

Comparative study of sports interest and motivation between sports persons and non-sports persons of Kashmir University

¹*Sajad Ahmad Parray*

Research Scholar Department of physical education Rabindranath Tagore University Bhopal,

²*Dr. Manoj Kumar Pathak*

Head of the Department of physical education Rabindranath Tagore University Bhopal.

Abstract

These days sports competitions are very tough. Players are using best techniques and best training methods for better results during competitions. Even then they are not satisfied by their results. Thus the importance of psychology was realized in physical education to give best possible results of players. Sports psychology is the branch of psychology which deals with positive behavior of sports person during training and competition period to increase performance. It guides coaches and players to give individual attention regarding various methods and various motivational techniques. It gives knowledge regarding adolescence problems, changes during adolescence, managing adolescence problems. It guides sports ethics and sportsmanship to develop sports attitude. The knowledge of sports psychology helps coaches and players to develop and control anxiety level. It also helps to tackle various stresses of life. Interests builds up by past satisfaction or by an anticipated future satisfaction. It is important to note that even failure win hope leads to continued interest. Individuals develops different interests according to their disposition, attention, economic, social or political status etc. Acquired interest depends to a large extent on one's experience. A Childs interest reflects the structure of his personality, particularly of the way previous experiences influence his perception of himself. While children pursue their interests in group activities, they simultaneously develop their social and technical skills. They find opportunities for outlets in creative expressions and social interactions while exploring their own interests. Interests lead to exploratory activities in many new fields. Studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behavior and cognition, and affect academic, work, or sport situations.

Keywords: *Comparative study, sports person, non-sports motivation, interest, Kashmir University*

Introduction

Life will be colorless and Barron unless one has something to work for. Boredom and depression are frequent companions of one lacks personal goals and interests. A sense of direction and enthusiastic concern stabilizes one's life. It gives impetus and interest to daily activities and keeps one going when difficulties are encountered. Interest is not an activity. It is a permanent tendency or a mental structure which supplies

sufficient motivating power to maintain the motor activity interest can be the cause of an activity and the result participation in activity. Interest may refer to the motivating force it compels us to attend to a person, a thing or an activity, or it may be the effective experience that has been stimulated by the activity itself. Drever has defined interest by stating that “an interest is a disposition in its dynamic aspects”. Interests build up by past satisfaction or by an anticipated future satisfaction. It is important to note that even failure without hope leads to continued interest. Individuals develop different interests according to their disposition, attention, economic, social or political status etc. Acquired interest depends to a large extent on one's experience. A child's interest reflects the structure of his personality, particularly of the way previous experiences influence his perception of himself. While children pursue their interests in group activities, they simultaneously develop their social and technical skills. They find opportunities for outlets in creative expressions and social interactions while exploring their own interests. Interests lead to exploratory activities in many new fields. Such an understanding is quite helpful when interests are used in vocational guidance and classroom planning. Likes and dislikes are often reflected through the interests one develops. The scope of likes and dislikes of an individual is modified by his abilities and the environmental opportunities. A high level of aptitude permits him to engage successfully in a number of activities. Similarly, the richer an individual's environment, the more opportunities he will have for a wide range of experience. The needs and value system of an individual provide direction to his selection of tasks. Only those activities that satisfy relevant needs will continue to be attractive. If the needs can be satisfied in only a small range of possibilities, interests become limited accordingly. Variation in interests reflects the influence of the individual's experience. Now where do differences in interests appear to strikingly as between the two sexes. Interest need not be permanent at all the times. Any action or object which is not associated with fulfillment of any permanent need evokes only temporary interests. The moment that purpose is served or the need fulfilled, one loses interest in that thing or the work. On the other hand, when the action or object is associated with fulfillment of permanent needs, it develops permanent interest which subsists to evoke constant response towards fulfilling the need. Interests are more than static qualities of the personality, more than favored clusters of activities. Interest has important dynamic qualities; interest is sometimes innate but mostly acquired. It is through the development of interest and activities pursued in interest satisfaction that one explores and tests his skills and abilities. By this process one eventually acquires a realistic concept of his personal characteristics, capacities, and abilities, and his strengths and weaknesses. Through this medium he learns about the characteristics of his social environment, resources available in his physical environment, and the means and skills through which he personally can reach a maximum of his life's need fulfillments.

