athletes and coaches in the case of good performance. The psychological aspect of sport is gaining much attention among sports administrators, scientist and educators.

One of the central issues in modern psychology is motivation. An insight into how the construct of motivation functions in sports and physical activities is an important area of interest to sports psychologists. The quality performance displayed by the athletes in competitive event is determined by the kind of motivational technique involved. Motivation is found to be stronger predictor of any competitive sport. Individuals have both conscious and unconscious reasons why they behave in certain ways. These reasons can be considered as motives. The two major functions of motives are as follows:

1) They direct behaviour toward or away from some goal and activate a person to be more aroused with greater strength of the motive (Gleitman, 1991). Motives work to help individuals reach their goals. Thus, in order to initiate or modify behaviour it is necessary to understand the underlying motives behind behaviour.
2) Understanding individual motives for training in sport and exercise helps coaches, teachers and individuals to improve coaching, maintain motivation, prevent burn out and lower drop out rates. These benefits, among others, have prompted a need for understanding motivation in sport and exercise, specially an understanding of why individuals initiate, continue and withdraw from participation.

Research directed towards understanding sport and exercise motivation has focused primarily on motives for participation and withdrawal. Sport psychologists have termed this topic of research ‘participation motivation.’ It has been defined by Roberts (1992), cited in Busby, (1997) as “the reasons which individuals adopt for initiating, continuing and then sustaining involvement in physical activity, as well as the reasons which individuals choose to discontinue involvement”.

The critical role of motivation in explaining athletic participation, success and failure has been researched and emphasized in the sport psychology literature. Taylor (1982), identified motivation as the only one of the three factors (motivation, task difficulty and ability) that influences an athlete’s performance and is entirely under his/her control. According to Alderman (1978) motivation is a mediating variable in athletic success; talent is important but motivation
what might make the difference between winning and losing, or performing well versus poorly.

Cratty (1968) suggests that factors at three levels contribute to a person’s final motor or athletic performance:

i) The basic behavioral supports underlying all performance.

ii) The person’s physical ability traits.

iii) The specific skills required in the relevant task.

The study of human motivation has been central to psychology since its earliest days and has developed through different perspectives. Maher and Braskamp (1986) state that, “most motivational talk arises from observations about variation in five behavioural patterns, which we label as:-

1. Direction.

2. Persistence.

3. Continuing.


5. Intensity and Performance.

Thus motivation can be a complex phenomenon to study and understand since it can be manifested in many different ways.
Motivation to participate in sport is dependent on internal and external factors which are combined with a variety of drives and successful negotiation of leisure / time constraints. Recours et al (2004) narrated the motivational differences between male and female participants within their motivational scale which is consisted of the four factors of competition, exhibition, sociability and playing to the limit. Men and women participate in different types of sports because they have different motives for their participation. It is argued that male participation was based on hyper competitiveness, while female participation was for personal development, competitiveness and enhancements of personal and social development.

People also participate in sport for the ‘Love of the game’ and want their chosen sport to be fun and entertaining. Having fun, being physically fit, making friends and seeking achievement are all important motives for participation but these motives also change or are dependent on age, gender, ability and skill level. It has been argued that children participate in sport for fun, excitement and challenge, although sports participation reduces over time, with female participants being more likely to lower their participation level due to peer pressure, friendships and sense of self-esteem.

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 the fact that between two equally skillful individuals, who are challenged by a difficult task, one is more capable of achieving success than the other.

Thus the concept of motivation refers to intensity and direction of behaviour. While direction of behaviour indicates an individual’s approach or avoidance to a particular situation, the intensity of behaviour relates to the degree of effort to accomplish behaviour. This implies that motivation affects the direction, intensity and persistence of an individual’s behaviour, which influences the quality of performance of the individual. It is believed that motivation whether intrinsic or extrinsic, reinforces each and every activity the human beings perform. It consists of motives, drives and needs. These are the three phases of one phenomenon and are mutually interconnected and interdependent.

Research in motivation has revealed that the phenomenon of motivation is related to the needs and drives of a person. Needs make themselves felt in response to deprivation. It is the urge to fulfill a particular need that leads to the display of motivated behaviour.

