



THE EFFECT OF AWARD ON THE ABILITY OF SHOOTING IN ATHLETICISM AS A MOTIVATION FACTOR

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Abstract

Aim. The aim of this research was to determine whether the "award" as an external motivation source has an effect on the ability of shooting in athleticism or not.

Method. Research group was constituted of n: 60 students (30 males, 30 females) between 11 and 12 years old getting education in Ankara Kecioren Hacı Sabancı Secondary School. Shooting launching ball education was given to the students for 4 weeks within physical education and sports course. At the end of 4-week education, the ability of students for shooting launching ball was tested with an application consisting of 4 parts. 1st Parts: The students were desired to make shooting launching balls in the shot lane in succession. 2nd Part: It was told students to continue their shooting in succession but this time the female and male students who will make the shooting in the farthest distance will be awarded with a 'volleyball'. Third stage was applied after 10-minute break. 3rd Part: The students were told that they will continue shooting without any awards and shootings without awards were continued. 4th Part: Volleyball award was put in place again as an independent variable and as in the case of 2nd part shootings with awards were continued. The students were given 2 shooting rights in every part.

Results. A significant difference was found between grades of the group participated in the research which were taken from 1-2, 2-3, 3-4th parts of the application at the level of $p < 0.01$ level [between 1st-2nd parts ($t = 3.452$, $p < 0.01$), between 2nd-3rd parts ($t = 2.984$, $p < 0.01$), between 3rd-4th parts ($t = 3.737$, $p < 0.01$).

Conclusion. In this regard, it can be concluded that award as a motivation factor can be effective on the performance of shooting launching ball in athleticism.

Key Words: motivation, award, athleticism, launching ball.

Introduction

Among physical education and sports activities, psychological factors affecting learning of individuals are also added to the points to be considered in order to gain target behaviours to learning individuals.

Because sports education is under the effect of many psychological factors as well as how to learn motor movements (Başer, 1998). Motivation has an important place among these psychological factors.

The word motivation which is used instead of "mobilizing effort and endeavor" means that a thing that causes motion, propellant-driving reason, factor, performer; dispatching, transmitting, prompting when its root is considered (Konter, 1995; Raffini, 1993; Wakefield, 1996; Mungan, 1995). Motivation is behaving of individuals in the direction of an aim with their wishes and desires (Koçel, 2003).

Some of the individuals during motivation process are more easily motivated with internal reasons while some of them with external reasons. This difference resulted in emerging of internal and external motivation concepts (Erden and Akman, 2002). External reasons are as social acceptance,

awards, physical force whereas internal reasons are as self knowledge, self satisfying and appreciation from an activity (Wann, 1997; Ryan and Deci, 2000; Bartle and Malkin, 2000; Ercan, 2001).

While external motivation orients towards awards, internal motivation orients to take on a task in the activity directed towards aims (Good and Brophy, 1994). In external motivation, contrary to internal motivation, the individuals perform the behaviours in order to take award, not have a feeling that being guilty or to get an approval (Boiche and Sarrazin, 2007). The awards and the penalties given, support of teacher, social support and encouragements are all sources of external motivation (Wu, 2003).

While most of the motivation sources in learning environment are learner-sourced, many of them come from learning environment. For learning individual, award and penalty systems are present between external environment and related motivation sources (Ulusoy, 2002). Awarding system which is one of the motivation sources is one of the most effective one among motivating factors (Wampbell, 1994). For a qualified learning, the trainers should form positive feelings and

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thoughts in learning medium and motivate their students (Collins and Pullen, 2005).

The previous studies mentioned the contribution of award winning motivation with many other reasons in the participation of children and adolescents in sports and physical activities (White and Duda, 1994; Kolt, Kirby, Bar-Eli et al., 1999; Buonamano, Cei, Mussino, 1995; Lindner and Kerr, 2001; Wang and Wiese-Bjornstal, 1997). Because on-site award gains trust to the sportsmen and provides them to be more successful (Konter, 1995).

In this research, the effect of "award" was investigated as an external motivation source in the parts of application after teaching ball throwing talent in athleticism.

Ball throwing is a branch which is applied within international javelin throw rules in order to gain children basic education of javelin throw and which is aimed to form sub-structure of javelin throw technique besides which includes interscholastic competition organizations in the category of minors (between 11-12 years old). Ball throwing talent should not be considered just as psychomotor talent. A serious concentration and attention are required during an effective and proper throwing. One of the main sources of this is the level of motivation that an individual has. The main purpose of this research was to investigate the effect of award as an external motivation source on ball throwing talent in athleticism.

Method

In this part, subjects related with research group, research period, collection of data and analysis of the data are present.

Research Group

The research group was constituted of 60 students among 66 students in 6/A and 6/F classrooms the branch of whom was not athleticism (30 females and 30 males) and who were randomly selected from 6th classes of Ankara Keçiören Hacı Sabancı Secondary School in fall term of 2014-2015 education year.