Sports have been of great interest to people from times immemorial. Even today sports are on the world map. Olympic Games, World Cup Tournaments, Asian Games, Test matches and Nationals occupy the headlines in newspapers. Everyday columns after columns are developed the news. The importance and the recognition which the sports have received from government, press and public clearly indicate that sports are taken up for mere reaction or prestige purpose but the participation in sports, rather influences

the whole personality of the athlete. Sports influences all aspects of athlete's personality and help him in gaining the inner springs of faith and courage, mastering the skills, adjusting in the society and meeting the strains of modern life with ease and calmness.

Motivation:

Studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behavior and cognition, and affect academic, work, or sport situations.

Motivational research in sport psychology has also been based on an achievement goal perspective. Nicholls' (1984, 1989) goal perspective theory proposes that achievement behavior is the product of individuals' achievement goals. Goal perspective theory states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definitions of success and failure are based on two goal orientations. The task goal orientation is characterized by self-referenced perceptions of competence and emphasizes task mastery and performance improvement. An ego orientation is defined by norm-referenced perceptions of competence and an emphasis on winning and positive social comparisons with others. The majority of achievement motivation research in sport psychology has primarily focused on individual differences (goal orientation) to explain, describe, and predict behavior. However, Ames (1984, 1992) and Nicholls (1989) contend that achievement motivation must be examined from a social cognitive paradigm in order for researchers to accurately grasp the true nature of one's need to achieve. Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe & Jenkins, 1993). Guarantee achievement. Similarly, achievement does not reflect motivation (Keefe & Jenkins, 1993). Achievement motivation is an essential element of human personality. It directs a person's activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style (Gracz & Sankowski, 1995).

Sportsperson:

Sports Person is all forms of usually competitive physical activity which, through casual or organized participation, aim to use maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators. A sports person (North America: athlete), (gendered as sports or sports woman) is a person trained to compete in a sport involving physical strength, speed or endurance. Sports people may be professional or amateur. Most professional sports people have particularly well-developed physiques obtained by extensive physical training and strict exercise accompanied by a strict dietary regimen. The word "athlete" is a Romanization of the Greek athletes, one

who participates in a contest; from, a contest or feat. The term may be used as a synonym for sportspeople in general, but it also has stronger connotations of people who compete in athletic sports, as opposed to other sporting types such as horse riding and driving. In British English (as well as other variants in the Common wealth) athlete can also have a more specific meaning of people who compete in the sport of athletics. Hundreds of sports exist, from those requiring only two participants, through to those with hundreds of simultaneous participants, either in teams or competing as individuals. Sport is generally recognized as activities which are based in physical athleticism or physical dexterity, with the largest major competitions such as the Olympic Games admitting only sports meeting this definition, and other organizations such as the Council of Europe using definitions precluding activities without a physical element from classification as sports. However, a number of competitive, but non-physical, activities claim recognition as mind sports.

Non-Sports Person:

A “person who doesn’t know about physical education or sports” There thinking about the sports is wasting time they says that we must share our precious time in literature books we must read the theories because that types of people have experimental mind they never try to participate in sports. They are not interested in games or physical activities the moral comes out they became very lazy and they and their life goes boring their strength, Passions, endurance, tolerance, level goes down and down the Non-Sports persons are not interested to make relations with other persons they like introvert life the Non-Sports person we see in our living life at home the Non-Sports person never take part in any work. His thinking, understanding, attitude, behavior, is low than sports person. The Non-Sports person never knows how to respect others how to respect senior or juniors because in physical education the respect is first study or class.