Understanding youth motives to participate in sports or physical activities has been a subject of interest for many researchers and practitioners (e.g.,
Alderman & Wood, 1976; Ewing, Seefeldt, & Brown, 1996; Gill et al., 1983; Gould, Feltz, & Weiss, 1985; National Federation of State High School Association, 1997; Roberts, 1993). Numerous studies have examined the question of whether there are differences in youth motives across sports, age, gender, and culture and suggest that children or adolescents are subject to the environmental influences in their motivation to participate in certain physical activities (e.g., Brustad, 1988; Duda, 1985; Gould et al., 1985; White & Duda, 1994). Thus, investigating the diversities in motivation of participation may shed light on the underlying reasons of why children or adolescents take part in various forms of physical activity or sports.

Another issue frequently discussed in the area of youth sport participation is related to gender-related differences in sports performance and participatory motives (e.g., Thomas & French, 1985; White & Duda, 1994). It was thought that in early childhood, environmental factors such as parental expectations had a higher influence on motor performance than biological factors or physical characteristics. During middle childhood or adolescence, both environmental and biological factors seem to have a great effect on motor performance (see a quantitative review by Thomas & French, 1985). Due to the fact that a growing number of female participants are involved in all levels of sports or physical activities (National Federation of State High School
Association, 1997), an important question is why young females either demonstrate or do not demonstrate gender stereotypes in terms of the selection and modes of physical activities. Gender comparisons of motivation in sport participation within a particular culture may not be as effective as a cross-cultural study in terms of distinguishing the influences of environmental and biological influences on young females (Duda, 1985).

Motivation, while often taken for granted as an important contributor for success, is the foundation for achievement (Singer & Orbach, 1999). Factors of motivation such as commitment, dedication, effort, and persistence are vital to achieving elite status in any domain. Contemporary research on motivation in sport has been dominated by a focus on self-perceptions of ability based on the constructs of competence motivation (e.g., Klint & Weiss, 1987), and achievement goals (e.g., Duda, 1992), which focus on short-term behaviours. Similarly, studies in sport have incorporated the theory of self efficacy (e.g., Feltz 1988), which is a construct of the self that impacts motivation. Intrinsic and extrinsic motivation studies in sport have explored aspects of the social environment, as well as personal characteristics, and the impact of these elements on individuals' motivation over time, in the domain of sport, particularly pertaining to the development of expertise. The ones that account
for changes in the social environment, and athletes' personal perceptions are useful in understanding further development of expertise.

Self-determination theory (Deci & Ryan, 1985, 1991) suggests that intrinsic (and some forms of extrinsic) motivation is influenced by three basic human needs:

1. The need for competence
2. Autonomy,
3. Personal relatedness.

Some research has suggested that environmental stimuli control human behaviour, rather than intrinsic interest which has been viewed as a hypothetical construct that may not represent a basic human need. However, Deci and Ryan (1994) suggested that people are inherently motivated to feel connected to others, to function effectively in their environments, and to feel a sense of personal initiative in doing so.

However simple and easy the word "motivation" might appear, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. Here are a few that have been found in the literature:
According to *Webster’s New World Dictionary* (p. 886) “the definition of motive, as it is associated with motivation is some inner drive, impulse, intention, etc. that causes a person to do something or to act a certain way”. For athletes, motivation comes in different forms and from various sources. For a coach, finding methods to motivate high school athletes can be extremely challenging. “Motivation is necessary for developing and performing athletic skills. It is what drives the athlete to successfully acquire a skill through long, arduous practice” (Coskery, 1992).

The most important addition to the motivating factor for a player is the coach who has a predominant influence on their style of care through the use of combinations of sports, the method of conducting exercises, through its personality, attitudes, level of knowledge and practical skills, pedagogical talent, attitude, behavior, perceptions, ways of communication and a sense of humor (Czajkowski, 2001). The coach has a great impact on the players not only what he says and how it works, but what it is. The coach of an outstanding personality has an impact on the influential players who learn from him, taking his way of thinking, speaking and behavior, a sense of humor, how to assess certain events etc. In terms of training, first of all, the motivation is especially important to have an impact by the trainer.
Almost all activities, actions, words of encouragement to the sport, the effort to achieve the best possible result, the organization and content of training, selection and ways of conducting exercises, evaluation exercises and the contents of training, job training and sports etc. are associated with a coach, his personality characteristics, style of management and training methods.