Application Period

30 females plus 30 males resulting in 60 students among 66 students in 6/A and 6/F classrooms from Ankara Keçiören Hacı Sabancı Secondary School participated in the research in which the effect of "award" as an external motivation factor on ball throwing talent was investigated as an application with 4 stages.

Ball throwing education was given to students under the title of throwings in athleticism within weekly physical education and sports lecture hours.

Ball throwing talent based on expression and demonstration methods was presented with its all aspects to the students as 2 hours a week throughout 4 weeks. After education period, 4-stage ball throwing application was performed to the students within physical education and sports lecture. The school field was divided into 2 regions as throw line and throw area in order to carry out the throws. After sequential trial throws, the application was performed in 4 stages.

1st Stage: The students were desired to make throws appropriate to the rules in sequence.

2nd Stage: The students were told to continue their throws in sequence but this time, a "volleyball" ball would be awarded to one female and one male student who make the furthest throw. After throws, 10-minute break was given and then third stage was started.

3rd Stage: The students were told to continue throws in sequence without any award and the application was continued with throws without awards.

4th Stage: "Volleyball" ball award was re-activated as an independent variable and throws with award were continued.

During throws, 2 throw rights were given to students for each stage. The throws were measured with tape measure and the maximum distance was recorded.

Statistical Analysis of the Data

For the evaluation of the data and finding the calculated values, SPSS 15.0 statistical software program was used. The total of throw performances in the stages of the research was expressed as tables and graphs. Whether the data had normal distribution or not was tested by One-Sample Kolmogorov-Smirnov test and it was determined that the data had normal distribution. Since the data had normal distribution, Paired Samples t test was used to determine the difference between groups. The error levels in this study were taken as 0.05 and 0.01.

Results

The findings obtained in the research were presented in two different parts. In the first part, while the graphs related with ball throwing performances of students constituted in the research group were given, in the second part, the comparisons of related with ball throwing performances of students constituted in the research group were presented.

When ball throwing performances of males in research group (n:30) were investigated depending on stages, it was found as (t=-2.433, p=0.021) in the

1st-2nd stages, as (t=2.901, p=0.045) in the 2nd-3rd stages and as (t=-2.884, p=0.007) in the 3rd-4th stages.

Table 2. Comparison of ball throwing performances of males participated in the research depending on stages

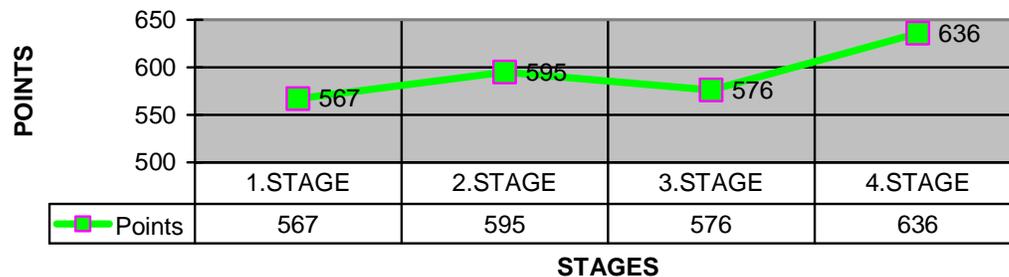
Group	Variables	N	X	S	Sd	t	p
Group of male students	1 st Stage	30	29.97	7.715	29	-2.433	0.021*
	Throws without awards						
	2 nd stage	30	31.23	7.518	29	2.901	0.045*
	Throws with awards						
	2 nd stage	30	31.23	7.518	29	-2.884	0.007**
	Throws with awards						
	3 rd Stage	30	30.40	7.560	29		
	Throws without awards						
3 rd Stage	30	30.40	7.560	29			
Throws without awards							
4 th Stage	30	31.30	7.467	29			
Throws with awards							

* (p<0.05)

** (p<0.01)

When total of ball throwing performances of males in research group (n:30) was compared depending on stages, it was determined that there was a statistically significant difference between the

grades obtained from stages 1-2 at the level of p<0.05, the grades obtained from stages 2-3 at the level of p<0.05 and the grades obtained from stages 3-4 at the level of p<0.01.



* (p<0.05)

0.019*

0.039*

0.008**

** (p<0.01)

Figure 3. Ball throwing performances of females in research group depending on stages

When ball throwing performances of females in research group (n:30) were investigated depending on stages, it was found as (t=-2.494, p=0.019) in the

1st-2nd stages, as (t=2.158, p=0.039) in the 2nd-3rd stages and as (t=-2.845, p=0.008) in the 3rd-4th stages.