Review of literature

Sincere efforts have been made by the researcher scholar to locate literature related to this study in the library of Department of Physical Education Kashmir University research journals and Internet also. The relevant studies found from various sources which the researcher scholar has come across are cited below:

Biddle in the year 2001 conducted the study on “Participation in Community Sports Centers: Motivation And Predictors Of Enjoyment.” Research into why people engage in sport and physical recreation has received relatively little attention in both recreation planning and sport psychology. Although there has been a steady flow of North American literature related to participation motivation in competitive youth sport settings, such evidence is of limited value in explaining adult involvement in sport and recreation in Britain. The purpose of this exploratory study was to determine why people participate in sport and exercise in community sports centers and to identify whether these motives predict sport enjoyment. The study was based on a questionnaire-interview of approximately 5 min duration conducted in six community sports centers in Leicester. The sample comprised 336 respondents aged 16 years and over. The subjects were presented with 15 motives for sports participation and indicated their degree of agreement on a 5-point scale. The three most commonly endorsed motives were to maintain health, develop physical fitness and aid relaxation. A factor

analysis with oblique rotation revealed four factors: assertive achievement, physical well-being, socio-psychological well-being, and sports mastery and performance. Discriminate analysis showed that males were more motivated to participate for sports mastery and performance and assertive achievement than females. A ANOVA showed that older subjects were more motivated by socio-psychological well-being than younger subjects. Sport enjoyment was best predicted by socio-psychological well-being, sports mastery and performance, and sports importance, although only 14.4% of the variance in enjoyment scores was accounted for. These results confirm other research on age differences in exercise and mental health, as well as gender differences on participation motives.

Hebert in the year 2005 conducted the study on “College students' motivation for physical activity: differentiating men's and women's motives for sport participation and exercise.” Despite the many clear benefits of an active lifestyle, lack of physical activity is a significant health problem in the college population. A key issue in physical activity research is developing an understanding of motivation. Although physical activity takes many forms, most research designed to enhance motivation for and adherence to physical activity focuses on exercise behaviour and ignores sport participation. In this study, the authors compare motivations for sport participation versus exercise among college students. Results indicate that participants were more likely to report intrinsic motives, such as enjoyment and challenge, for engaging in sport, whereas motivations for exercise were more extrinsic and focused on appearance and weight and stress management. The findings suggest that motives for sport participation are more desirable than those for exercise and may facilitate improved adherence to physical activity recommendations.

Linder in the year 2006 conducted the study on “Situational State Balances and Participation Motivation in Youth Sport: A Reversal Theory Perspective.” Reversal theory (Apter, 1982, 1989,) is one of the motivational frameworks which attempts to examine human subjective experiences and behaviors. There are four dyads of met motivational states (telic-paratelic, conformist-negativistic, autic-alloic, and mastery-sympathy) and individuals may prefer to be in one rather than the other of a dyad of states in a specific context such as sport participation (i.e. situational state balances). **Aims:** The purpose of this study was to examine the relationship between situational state balances and motives for sport and physical activity participation in adolescents using the theoretical framework of reversal theory. Their participation motives and the interacting factors of their situational state balances, gender, and level of participation were examined. **Sample:** Secondary school students (N=1,235) aged about 14 to 20 years who participated in competitive or recreational sport completed the Participation Motivation Inventory (Gill, Gross, & Huddleston, 1983) to assess their motives for sport and physical activity participation, and the Apter Motivational Style Profile (Apter International, 1999) to assess their situational state balances. **Methods:** Factor analysis of the participation motives yielded factors to which MANOVAs and ANOVAs were applied with situational state balance, gender, and participation level as independent variables. **Results:** Factor analysis resulted in seven motive factors: status, team/friend, excitement/challenge, skill, energy release, fitness, and situational factors. MANOVAs and ANOVAs indicated significant differences in the sport

motives between the situational state balances, genders, and levels of participation, and between pairs of situational state balance groups in males and females of competitive and recreational level. The autic-alloic dyad produced the strongest motive strength differences of the four pairs.

