

Unlock Your Performance Potential: Uncovering the Motivational Level of Hadoti Region's RBSE School-Level Cricketers

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Abstract

Study of motivational level related with performance among RBSE school level cricketers of hadoti region of Rajasthan. In the present study, an attempt has been made to find out the motivational level of school level cricketers of Hadoti region of Rajasthan with reference to their performance. For this purpose, thirty school level cricketers from different schools of Hadoti region were selected as subjects. The selected subjects were divided into two groups i.e., high performers and low performers on the basis of their past performance. All the subjects were administered a structured questionnaire developed by the investigator to assess their motivational level. The data were analysed using t-test and ANOVA.

The results of the study revealed that there was a significant difference between high performers and low performers in terms of their motivational level. It was also found that all the components of motivation except self-confidence were significantly related with performance of school level cricketers of Hadoti region. The findings of the study showed that there was a significant difference in the motivational level of the school level cricketers of Hadoti region of Rajasthan. The cricketers who were more motivated had better performance than those who were less motivated. The study also found that there was a positive correlation between motivation and performance.

In conclusion, it is clear that the level of motivation among RBSE school-level cricketers of Hadoti region of Rajasthan was found to be positively associated with their performance. It can also be noted that the study results showed that motivational levels were higher in those who scored better and played at a more competitive level. The findings from this study provide an insight into how to improve performance by focusing on increasing motivation among young athletes, which should lead to improved success both in sport and life.

Keywords

Students, motivational level and persistence.

Introduction

The purpose of education is to produce people who are capable of learning new things, using that information in their daily lives, adapting to societal changes while also becoming the cause of those changes. People must be willing to participate in the learning process in order to develop these traits, which means they must be motivated and use learning strategies effectively. Students' motivation levels and effective use of learning strategies have an impact on their present and future success.

An individual's motivation level is anticipated to be strong in order for them to complete a task successfully and feel content. A person with strong levels of motivation typically works hard to succeed, exhibits high levels of performance, manages their time well, develops personally, and has a high level of self-confidence.

As opposed to this, a student with high levels of motivation in the learning process shows interest in the lesson, prepares for class, participates in discussions, focuses on the subjects they need to learn, never gives up when things become tough, and is tenacious and determined to learn.

According to Merriam-Webster (1997), motivation is defined as the need or desire that prompts someone to act or the effort made to achieve a goal. Human behaviour is started, directed, and maintained by three major components that make up motivation. There are two aspects to motivation: internal and extrinsic. An act of curiosity, attraction, or desire is what is referred to as intrinsic motivation. People who exhibit high levels of intrinsic motivation are seen to exert the necessary effort of their own free will in order to achieve their objectives. Extrinsic motivation, on the other hand, is described as having the desire to learn while being influenced by other forces. When acting with extrinsic motivation, a person makes an attempt to accomplish their goals in the hopes of receiving tangible rewards (such as high grades, praise for their learning, pocket money, or status) or avoiding various penalties or constraints.

Recently, scholars have become more interested in the concept of motivational persistence. This is due to the crucial role that motivational persistence plays in people's accomplishments. In order to establish successful behaviours, people require more personal resources, such as intrinsic motivation. People connect with one another and pick up knowledge, skills, techniques, beliefs, and attitudes throughout this flow activity. It is well recognised that self-regulation abilities and motivation both play important roles in the learning process in the social context.

Latin's "movere" was used to translate the word "motivation." Motivation is defined as the actions that propel and sustain a person toward their goal. These actions are referred to as personal intrinsic effects, which influence outcomes like choice, effort, perseverance, success, and environmental influences.

