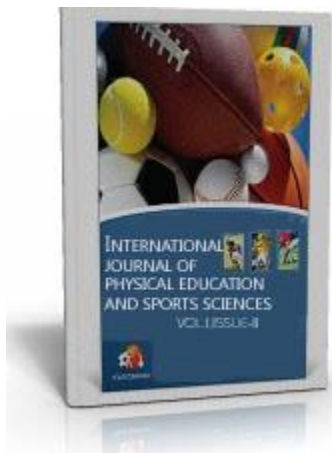


Effect of Motivational Techniques on the Skill Learning Of Beginners in Basketball



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ABSTRACT

The purpose of this study was to determine the effect of motivational techniques on the performance of the beginners in Basketball. Motivational techniques used were extrinsic reward, social reinforcement by the coach, goal setting and competition. 25 basketball beginners of L.N.U.P.E, belonging to the 18 to 25 years age were selected as subjects for this study.

The subjects were divided into two equated groups in experimental and control groups and performance was taken in initial testing. Along with regular Basketball training the experimental group was also given motivational techniques where as the control group only received Basketball training. For the purpose of comparing the performance means of motivational group with non motivational group in this study t-ratio was made as an overall test of significance. The t-test was employed for testing the significance at .05 level of confidence.

Analysis of data revealed that there was significant difference at .05 levels between the pre and post –test scores of experimental group (8.04) and control group (4.84). Further it also showed that the post test score of experimental group and control group differ significantly.

Key words: Beginners, Extrinsic Motivation, Goal Setting, T-Test.

INTRODUCTION:

Motivation is a complex topic that does not lent itself to simplistic approaches. A coach's challenges are not only to find a means to motivate, but to avoid destroying the intrinsic motivation of his or her athletes. Motivation is concerned with all intensity and the direction of behavior. In absence of proper motivation not only in learning process but also life it becomes an uphill task. Motivation then is considered as that process by which a child may be prepared to respond to situation which is directed towards the achievement of certain predetermined goals or objectives. In this field of physical education and sports, no athlete can win or even show better performance without motivation. Hence, researcher felt necessary to attempt to investigate the effect of motivational techniques on the skill learning of beginners in basketball.

MATERIALS & METHODS:

For the purpose of the study Twenty five young basketball players belonging to the age level of 18 to 25 years underwent six week training program in Lakshmibai National University of Physical Education, Gwalior served as subject for this study. Performance in both initial and final test was taken in term of Johnson basketball test which consists of following test items-

- (1) Field goal speed test
- (2) Basketball throws for accuracy
- (3) Speed dribble

The study was confined to the following motivational techniques-

1. Extrinsic rewards

2. Social reinforcement by the coaches
3. Competition
4. Goal setting.

The data was collected by administering the tests. The test was administered in the basketball court. The necessary data was collected by the investigator by administering a pre-test on the performance of Johnson basketball test at the beginning of the study and final data was collected at the end of the six week training program in the same manner as the initial testing. The training for motivational techniques was designed keeping in view the criterion of extrinsic reward, social reinforcement, competition and short term goal setting, along with the help from supervisor.

STATISTICAL TECHNIQUE

In order to determine the effect of various motivational techniques on the skill learning of beginners in the basketball, T-test was applied; the level of significance was kept at 0.5.

FINDINGS:

To determine the effectiveness of training programme, the pre-test and post-test scores for each experimental and control group were compared with each other by using t-ratio. The significance of difference between the pre-test and post-test means has been presented in table 1.

TABLE- 1

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF EXPERIMENTAL GROUP AND CONTROL GROUP

Groups	Mean of pre-test	Mean of post- test	Mean Diff.	Standard Error	't' value
Experimental Group	55.52	60.52	5	0.62	8.04*
Control Group	53.88	56.64	2.76	0.57	4.84*

*Significant at 0.05 level

T (0.05) (48) =2.021

An analysis of table 1 showed that, the experimental group exhibited significant improvement on the performance of beginners in basketball. control group also improved performance on the same task significantly but it was less comparatively at 0.05 level of confidence.

The significance of difference between the post-test of experimental and control group means has been presented in table 2

TABLE- 2

**SIGNIFICANCE OF DIFFERENCE BETWEEN POST TEST MEANS OF
EXPRIMENTAL GROUP AND CONTROL GROUP**

Groups	Mean	Mean diff.	Standard Error	't' value
Experimental Group	60.52			
Control Group	56.64	3.88	1.090	3.532*

*Significant at 0.05 level

T (0.05) (48) =2.021

An analysis of table 2 showed that the post-test performance of the experimental group improved significantly than the control group at 0.05 level. Therefore , it may be resolved that the subjects training with motivational techniques (extrinsic rewards, social reinforcement by the coach,

competition and goal setting) five days a week for six weeks showed significantly better performance as compared to the control group.

DISCUSSION:

The analysis of data using t-ratio showed that there was significant difference in performance between initial and final test scores. Both the groups i.e. experimental and the control group improved their performance in Basketball skill test. In the first place it is apparent that the final performance of the experimental group was found to have improved significantly which may be attributed to the fact that the application of the motivational techniques (extrinsic reward, social reinforcement by the coach, goal setting and competition) in addition to the training, might have improved their performance.

Secondly, the performance of the control group showed improvement in the final testing than that of their initial test. This may be due to the reason that a very systematic training programme was followed while training them, moreover the control group subject's performance of the beginners in the control group also improved significantly. Finally, the performance of experimental group was comparatively better in the final testing than the control group. This difference in the final test scores may be due to the fact that, the various motivational techniques with which the experimental group was trained in addition to the general training have caused so, as all the motivational techniques substantially contributed to the betterment in the performance. The result of the present study pertaining to the improvement in the basketball skill of the beginners of basketball was due to the application of the motivational techniques.

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