The most important tasks and guidelines for the use of various incentives by the coach are as follows:

1. Motivating players adequately in terms of content, direction and level is extremely important. The use of various incentives, should take into account about the player's age, his length, the level of sports, the dimension of personality, temperament, and the type of psycho-tactical phase. It is important that the motivation complies with the principle of individualization.

   Introverts should be handled quietly, kindly and with gentle persuasion, than applied to a typical extrovert, who is more effective and especially responds to critical comments sharply and decisively. A "warrior" needs to have motivating efforts to improve technology, increase resource to be used in combat operations, to improve capacity and effort strongly emphasizing that the required efforts are necessary to fight for victory, or success. The
influence of incentives and explanations of the coach - should have deficiencies and a slow rate of nerve processes so as make up the overall "trustworthiness", the perfect mastery of technique and tactics, focusing the attention and action in the second intention. In other words, the motivation to have found each other, specific and effective way.

2. In team sports, despite the opinion of the majority of coaches, who use the task and motivated the team, the most effective way is to motivate each individual players and bringing them to the individual training tasks and outputs.

3. The motivation of learning are not just words, instruction and coaching tips, but his attitude, behavior and way of being, "juvenile zest, personal performance (a value to players!), Punctuality, a very interesting and colorful way of exercises, individualization of training, a friendly and co-directing style, and emotional bond with the player.

4. At no stage training, one can forget the joy of sport. The coach has to skillfully combine the internal motivation informing external motivation. Primitive function application and abuse of control is external motivation and above all for a further term is generally not expected, sustainable success result.
5. An important and effective way to influence the motivation of players, including performance incentives, for his active and conscious of the attitude - it is the joint determination of training plans, participation in competitions, training tasks and outputs. The tasks are extremely important factor of motivation and therefore trigger the ambition to be to foster, but feasible.

6. Although motivation is growing achievements mainly during childhood, then and in subsequent periods, it may be used to stimulate and develop the appropriate coach and team interaction.

7. Self-confidence has a positive impact both on the level of effort, as well as on the effectiveness of the operation. One must, at the same time reduce the feeling of fear of failure. While carrying out the physical activity the trainer must keep in mind that, individual players are different, not only the construction of the body, talents, responsiveness etc, but also the content, direction and level of motivation for achieving the target.

According to Gardner (1985), motivation is concerned with the question, "Why does an organism behave as it does?"

Motivation involves 4 aspects:
1. A goal

2. An effort

3. A desire to attain the goal

4. Favorable attitude toward the activity in question.

Motivation is also defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989). It is important because it determines the extent of the learner's active involvement and attitude toward learning.

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determines success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearin, 1994)

Sometimes a distinction is made between positive and negative motivation. Positive motivation is a response which includes enjoyment and optimism about the tasks that you are involved in. Negative motivation involves undertaking tasks for fear that there should be undesirable outcomes.
Wittig and Williams III (1984) says that the term ‘Motivation is delivered from Latin word ‘Movere’ meaning ‘to move’. In modern psychology, motivation is used to represent the reasons why people select different activities, persist in them and carry them out with intensity. It is referred to as a theoretical construct as it is not directly observable or measurable, and its presence can only be inferred directly from behaviour.

There are a number of ways in which people can be motivated. In addition, it is important to understand what motivation is in the context of sport and participation. Brasile, Kleiber, and Hedrick (1991) state that motivation is "a process through which persons take available resources, time, talent, and energy and distribute them in a way they choose.

Everyone has different motives for participating in sports such as enjoyment, physical fitness, social relationships, or goal attainment. As noted, there are two types of motivation that enable people to accomplish a particular goal or task. First, extrinsic motivation in sports participation comes from outside influences or people (Deci & Ryan, 1985). People are extrinsically motivated to gain compensation, social approval, or rewards.