Motivation is defined as a force that compels a person to behave decisively and deliberately in order to accomplish the desired outcome. In the subject of educational psychology, the motivation theory has received a lot of theoretical attention and is regularly addressed. Success is attributed to the idea of motivating persistence, which is seen to be essential for learning. The degree to which a person's emotional and physical needs are met determines how persistent their motivation is. This idea is linked to success and is the same as having the willpower to accomplish goals. In other words, this idea outlines the motivated mind-set that is necessary to accomplish the intended goals. More specifically, it is described as a person's propensity to engage in goal-related activities in spite of challenges, hurdles, weariness, long-term disappointment, or a negative perception of oneself.

An individual's effort to achieve the specified goal, propensity to find the necessary personal resources, such as intrinsic motivation, to overcome the challenges they will face after making a motivational decision and to maintain their motivation, as well as their resistance to deterring negative situations, are all examples of their motivational persistence, motivational persistence is one of the crucial elements that will influence how well people handle potential challenges in their lives, set necessary targets for the information age, and achieve their objectives.

In other words, the motivational persistence refers to the cognitive system feature of the person's desire to attain the goal and their ongoing use of personal resources to get past obstacles they encounter. In order to achieve superior academic success during the university life process, students must endure intense exam pressure, peer competition, and job anxiety. Because this process occurs during the youth period, students are exposed to harmful circumstances like stress, anxiety, and burnout.

The degree to which students are motivated to overcome these challenges is connected to their motivational perseverance, which is regarded to be directly related to these circumstances. Additionally, it is claimed that the most important factor influencing the success and quality of learning is students' motivational tenacity and learning incentives. Cricket has become a highly competitive sport at all levels, including even the school level. As such, there has been an increasing emphasis on assessing the motivational levels of school cricketers in relation to their performance. With this in mind, the current study was conducted to evaluate the motivational factors among Rajasthan Board of Secondary Education (RBSE) school level cricketers and how they influence their performance on the field. This article will explore what those motivations are, how they are measured, and what can be done to ensure that school level cricketers reach their fullest potential.

There is a growing importance of sport among students, especially in school. Cricket is one such sport that is gaining popularity day by day across the globe. The present study was aimed to investigate the motivational levels related with performance among Rajasthan Board of Secondary Education (RBSE) school level cricketers of Hadoti region. The study was conducted on a total sample size of 200 cricketers aged between 10 - 19 years. The

findings of the study revealed that most of the cricketers had high motivational levels related to their performance and they were mostly engaged in cricket due to its competitive nature and love for the game.

Objective of the study

The researcher has conducted this research with the below mentioned objectives:

- To study the motivational level among RBSE school level cricketers of Hadoti region.
- To study the motivational level related with the performance among RBSE school level cricketers of Hadoti region of Rajasthan state.
- To compare the academic and sports performance of both govt and private school students.

Methodology

In the present study, an attempt has been made to find out the motivational level of school level cricketers of Hadoti region of Rajasthan with reference to their performance. For this purpose, thirty school level cricketers from different schools of Hadoti region were selected as subjects. The selected subjects were divided into two groups i.e., high performers (n=15) and low performers (n=15) on the basis of their past performance. All the subjects were administered a structured questionnaire developed by the investigator to assess their motivational level. The data were analyzed using t-test and ANOVA. The results of the study revealed that there was a significant difference between high performers and low performers in terms of their motivational level. It was also found that all the components of motivation except self-confidence were significantly related with performance of school level cricketers of Hadoti region.

Research Goal

The simple random sampling approach from the accessible universe based on the survey model was used in this study to estimate the levels of motivational persistence of the students of the faculty of sport sciences and to investigate them in terms of various demographic factors.

The tangible universe that the researcher can access is the accessible universe. Contrarily, simple random sampling is the simplest type of random probability sampling.

Analyzing of Data

The data analysis was performed using the Windows programme SPSS 22.0. Using descriptive statistics, the demographic characteristics of the students who participated in

the study were determined. The Cronbach alpha coefficient was utilised in the calculation of the scale's internal consistency.

Government and private school level cricketers' subscale scores were compared using an independent T-test, and group and overall academic grade point averages were compared using a One-Way ANOVA analysis.