Malinauskas in the year 2007 conducted the study on “Supplements Of Interest For Sport-Related Injury and Sources Of Supplement Information among College Athletes.” This study examined incidence of sport-related injury, interest in supplements to treat injury, and sources of supplement information among 145 college athletes (89 males, 56 females). A survey was used to assess sport-related injuries, interest in three categories of supplements to treat injury, and sources of supplement information among college athletes who used athletic training room and weight training facilities. Pearson chi² was used to evaluate differences in frequency distribution of responses by sex. Sport-related injuries were experienced by 91% of athletes (93% males, 88% females). Overall, 17% of participants were interested in supplements to improve circulation, 34% for joint and soft tissue repair, and 22% to reduce inflammation. Significant sex differences were not found for any supplements in any categories evaluated. Males were more likely than females to rely on strength coaches (37%, 20%) for supplement information. Athletic trainers (71% of athletes), coaches (60%), and physicians (41%) were the primary professionals, and the internet (79%), magazines (68%), and television (52%) the most popular sources of media for supplement information. The majority of athletes experience injury during their college athletic career and 17% to 34% express an interest in supplements for injury treatment. Athletes would benefit from scientifically sound guidance to identify appropriate supplements for injury treatment and internet sites for supplement information. Future research should identify if athletes are more likely to increase supplement use when they are injured or if supplement use is more prevalent among athletes who are prone to injury.

Bilichenko in the year 2011 conducted the study on “Peculiarities of Students' Motivation to the Physical Education” The problem of motivation is considered to employments by physical exercises for student young people. The analysis of the last publications is conducted on issue of gender psychology, the gender features of display of motivation are investigational to employments by physical education and sport for youths and girls which are taught in an university. There are data of the questionnaire questioning of students of 1st courses of technical specialties. Substantial differences are certain in the motivational sphere of youths and girls.

Goran in the year 2012 conducted the study on “Are There Differences between Sexes in Their Interest for Sport and Physical Education.” In this article interest for sport and physical education of children and adolescents was observed. The review of thirty relevant researches from all over the world analyzes the attitudes, interests, motives and barriers of persons of both sexes for their physical education affinities. The results indicate that interests, strength and direction of motivation for physical education and sport vary depending on age and sex, which has negative influence on forming of lasting habits for physical education. The differences in interests and attitude between sexes were determined, which indicates the need for differently designed curricula in primary and secondary schools.

METHODOLOGY

Every researcher wants to be systematic during his whole research work. So, the researcher divided each chapter of his work systematically in order to face less difficulty in the conductance of the problem. In the present chapter, the design of the study has been presented under the following headings.

- Source of data.
- Selection of subjects
- Sampling method
- Equipment used for collection of data.
- Development of Questionnaire.

Source of data: For the present study the Subjects were selected from Kashmir University and the subject were also selected from affiliated colleges of Kashmir University.

Selection of subject: Sixty male subjects were selected for this study 30 sports and 30 non-sports persons.

Sampling method: The subject was selected by simple random sampling method.

Equipment use for collection of data: The standard Questionnaire was used for the collection of data for two psychological variables.

Development of Questionnaire: By keeping in consideration, the present study and Hypothesis, the researcher has taken the study over, “Comparative Study of Sports Interest and Motivation between Sports Persons and Non-Sports Persons of Kashmir University”. The self-designed preliminary Questionnaire was made with the help of guide and experts. After developing the Questionnaire, the researcher has taken a pilot study on students and has discussed with guide and experts about the required questions for testing the reliability and validity of the Questionnaire. At last, the self-developed Questionnaire was distributed to the students of colleges of University.

Construction of Questionnaire:

The present researcher collected 30 statements expressing different opinions with the help of his guide classmates and experts in the field of physical education. The researcher collected 30 statements in the questionnaire then he presented this questionnaire to his guide; who drops some statements which were not properly and correctly related with the problem. Then the researcher conducted the pilot study on 10 inter collegiate players randomly selected from non-grantable as well as grantable physical education colleges affiliated to Kashmir University. All statements included answers in the yes or no.

Analysis and Interpretation of Data

The statistical analysis and interpretation will be done on the basis of data collection. The data will be analyzed by using independent t’ test and interpretations will be drawn. The level of significance was set at 0.05 to test the hypothesis. In this chapter the data collected from Sports Persons and non-sports persons of Kashmir University is presented in tables, graphs, figures and discussion and findings are also presented in this chapter.