Second, intrinsic motivation is an inherent characteristic that feeds one's inner drive to accomplish a goal or objective. According to Seifriz, Duda, and
Chi (1992), "focusing on a task for its own sake, having a sense of self-determination, and perceiving oneself as being able to meet the demands of a task are all assumed to be fundamental to intrinsic motivation." The authors applied this concept to motivational effects on high-school basketball players. Results indicated that players were primarily motivated to participate in basketball to improve and potentially master their skills, not to compare their skills against those of other players.

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 reasons. For example, a tennis player might be attending individual coaching sessions to improve his ranking in order to demonstrate competence, repay the support of his parents and qualify for more prestigious tournaments offering more prize money. Sometimes these multiple motives reinforce each other, but at other times they can cause internal conflicts – as with the young athlete who feels pulled apart between his athletic career and his academic studies.

One of the major difficulties for coaches working with groups of athletes with diverse motives and goals is to create a motivational climate that facilitates the development of all these motives – or at least as many as
It possible. If anyone tells you this is easy, they are lying. As well as being flexible, you will need to have a good grasp of some of the fundamental principles of motivation and knowledge of how to apply them.

Motivation is the direction and intensity of one's efforts. Direction refers to the decision to commit and to turn up to training on a regular basis. The intensity dimension is about how much people are prepared to give in each training session. In sport, these dimensions are often related, with committed individuals attending training on a regular basis and working hard during their sessions.

According to Weinberg and Gould (2003), some people are motivated by internal or intrinsic factors, while some by external or extrinsic factors and some by combination of both. Internal and external motivators refer to those factors or rewards that motivate the individual to participate and perform in sport. Intrinsic motivation refers to behaviour that is the result of interest or enjoyment. In other words, the individual derives pleasure or enjoyment from the action itself and this enjoyment is enough reward for the individual to repeat the behaviour. In the sport setting intrinsic motivation would be the result of interest or enjoyment derived from participation in the sport itself.
Extrinsic motivation refers to behaviour that is motivated by external rewards associated with that activity. Therefore, the individual motivated by external factors does not behave in a certain way due to enjoyment or interest in the activity, but rather for external rewards.

Extrinsic rewards in sport include prestige, honours and prizes, prize money, medals and approval by significant others. Intrinsic rewards or motivators would include factors such as winning, feeling of success (not necessarily winning), and feeling of achievement and mastery of skills, self-knowledge, self-actualisation, self control/discipline.

Livington (1973) defines motivation as an emotional state where feelings provide the switch for all behaviour. The basic rule for motivation is to arouse emotions which should enhance the accomplishment of the task.

According to Cofer (1972),” Motivation signifies the cause or the why of action”. Cratty (1973) goes on to say that motivation denotes “factors and processes that impel people to action or in action in various situations.” Thus motivation is a general term for the forces controlling behaviour for the activation and direction of behaviour.
Helms (1987) explain motivation in terms of the following characteristics:

(i) It is an activation drive that forces people to behave in certain ways;

(ii) It is a purpose driven process that forces behaviour into a specific direction;

(iii) It is a feedback process that relieves inner tension when the direction of behaviour is successful. When the behaviour does not relieve inner tension, this process changes behaviour in a different direction.

Motivation is therefore neither behaviour nor performance (Helms, 1987). Motivation is the internal and external forces that influence people’s choices as well as the intensity and direction of behaviour.

According to Potgieter (2003), motivation is a term that is widely and often used but seldom understood and then only vaguely. Potgieter identified the following three aspect of motivational behaviour:-
- Direction or choice of behaviour

- Intensity or the level of effort that is displayed in a specific action

- Persistence or the duration of time that an individual would spend on a specific activity.

Motivation is therefore a function of drive and energy (Potgieter, 2003; Weinberg & Gould, 2003). Reber (1995) defines motivation as an internal state of an organism that impels or drives it to action. In this sense it is an energizer of action. Reber (1995) makes a distinction between a generalised state of motivation and motivational states that are specific to particular needs and drives. Generalised motivation state is one of general arousals without a specific goal or direction. Specific motivational states refer to the motivational states that must be analysed in terms of individual needs and drives. In other words, it refers to the specific need or drive that would motivate the individual into action. Weiss and Ferrer-Cajja (Horn, 2002) call these needs or drives the source of motivation. The source of motivation would be different between individuals, as each has different needs although similarities would exist within specific groups such as endurance athletes.
Motivation is often misunderstood in the context of sports. Firstly, motivation is considered synonymous with arousal. Coaches assume that pre-game locker room inspirational talks and other procedures motivate players to enhance performance. A second misunderstanding evolves around what coaches call positive thinking. Coaches extol athletes to imagine themselves winning or achieving success in sporting situations and this thought will enhance performance. Lastly, it is believed that motivation is generally endowed and not learned.