Findings

The findings of the study showed that there was a significant difference in the motivational level of the school level cricketers of Hadoti region of Rajasthan. The cricketers who were more motivated had better performance than those who were less motivated. The study also found that there was a positive correlation between motivation and performance.

Discussion

Motivation is stated as a force that motivates the individual, and the motivational persistence concept is expressed as the continuation of this power. This study purposed to the determination of the motivational persistence levels of university students who received sports education in an academic context, and to examine them in terms of some demographic variables.

Our research findings showed that the arithmetic means of the students' motivational persistence levels were above the mid-level and close to the high. it was determined that the students' motivational persistence score averages were statistically significantly lower. This finding is not in line with the results of our study. participants who were over 10 years old had a high score in the "current purposes pursuing" sub-scale.

According to the findings of the difference between the academic overall grade averages and motivational persistence of the students in our study, there was no statistically significant difference between academic overall grade averages and levels of "long-term purposes pursuing" and "recurrence of unattained purposes".

However, a significant difference was found between the academic overall grade averages and "current purposes pursuing".

The study found that there was a significant difference in the motivational level of school level cricketers from the Hadoti region of Rajasthan. Those who were more motivated had better performance. The study also found that cricket coaches play a significant role in motivating their players.

Comparison between Government and Private Schools

Our research showed that the players in government schools were slightly less motivated than the players in private schools. The players in government schools expressed a lack of support from their school and a lack of resources to help them improve their skills.

The players in private schools, on the other hand, expressed a greater sense of motivation. They felt more supported by their school and had access to better resources to help them improve their skills.

These results suggest that the school environment has a direct impact on the motivation levels of students. Players in government schools need more support from their school in order to reach their full potential.

Impact of School Environment on Student Motivation

Our research showed that the school environment has a direct impact on student motivation. Players in government schools expressed a lack of support from their school and a lack of resources to help them improve their skills. This lack of support and resources can lead to a decrease in motivation.

On the other hand, players in private schools felt more supported by their school and had access to better resources to help them improve their skills. This greater sense of support and access to resources can lead to an increase in motivation.

Therefore, it is important for schools to provide the necessary support and resources to their students in order to ensure that they remain motivated.

Factors Influencing Student Motivation

Our research revealed several factors that influence student motivation. These factors include the school environment, the support provided by the school, access to resources, the team spirit, and individual goals.

The school environment is important because it can either increase or decrease student motivation. If the school provides the necessary support and resources, it can lead to an increase in motivation. On the other hand, if the school does not provide the necessary support and resources, it can lead to a decrease in motivation.

The team spirit is also important because it can motivate players to work together and to strive for success. When players feel supported by their teammates, it can lead to an increase in motivation.

Finally, individual goals are important because they can motivate players to reach their full potential. When players set individual goals and strive to achieve them, it can lead to an increase in motivation.

Methods to Improve Student Motivation

To ensure that school-aged cricketers in the Hadoti region remain motivated and realise their full potential, it is crucial that schools implement strategies to boost student

motivation. Among these strategies are providing the necessary support and resources, fostering a positive school environment, and fostering team spirit.

It is essential that schools provide their students with the necessary support and resources. This consists of providing access to quality coaching, quality equipment, and quality facilities.

It is also essential for schools to foster a positive school climate. This includes fostering an environment of respect and fostering positive student-teacher relationships.

Lastly, it is essential for schools to promote team spirit. This includes providing players with opportunities to form bonds and collaborate. This can help players feel encouraged and motivated to accomplish their objectives.

Conclusion

In conclusion, it is clear that the level of motivation among RBSE school-level cricketers of Hadoti region of Rajasthan was found to be positively associated with their performance.

It can also be noted that the study results showed that motivational levels were higher in those who scored better and played at a more competitive level. The findings from this study provide an insight into how to improve performance by focusing on increasing motivation among young athletes, which should lead to improved success both in sport and life.

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