

CROSS VALIDATION OF MOTIVATION QUESTIONNAIRE IN SPORTS: A STUDY

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INTRODUCTION

"Sport psychology involves preparing the mind of an athlete, just as thoroughly as one prepares the body. Sport psychology is an emerging field in the worlds of psychology and athletics. For many elite-level, professional, recreational, and even youth athletes, successful performances, cannot simply be reduced to superior physical performance.

Instead, performance in any endeavor, is largely contingent upon mental preparation and psychological strength. Just as you prepared for competition by practicing physical skill as well as increasing your strength and endurance, you must also prepare yourself mentally. This includes setting clear, short-term goals, entertaining positive thoughts, using self affirmations, imagery, negative thought stopping, etc.

Thanks to the extensive coverage of athletic events now-a-days, the sports enthusiast can understand the need for and benefits of sport psychology. Examples of mental training surround us - for instance skiers, divers, and gymnasts imaging their routines or tricks before they perform; Nancy Kerrigan's successful use of sport psych principles after she was maliciously attacked so close to the 1994 Olympics; golfers and biathletes using relaxation techniques to slow their heart rates and breathing thereby allowing for better accuracy in their shots; and basketball player using a combination of goal setting and imagery to improve their free throw percentages. The principles of sport psychology are helping athletes succeed in many ways."

Knowledge and competence in sport psychology may be applied to two main functions, namely (1) diagnosis and assessment (e.g. talent detection, testing of cognitive or sensory-motor skills, or evaluation of the needs of participants), and (2) intervention (e.g. guidance in cooperation with – other responsible persons in the field, counseling, or consulting in special problem situations).

Sports Psychology is about improving your attitude and mental game skills to help you perform your best by identifying limiting beliefs and embracing a healthier philosophy about your sport.

TEN BENEFIT FROM SPORTS PSYCHOLOGY

Improve focus and deal with distractions. Many athletes have the ability to concentrate, but often their focus is displaced on the wrong areas such as when a batter thinks “I need to get a hit” while in the batter’s box, which is a result-oriented focus. Much of my instruction on focus deals with helping athlete to stay focused on the present moment and let go of results.

Grow confidence in athletes who have doubts. Doubt is the opposite of confidence. If you maintain may doubts prior to or during your performance, this indicates low self-confidence or at least your are sabotaging what confidence you had at the start of the competition. Confidence is what I call a core mental game skill because of its importance and relationship to other mental skills.

Develop coping skills to deal with setbacks and errors. Emotional control is a prerequisite to getting into the zone. Athletes with very high and strict expectations, have trouble dealing with minor errors that are a natural part of sports. It’s important to address these expectations and also help athletes stay composed under pressure and when they commit errors or become frustrated.

Find the right zone of intensity for your sports. I use intensity in a board sense to identify the level of arousal or mental activation that is necessary for each person to perform his or her best. This will vary from person to person and from sport to sport. Feeling „up” and positively charged is critical, but not getting overly excited is also important. You have to tread a fine line between being excited to complete, but not getting over-excited.

Help teams develop communication skills and cohesion. A major part of spots psychology and mental training is helping teams improve cohesion and communication. The more a team works as a unit, the better the results for all involved.

To instill a healthy belief system and identify irrational thoughts. One of the areas I pride myself on is helping athlete identify ineffective beliefs and attitudes such as comfort zones and negative self-labels that hold them back from performing well. These core unhealthy belief must be identified and replaced with a new way of thinking. Unhealthy or irrational belief will keep you stuck no matter how much you practice or hard you try.

It’s important to look at your level of motivation and just why you are motivation to play you sport. Some motivations are better in the long-term than other. Athletes who are extrinsically motivated often play for the wrong reasons, such as the athlete who only participates in sports because of a parent. I work with athlete to help them adopt a healthy level of motivation and be motivated for the right reasons.

Develop confidence post-injury. Some athletes find themselves fully prepared physically to get back into competition and practice, but mentally some scars remain. Injury can hurt confidence, generate doubt during competition, and cause a lack of focus. I help athletes mentally heal from injuries and deal with the fear of re-injury.

To develop game-specific strategies and game plans. All great coaches employ game plans, race strategies, and course management skills to help athletes mentally prepare for competition. This is an area beyond developing basic mental skills in which a mental coach helps athletes and teams. This is very important in sports such as golf, racing, and many team sports.