The term incentive motivation, in its current connotations, first started to receive direct attention in psychology, as an expansion of Hull’s idea in the 1930s’ that the organisms anticipatory goal reaction could be considered an effective determinant of action.

Cratty (1989) defines incentive motivation as the motives for entering and persisting at sports competitions which are specific to the age group studied, the culture in which the data have been obtained and the sporting context in which the research has been conducted.

Alderman and Wood (1976) have made useful contribution to our understanding of this phenomenon. Based on Veroff’s (1969) assumptions that seven major incentive systems (sensory, curiosity, achievement, aggression,
affiliation, power and independence) govern persistent kind of goal directed behaviour of humans.

This concept was used by Alderman and Wood (1976) layout by providing incentives (incentive system) in the sporting activities.

1. Independence (action on their own, relying on each other, are responsible for your own actions),

2. The power of authority, dominion (managing others),

3. Affiliation (friendship, comradeship),

4. Stress (arousal seeking, hard - situation),

5. Excellence (high quality and efficiency of what is done),

6. Aggression (fighting with others, to sabotage the other),

7. Success (gaining recognition, status, prestige).

All the above needs may be in different ways and in varying degrees, to meet the sport, which is the essence of sport and is a very specific factor, but rather a set of incentives. With a number of studies on athletes of all ages and of varying seniority shows that the vast majority of young people in particular deals with the sport or the business of mobility at all (games etc..) For several
reasons. Their motives are many and varied. The views on this subject by majority of researchers are as follows:-

1. The most frequent themes of sport is the desire of belonging, mastery of movement, stimulation, recognition and success, mobility and discharge energy.

2. Relatively less important themes are the desire of independence, authority, aggression and the impact of other people (including parents).

3. Between individuals of different sexes are not apparent differences in the motivation of sport.

4. Nor is there a difference between individuals of different age.

5. There was also no significant differences between representatives of different cultural backgrounds.

Sports themes often vary with age, and class player. Children strongly emphasize the importance of fun, entertainment, traffic needs; the young men often have a view of the results and achievements. Several studies on reasons for repulsion from the sport and discontinuation of sporting activities have shown that children go from most sports because of fear of failure and because of the low assessment of their capabilities. Children abandon sport from the grounds of the negative: no time for fun, tiredness, excessive competition for terminals, lack of joy, pleasure and fun, aversion to the coach.
Based on studies by Carron A.V. (1984) and by various authors’ state the reasons for the interruption of sporting activities:

1. Most Common reasons given and the move away from sport are interested in using a field of activity.

2. The negative reasons for the cessation of sport, are a lack of time for fun, the lack of success, the lack of progress in terms of skills in the field of sport, no feeling of pleasure, tiredness and fatigue, injury, lack of incentive on the part of important people are few of the reasons which shows the poor attitude and bad driving style on the part of the coach.

3. The negative themes of sport interruptions occur often in the youngest participants. This is a very important statement for trainers working with very young athletes who treat children instrumentally, are no early successes sports and forget about the need for fun and entertainment.

Excessive emphasis on competition and achievement in a very young age of the great sporting achievements, as well as too early and too frequent participation in the occupations of children is for health, educational and
psychological - and not at all wrong is not conducive to achieving a truly great performance in adulthood, and in subsequent stages of training.

Alderman and Wood (1976) developed a sport specific instrument, the Alberta IMI (A-IMI), in order to assess the values that athletes place on the seven incentive systems and evaluate which of these systems were more important for each athlete. Wood (1978), examined reliability and validity of A-IMI and revised the seven incentive systems of the inventory in an attempt to refine the instrument and assess the most critical incentive perceived by athletes through their sport participation. The revised incentive systems are: affiliation, aggression, excellence, independence, stress, success and power.