Level of Significance: To test the hypothesis the level of significance was set at 0.05 level of confidence which was considered adequate and reliable for the purpose of this study.

Findings: For the present study the data is collected from 60 male subject's and after that the collected data was analyzed by comparing the means of sports and non-sports persons and was again statistically analyzed by applying t-test to check the significant difference among selected variables. Therefore separate tables and graphs have been presented for each variable. Each table gives the mean of sports and non-sports persons. Also the researcher found the standard deviation of sports and non-sports persons and also their mean difference is also been given in the table. The level of significance for the present study is kept at 0.05 and also the degree of freedom is also be kept in mind for the calculation of tabulated t' which is then compared with the calculated 't'. This is used for testing of hypothesis which was given by the researcher previously.

If the value of the calculated t' is more than the tabulated 't' then the hypothesis of the researcher will be accepted and if the value of the calculated 't' is less than the tabulated 't' then the hypothesis of the researcher will be rejected. Acceptance or rejection of hypothesis does not matter.

The whole work of the researcher depends upon the collection of the data that is why the collection of data is called the foundation stone around which the whole research work revolves. So, the researcher is asked to collect the data in a very precisely manner as to face less difficulties during the whole researcher work.

Table No.-1

Comparison of Sports Interest between Sports Persons and non- sports persons of Kashmir University”.

Game	Mean	S.D.	M.D.	S.E.	D.F.	O.T.	T.T.
Sports Persons	24.40	3.95	3.03	1.32	58	2.282	2.02
Non-sports persons	21.36	6.10					

Level of Significance = 0.05

Tabulated t' (58) = 2.00

Table No 1 reveals that there was difference between mean of Between Sports Persons and non-sports persons group because mean of sports persons group = 24.40 which is greater than the mean of non-sports persons group=21.36, so the mean difference where found as 3.03 and standard error is 1.32, to check the significant difference between Sports Persons and non- sports persons group the data was again analyzed by applying 't' test before applying 't' test standard deviation was calculated Between Sports Persons and non-sports persons group. Where SD of sports persons =3.95 and SD of non-sports persons =6.10 and the

calculated value of t' where found 2.282 which greater than tabulated $t=2.02$ at 0.05 level of significance.

This shows that sports persons are having high interest level towards games and sports than non-sports persons. So the researchers pre assumed has been accepted.

Table No- 2
Comparison of Motivation between Sports Persons and non-Sports persons

Group	Mean	S.D.	M.D.	S.E.	D.F.	O.T.	T.T.
Sports Persons	81.23	36.22	8.16	8.64	58	0.945	2.02
Non-Sports Persons	73.06	30.45					

Level of Significance=0.05

Tabulated t' 0.05 (58) =2.02

Table No2 reveals that there is difference Between Sports Persons and non-sports persons group because mean of sports persons group =81.23 is greater than the mean of non-sports persons group =73.06 and therefore mean difference is= 8.16and standard error is 8.64, to check the significant difference Between Sports Persons and non-sports persons groups data was again analyzed by applying 't' test before applying 't' test standard deviation was calculated Between Sports Persons and non-sports persons where sports persons SD=36.22 and non-sports persons group where SD=30.45 and there was no significant difference Between Sports Persons and non-sports persons because value of calculated ' t' '=0.945 which is less than tabulated ' t' '=2.02 at 0.05 level of significance, Hence the researchers pre assumed has been rejected.

Conclusion and recommendations

Conclusion: Within the limitations of the study and from statistical analysis the following conclusion was drawn. In the previous chapter it was hypothesized that there will be significant difference of Sports Interest and Motivation between Sports Persons and non-sports persons. After the statistical analyzed of data it is found that in motivation side there is found insignificant difference at the 0.05 level of significance but in the sports interest, there is found significant difference Between Sports Persons and non-sports persons. Hence the researcher's hypothesis is partially accepted.

Recommendation: On the basis of conclusion of this study, the following recommendations and suggestions of the study are drawn.