To identify and enter the “zone” more often. This incorporates everything I do in the mental side of sports. The overall aim is to help athletes enter the zone by developing foundational mental skills that can help athletes enter the zone more frequently. It’s impossible to play in the zone everyday, but you can set the condition for it to happen more often.

Some psychological factors associated with performance enhancement in serious athletes are discussed. Those factors are delimited to what occurs during a competitive performance. Four mental skills: (a) segmenting, (b) task-relevant thought content, (c) positive self-talk, and (d) mood words are reviewed. Typical thinking developed through sport participation, a very common control condition, is not conducive to optimal or maximal performance. The implementations of these mental skills produce athletic performance enhancements, even in elite athletes. Any extra effort or physiological cost does not accompany improvements. It is proposed that the teaching of these and similar skills must become part of an athlete's experience if performance standards are to be improved further.

A serious competitive setting is where the consequences of performance are most important and strongest for an athlete. Factors that affect an athlete's perception of this setting have been described in the *Sport Pressure Checklist* (Rushall & Sherman, 1987). Variations in these factors produce performance inconsistencies (Teed, 1987) as well as suggest patterns that predispose excellent performances (Rushall, 1987).

In challenging and serious performance situations, it has been found that performance-oriented “strategies” (plans) of specific detail have notable effects on performance consistency and reliability (Coles, Herzberger, Sperber, & Goetz, 1975; Vestewig, 1978). The need for specific preparations is now commonly recognized in several fields (e.g., business, performing arts) and its founding research so convincing that it is now rarely investigated. However, it is still being neglected in the majority of sporting situations by coaches and sport psychologists.

Further, when strategies are formulated primarily by athletes they generally produce the following benefits: (a) reduction in uncertainty and interpretive distractions and the stress of negative situations, (b) enhanced performance consistency, (c) improved coping capacity for

problems, and (d) minimized performance deteriorations (Averill, 1973; Hollandsworth, Glazeski, & Dressel, 1978). Research reports of the value of performance strategies in sports have been published (e.g., wrestling, Horton & Shelton, 1978; basketball, Meyers & Schleser, 1980; skiing, Rotella, Gansneder, Ojala, & Billing, 1980; swimming, Rushall, 1978; rowing, Rushall, 1990).

If an event is of long duration, it needs to be broken into segments. Partitions should be short enough for the athlete to totally concentrate on what needs to be thought of and done in that period. This assists focusing on the completion of successful competition elements. Structuring performances in this manner is called "segmenting." In the U.S. Navy, a similar approach to combat missions is known as "compartmentalizing" (e.g., TOP GUN).

MOTIVATION

Motivation is the reason or reasons for engaging in a particular behavior, especially human behavior as studied in psychology and neuropsychological. These reasons may include basic needs such as food or a desired object, hobbies, goal, state of being, or ideal. The motivation for a behavior may also be attributed to less-apparent reasons such as altruism or morality. According to Geen,^[1] *motivation* refers to the initiation, direction, intensity and persistence of human behavior.

INTRINSIC MOTIVATION

1. Stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment.

Intrinsic motivation is usually self-applied, and springs from a direct relationship between the individual and the situation. It is very important factor in the design of a learning or training course.

2. **in·trin·sic** (in trin'sik, -zik) belonging to the real nature of a thing; not dependent on external circumstances; essential; inherent

EXTRINSIC MOTIVATION

Extrinsic motivation is when I am motivated by external factors, as opposed to the internal drivers of intrinsic motivation. Extrinsic motivation drives me to do things for tangible rewards or pressures, rather than for the fun of it.

AMOTIVATION

The amotivating aspect of this behavior facilitates perceived competence to decrease intrinsic motivation and increase amotivation in people

REVIEW OF RELATED LITERATURE

Self-determination theory purpose by ¹**Barkoukis** provides an integrated conception of school- and academic motivation. The theory proposes a continuum comprising three types of motivation: intrinsic motivation (IM), extrinsic motivation (EM), and amotivation (AM), characterised by seven dimensions (IM = to know, to accomplish and to experience stimulation, EM = external regulation, introjection and identification, and Amotivation). The purpose of the present study was to examine the psychometric properties of the Academic Motivation Scale (AMS) with Greek high school students. Two studies were conducted to examine the factorial, construct, concurrent and predictive validity of the scale along with its reliability properties. Confirmatory factor analyses supported the proposed seven-factor structure. The scale showed satisfactory levels of internal consistency and temporal stability. Additionally, indices of the scale's construct, concurrent, and predictive validity were in the desired direction. These findings support the use of the Greek version of the AMS for the assessment of intrinsic motivation, extrinsic motivation, and amotivation.