Alderman (1978) reports that the value of strength, affiliation, excellence, stress, success, aggression, power and independence showed and orderly sequence which was consistent when his inventory was employed on thousands of athletes.

Cratty (1968) noted that motives assist in determining the intensity and effort put into a selected activity, but these motives may vary from individual to individual and are dependent upon the chosen activity. The motivation orientations related to sport involvement are compensation, cooperation and group cohesiveness, competition, being a champion, possession of victory,
seeking risk and challenge, aggression, and escape. Oglive and Tutko (1963), after acknowledging the fact that the motivation forces in athletes are exceedingly complex, and reported that need for love, social approval, status, security and achievement are some of the reasons for participation in sport. Most participation motivation for involvement in sport activities, however, can be grouped into three major categories task, ego, and social incentives.

**Task-Oriented Incentives**

Task-Oriented incentives are those intrinsically tied to participating in sport itself. Task-oriented motives have been classified as total task absorption (Csikszentmihalyi, 1975; Maher & Braskamp, 1986) or as innate individual desire, when not experiencing physiological and/or psychological stress, to engage in an activity for experiencing an enhanced sense of competence (White, 1959). The latter perception was derived by seeking and successful overcoming optimally challenging task circumstances in which task demands only slightly exceed the individual’s capabilities. Task-oriented motives typically involve competition with self, and task-oriented individuals are inclined to choose tasks in which they are maximally responsible for outcomes.
Ego-Oriented Incentives

Ego incentives are founded upon desire to demonstrate competence through comparing personal performances with performances of others. Thus, the goal of these incentives is not just to demonstrate improve personal competence but to compete successfully with others. De Charms (1968) likened ego-involvement to extrinsic motivation and an externally perceived locus of causality. When ego-involved, an individual is concerned with outcome and evaluates it in terms of what has been attained in comparison to what has been sought. Function of an ego incentive is not just to accomplish something, but to be better than someone else.

Social Incentives

Social incentives are those which stress interpersonal relationships. Social reinforcement, affiliation, and recognition from significant others are desirable outcomes. Faithfulness is stressed, and an individual is happy to conform to expectations of others. Enhancing one’s ability is of little consequence, but enhancing one’s relationships with others is very important.

Sporting situation being a social phenomena which involves competition and cooperation for the participants, the presence of spectators, the need to do well, the social class and the community of the athletes, all
influence their participation and performance. It is believed that the degree of motivation differs from one individual to another, one athlete to another.

Competition is a predominant feature of our society and the degree to which a competitor or competition itself serves; it increases a participant’s motivation. The proposition is:-

1. Competitiveness is a learned behaviour.
   (a) The competitive drive varies in intensity in individuals from different cultures.
   (b) The competitive drive increases in intensity in children as they get older.
   (c) The competitive drive varies in intensity according to the personality of the participants.

2. The performer’s ability in relationship to the challenge in the task has an influence on competitive drive.

3. Early success contributes to the development of the competitive drive, early failure contribute to a decrease.

In this world of competitive sports every sportsman and woman is in a race to excel each other, thus showing their supremacy over the other. Thus it
requires a perfect amalgam of physical, physiological and psychological attributes in perfect gear to establish this supremacy. Like other games and sports, badminton has proved as most outstanding, crowd pulling difficult individual sport in the field of today’s competitive world.

Pat Davis (1998) says that badminton has been one of the fastest growing participant sports for a decade. Today badminton is played in nearly every school and village, town and city throughout the world. It offers three types of game- each with its own character, its own particular genius:-

1. Singles are as demanding of stamina as of patience in man to man or woman to woman combat.

2. Men’s and women’s doubles are power game of long, fluctuating rallies in which attack rapidly follows defense and defense, attack.

3. Whilst mixed doubles, a subtler more delicate cat and mouse game, brings into play yet different skills.

The game is played on a rectangular court, divided into two halves by a net. The game is played by opposing players. Two players make a single game. Four players make a double game. The players occupy opposite halves of the court. The players use rackets to hit the shuttlecock over the net so that it hits the floor on the opponent’s side of the court. The doubles court is wider than
the singles court. A contest consists of the best of three games. All games are played up to 21 points. At the conclusion of each game, the players change ends.