- The study is recommended to know the causes of less sports interest of non-sports persons.
- It is recommended to know the motivation level of different faculty students of Kashmir University.
- It is recommended to know the sports interest of different faculty students of KASHMIR UNIVERSITY.

- It is recommended to compare Sports Interest and Motivation among the different age groups.

Recommendations for the further studies:

- It is recommended that similar study may be conducted on teachers on the basis of gender differences.
- It is recommended to compare Sports Interest and Motivation among the different faculty of Kashmir University.
- It is recommended to compare Sports Interest and Motivation among the different team game players.
- It is recommended that a comparative study of interest towards physical education among sportsmen and non-sportsmen can be taken.
- Similar study can also be taken up for the people belonging to different streams.
- It is recommended that similar study may be conducted on elementary children.
- It is recommended to know the sports interest and motivation level among government school teachers and private school teachers can be studied.
- It is recommended that similar study may be conducted on large number of samples.

Bibliography

- **Biddle S**, et al. "Participation In Community Sports Centres: Motivation And Predictors Of Enjoyment" J. Sports Science, Volume: 11, Issue: 3, 2001, pp. 249-56.
- **Bilichenko E.A.**, "Peculiarities Of Students' Motivation To The Physical Education" Pedagogic, Psychology, Medical-Biological Problems of Physical Training and Sports. Volume: 5, Issue: 3, 2011, pp. 3-5.
- **Cokorilo, et al.** "The Students' Interest In Introducing Physical Education Classes At Faculties" Series Physical Education and Sport/Science, Movement and Health Volume: 12, Issue: 2, 2012, pp. 216-221.
- **Goran V, et al.** "Are There Differences Between Sexes In Their interest For Sport And Physical Education" Research in Physical Education, Sport and Health, Volume: 1, Issue: 1, 2012, pp.145-151.
- **Hagger M., et al.** "Motivation at Sport education and extracurricular sport participation: an examination using the trans-contextual model of motivation", Research Exercise Sport, Volume: 81, Issue: 4, 2010, pp. 442-455.
- **Hebert E.** "College Students' Motivation For Physical Activity: Differentiating Men's And Women's Motives For Sport Participation And Exercise", Journal Of College Health, Volume: 54, Issue: 2, 2005, pp. 87-94
- **Lindner KJ**, "Situational State Balances And Participation Motivation In Youth Sport: A Reversal theory perspective" Journal Of Educational Psychology, Volume: 76, Issue: 2, 2006, pp. 369-84.
- **Malinauskas, B.M., et al.** "Supplements Of Interest For Sport-Related Injury And Sources Of Supplement Information Among College Athletes." Advances In Medical Sciences, Volume: 52, Issue: 1, 2007, pp. 50-54.
- **Nurmi JE.** "Relationships Between Physical Education Students' Motivational Profiles, Enjoyment, State Anxiety, And Self-Reported Physical Activity", Journal Of Sports Science And Medicine, Volume: 8, Issue: 3, 2009, pp. 327-336.
- **PanagiotisIoannou, et al.** "Discipline Of Greek Students In Relation To Gender, Interest In Physical Education Lesson And Sport Activity" Sport Logia, Volume: 7, Issue: 2, 2011, pp. 103-111
- **Salatenko I, et al.** "Study of reasons and interests of students of economic specialities engaging in physical exercises and sport" Pedagogics, Psychology, Medical- Biological Problems of Physical Training and Sports,

Volume: 2, Issue: 2, 2012, pp. 104- 107.

- **Sirard JR. et al.** “Motivational Factors Associated With Sports Program Participation In Middle School Students” Journal of Adolescent Health, Volume: 38, Issue: 6, 2006, pp. 696-703.
- **Sljusarchuk** “The state of generation and ingredients of interests of third-grade students towards the physical exercises”, Kharkov Regional Branch Of The National Olympic Community Of Ukraine. Volume: 12, Issue: 3, 2010, pp. 140-142.
- **Vescovi, et al.** “Sports Performance Graduate Program Interest and Need Survey: A Brief Report from the NSCA Education Committee”, The Journal Of Strength Conditioning And Research, Volume: 18, issue: 2, 2004, pp. 383-87.