The purpose of the study by Ferrer-Caja² was to cross-validate a model of relationships among social-contextual factors, individual differences, and intrinsic motivation in adolescent students enrolled in required courses (E. Ferrer-Caja & M. R. Weiss, 2000) with an independent sample of students taking elective courses.

Female and male high school students (N = 219) completed measures of motivational climate, teaching style, perceived competence, self-determination, goal orientation, and intrinsic motivation. Motivated behavior was assessed by teachers who rated the students on ...

This study investigated the relationships between motivation and perceived relatedness (PR).? Athletes (N = 243) from 10 schools in NCAA Division I, II, and III and NAIA II (in California and Indiana) completed the Sport Motivation Scale and the Perceived Relatedness Scale.? Results indicate that PR intimacy can predict the unique variance for intrinsic motivation (IM) stimulation and extrinsic motivation (EM) identification.? PR acceptance can predict the unique variance for IM knowledge, IM accomplishment, and amotivation. Results are discussed in terms of the self-determination theory.

The purpose of the study by **Villacorta**³ Individuals' reasons for their lack of motivation toward environmental protective behaviors were proposed: amotivation because of strategy, capacity,

¹Vassilis Barkoukis, Department of Physical Education and Sport Science, Aristotle University of Thessaloniki, Thessaloniki, Greece

<http://www.informaworld.com/smpp/content~content=a790578333~db=all~jumptype=rss>

²E.Ferrer-Caja,

Cross-validation of a model of intrinsic motivation with students
findarticles.com/p/articles/mi_hb3508/is_200209/ai_n8304707-40k

³Mark Villacorta

effort, and helplessness beliefs. Confirmatory factor analyses and correlations between the four types of amotivation and constructs related to the environment supported the validity of the constructs. A structural model in which helplessness beliefs could be predicted by the other sets of beliefs, and wherein strategy and ability beliefs resulted from effort beliefs, was tested. All estimated parameters were significant, with the exception of one link: amotivation because of effort beliefs did not display a significant relationship with helplessness beliefs. The importance of understanding why individuals may be amotivated and the strategies liable to help reduce their lack of motivation are discussed.

The authors **Simon (2007)**⁴ investigated students' profiles regarding autonomous, controlled, and amotivated regulation and tested whether profile groups differed on some academic adjustment outcomes. Studies 1 and 2 performed on high school students revealed 3 profiles: (a) students with high levels of both controlled motivation and amotivation but low levels of autonomous motivation, (b) students with high levels of both controlled and autonomous motivation but low levels of amotivation, and (c) students with moderate levels of both autonomous and controlled motivations but low levels of amotivation. These first 2 studies revealed that students in the high autonomous/high controlled group reported the highest degree of academic adjustment. Study 3 performed on college students revealed 3 profiles: (a) students with high levels of autonomous motivations but low levels of both controlled motivation and amotivation, (b) students with high levels of both autonomous and controlled motivation but low levels of amotivation, and (c) students with low to moderate levels of the various motivational components. Study 3 indicated that students in the autonomous group were more persistent than students in the other groups. Results are discussed in light of self-determination theory (E. L. Deci & R. M. Ryan, 1985). (PsycINFO Database Record (c) 2007 APA, all rights reserved)

A scale was developed to assess several types of motivation in elementary school children. In addition to the usually recognized internal and external motivation, a third type, termed "amotivation," has been postulated. Students are amotivated when they do not perceive a link between outcomes and their own actions. The preliminary version of the Elementary School Motivation Scale (ESMS) to measure these types of motivation was prepared after asking 561 students in 9 elementary schools in the Montreal area (Quebec, Canada) reasons why they did their homework and why they went to school. An initial 40-item version was completed by 478 students from the same area. Four teachers were asked to judge whether the scale would be suitable for elementary school students. Overall findings with the sample replicated results obtained with

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<http://eab.sagepub.com/cgi/content/abstract/35/4/486>

⁴ Simon

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<http://psycnet.apa.org/index.cfm?fa=main.doiLanding&uid=2007-17712-004>

similar scales for high school and junior high school students. Some support was found for the reliability and validity of the ESMS. These preliminary results suggest that the scale should be a useful tool for motivation research at the elementary-school level. (Contains 3 tables and 12 references.) (SLD)