The present study is undertaken with a view that:

1. Not many studies of this nature on Badminton players could be found, and this study could be very much beneficial for the players to improve their performance in the national and international competitions.

2. To diagnose the strength and weaknesses in the dynamics of incentive motivation system operating among badminton players at National level.

3. Chart out gender based difference in motivation, if any.

4. Chart out age based difference in motivation, if any.

Incentive motivation inventory has served as “an instrument for diagnosing the motivational status of sports person and sketching out group and individual profile across culture.
**Statement of the Problem**

The present study is entitled “AN ANALYTICAL STUDY OF INCENTIVE MOTIVATION OF BADMINTON PLAYERS AT NATIONAL LEVEL”.

**Delimitations**

1. The study is delimited to 1000 National level Badminton players including 500 male and female players.

2. The study is delimited to 500 junior and 500 senior badminton players.

**Limitations**

1. Though the samples taken for the study may have similar level of achievement but their locality, environment in which they had been brought up, family background, training style and pattern used by different coaches for each player which differs might be considered as a limitation for the study.

**Hypotheses**

1. It is hypothesized that excellence, success and affiliation may be the strongest incentive motives operating in badminton players.
2. It is also hypothesized that male and female badminton players may not differ in the level of motivation.

3. There will be a difference in the dynamics of motivation between junior and senior players.

Definition and Explanation of Terms

Motivation

Motivation is a set of one or more conditions which activate-turn on-behaviour, direct the behaviour towards some goal and maintain behaviour until the goal is reached (Wittig and Williams III, 1984).

Incentive Motivation

Incentive motivation are the motives for entering and persisting at sports competitions which are specific to ‘age’ culture and sporting content. (Cratty, 1989).

Excellence

Excellence is pursued for its own sake alone and not being instrumental for attaining other goals. The pure sense of mastery and competence are seen
as being attractive regardless of whether or not success accompanies excellence. Self-esteem, rather than social esteem, results from excellence.

**Power**

This is “influence” motivation. The incentive value is attached to opportunities in sport for controlling changing, or influencing other people, and resisting control of other people over oneself.

**Stress**

Incentives attached to sensory experience, excitement, uncertainty, novelty and tension complexity.

**Independence**

The attractiveness of opportunities to do things on one’s own without the help, advice, encouragement, or interference from other people. Being allowed to succeed or fail by one’s self is important. Resisting the control by other people is also important.
Success

Incentives attached to status, prestige, recognition, social approval. The “social” and “self” esteem that accrues from being successful. The attractiveness of performing in front of people where one is publicly evaluated on one’s success or failure in a competitive situation.

Aggression

The attractiveness of incentives attached to the physical domination intimidation, and subdugation of one’s opponents. Ascendancy over other people (i.e. power) secondary F.N.S.

Affiliation

The attractiveness of sport as a means of attaining, maintaining, and consolidating close, warm, personal relationships with other people. Such incentives comes out of the desire for social comparison with similar others and the fear of rejection or social isolations.

National

Players representing their state, department or University at Junior, Senior and All India Inter University competitions.
Significance of the Study

Understanding the nature of expert performance in sports is important in both theoretical and practical terms for the sport psychologist. Practically, knowledge generated from studying the expert has the promise of immediate relevance to the key questions of talent identification, testing and training, routinely faced by coaches and players.

The importance of motivation is recognized by people in all aspects in physical activity. The motivation to perform well is evident in many people who play sport at varying level of ability. The sport community has long entertained great interest in the factors which motivates people. Motivation is one of the central aspects of high state of arousal. It is highly complex multidimensional aspect of the individual participant in sport.

Singer (1975) contended that actual productivity of an individual athletes or team is equal to potential productivity minus losses attributable to lack motivation. Carron, Ball,J., & Chelldurai,P.(1977) argued that motivation is necessary but not a significant condition for optimum performance.

How to motivate athletes is one of the most challenging tasks for a coach and so he must also be aware of what provides incentives for an
atheletes. The findings of this study will add to the existing knowledge in this area and will be beneficial for players, physical educators and coaches.