The purpose of the study Under (2007)⁵ study involved boys and girls of secondary school level aged 14 to 19 ($N = 1214$) who took part in sport and physical activity in addition to their compulsory physical education classes were asked to complete the Participation Motivation Inventory (PMI; Gill, Gross, & Huddleston, 1983), the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992), and the Perceived Physical Ability (PA) subscale of the Physical Self-Efficacy Scale (PSES; Ryckman, Robbins, Thornton, & Cantrell, 1982). Factor analysis with varimax rotation of the PMI items produced seven motive structures similar to those obtained by Gill et al. (1983). Multivariate and univariate ANOVA techniques produced significant sport motive differences among four goal profiles resulting from a cluster analysis (moderate task-moderate ego, high task-high ego, low task-high ego, and high task-low ego) in youths. The high task-high ego group in general subscribed to both the intrinsic- and extrinsic-typed sport motives more strongly than the other groups and exhibited the strongest motive strengths. Sport motive differences varied as a function of PA, gender and participation level. However, the relationship between goal profiles and sport motives was not moderated by PA, gender or participation level. We conclude that it is the combination of task and ego orientations, rather than the level of PA, that is important for the adoption of participation motives in youth.

The authors Shulman (2005)⁶ examined the personality and motivational underpinnings of goal construction among Israeli young adults participating in a preparatory academic program ($N = 236$). Participants with a strong sense of efficacy reported elevated project investment and intrinsic and identified motivation, a positive project appraisal, and reduced amotivation. In contrast, self-critical participants reported reduced intrinsic motivation and elevated amotivation, and a negative project appraisal. These findings emphasize the role of personality and motivation in goal construction during young adulthood, and confirm conceptualizations of efficacy and self-criticism as respectively representing adaptive and maladaptive aspects of self-definition.

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www.ijsp-online.com/content/abstracts/ - 25k -

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(2005)

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ADMINISTRATION OF QUESTIONNAIRE AND COLLECTION OF DATA

The two questionnaires selected for the purpose of the study namely Motivation Questionnaire in Sports and Sports Motivation Scale were administered to 85 subjects. The subject were given all necessary instructions before distributing the questionnaire. It was clearly explained to the subject that the responses are being collected for the purpose of cross validating the two scientifically authenticated questionnaire. They were further informed that their responses will be kept confidential and were requested to cooperate the research scholar. The subject were asked to respond as quickly as possible without brooding over any statement once the instructions were understood clearly. None of the subjects encountered any serious problems in understanding the statements which was invariably in English.

SUMMARY

The purpose of study was Co-relation between two motivation questionnaire sports motivation questionnaire and sports motivation scale sports participation. The subjects of the study were 85 players of IGIPSS. The motivation questionnaire in sports contain us statement measuring total level motivation has three sub scale namely Intrinsic Motivation, Extrinsic Motivation and Amotivation. When contains 15 statement each. The responses to each statement are anchored on a 5 point scale. This questionnaire was scientifically authenticated by Tiwari Sharma and Babita. The second questionnaire used for the purpose of the study was Sports Motivation Sports developed by Pallelier, Fortier, Vallerand, Briera, Tuson, Blais (1995). The Motivation questionnaire in sports (MQS) contain 28 item (4 items for each of the 7 subscale) assessed on 7 point scale. This subscale are intrinsic motivation toward knowledge, accomplishment and stimulation, as well external, interjected and identified regulation and a motivation.

The data counted from 85 subjects on about two questionnaire were statically analysis using pearsons product moment correlation and finding of the study have been enlisted in chapter-4.

CONCLUSIONS

In light of the limitation of the study following conclusion have been brawn

1. It was found that there were significant correlation obtained between Intrinsic Motivation sub variable of Motivation Questionnaire in Sports and Sports Motivation Scale.
2. It was found that there were significant correlation obtained between Extrinsic Motivation sub variable of Motivation Questionnaire in Sports and Sports Motivation Scale.
3. It was found that there were no significant correlation obtained between A motivation sub variable of Motivation Questionnaire in Sports and Sports Motivation Scale.

4. It was found that there were significant correlation obtained Total Motivation scores of Motivation Questionnaire in Sports and Sports Motivation Scale.

RECOMMENDATIONS

Following recommendations are being made on the basis of conclusions of the study:

1. The Motivation Questionnaire in Sports and Sports Motivation Scale questionnaire can be used for the purpose of the research to assess the sports person on the psychological variable of motivation. However, it is recommended that since the Motivation Questionnaire in Sports is based on Indian population (sports persons) the questionnaire be given preference.
2. It is recommended that similar study may be taken using other questionnaires of Indian origin and be cross validated with questionnaire of foreign origin.

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