Table 3. Comparison of ball throwing performances of females participated in the research depending on stages

Group	Variables	N	X	S	Sd	t	p
Group of female students	1 st Stage	30	18.90	5.314	29	-2.494	0.019*
	Throws without awards						
	2 nd stage	30	19.80	5.027	29	2.158	0.039*
	Throws with awards						
	2 nd stage	30	19.80	5.027	29		
	Throws with awards						
	3 rd Stage	30	19.20	5.226	29		
	Throws without awards						

3 rd Stage	30	19.20	5.226	29		
Throws without awards					-2.845	0.008**
4 th Stage	30	21.20	5.128	29		
Throws with awards						

* ($p < 0,05$)

** ($p < 0,01$)

When total of ball throwing performances of females in research group (n:30) was compared depending on stages, it was determined that there was a statistically significant difference between the

Discussion

Totally 60 students constituting of 30 females and 30 males participated in the research in which the effect of "award" as a motivation factor on ball throwing talent in athleticism was investigated for the children between 11-12 years old.

The research was carried out as an application in 4 stages during physical education and sports lectures which includes presenting of "volleyball ball" as an award in the first 2 stages and withdrawal of this award in the other 2 stages after 4-week education of ball throwing n athleticism.

When ball throwing performances of research group were investigated depending on stages, it was found as ($t = -3.452$, $p = 0.001$) in the 1st-2nd stages, as ($t = 2.984$, $p = 0.004$) in the 2nd-3rd stages and as ($t = 3.737$, $p = 0.000$) in the 3rd-4th stages (Figure 1). When total of ball throwing performances of research group was compared depending on stages, it was determined that there was a statistically significant difference between the grades obtained from 1-2, 2-3 and 3-4 stages ($p < 0.01$) (Table 1).

In the study of İlhan (2009), it was determined that "grade" award as an external motivation factor in sports education had a positive effect on talent learning periods.

When ball throwing performances of males in research group were investigated depending on stages, it was found as ($t = -2.433$, $p = 0.021$) in the 1st-2nd stages, as ($t = 2.901$, $p = 0.045$) in the 2nd-3rd stages and as ($t = -2.884$, $p = 0.007$) in the 3rd-4th stages (Figure 2). When total of ball throwing performances of males in research group was compared depending on stages, it was determined that there was a statistically significant difference between the grades obtained from stages 1-2 at the level of $p < 0.05$, the grades obtained from stages 2-3 at the level of $p < 0.05$ and the grades obtained from stages 3-4 at the level of $p < 0.01$ (Table 2).

In the study of İlhan (2009), volleyball service performance total of male students participated in the research was compared according to the stages of his research with and without award and a significant difference was determined in favour of the stages with award.

grades obtained from stages 1-2 at the level of $p < 0.05$, the grades obtained from stages 2-3 at the level of $p < 0.05$ and the grades obtained from stages 3-4 at the level of $p < 0.01$.

The researches indicate that there is positive relationship between motivation and success (Öncü, 2004). It is also known that sports has a key role in the relationship between motivation and success (Şirin, Çağlayan, Metin, İnce, 2008).

When ball throwing performances of females in research group were investigated depending on stages, it was found as ($t = -2.494$, $p = 0.019$) in the 1st-2nd stages, as ($t = 2.158$, $p = 0.039$) in the 2nd-3rd stages and as ($t = -2.845$, $p = 0.008$) in the 3rd-4th stages (Figure 3). When total of ball throwing performances of females in research group was compared depending on stages, it was determined that there was a statistically significant difference between the grades obtained from stages 1-2 at the level of $p < 0.05$, the grades obtained from stages 2-3 at the level of $p < 0.05$ and the grades obtained from stages 3-4 at the level of $p < 0.01$ (Table 3).

When ball throwing performances of male and female students were investigated within the research, a fluctuation was observed between the stages of the research in terms of ball throwing performances. In the stages with awards (2nd and 4th stages), a significant increase was observed in ball throwing performances of male and female students when compared to other stages.

During educational period, when males and females are motivated, the education medium not only becomes more entertaining but also the students reach their own potentials and discover their participation and success capacities (Martin, 2003).

In the study of Şirin, Çağlayan, Çetin, İnce (2008), various factors such as desire for winning the award were determined for the participation of female football players between 12-15 years old in sports.

Jones and Hardy (1990), justified that sportive performances should not only be considered with biomechanical factors such as physiological and technical ones but also with psychological factors such as anxiety, stress and motivation.

Kilpatrick, Hebert, Jacobsen (2002), considered that external stimulus or awards were not more important than internal motivation of students for the formation of necessary motivation.



In the study of Ardaç (1990), motivation was mentioned as a force that gives power to the person and orients his/her behaviour and described motivation as a stimulating action which provides continuity of activities and regulates the subject.

Learning medium is not independent of feelings. In order to perform an effective learning, it is important for the educator what to teach with which feelings and how. Learning the opinions and behaviours of students against learning might be helpful for educators to reduce their apathy against learning (Erden and Akman, 2003).

In the light of findings of this research, improving the motivation levels of learning individuals might contribute to speed up the learning process and to make learning situation reach the maximum level. Therefore, motivation used in learning process has positive effects on learning as well as it can be qualified as a support for educators that makes their work easier.

Conclusion

When the stages with high performances of ball throwing were observed, it was concluded in the research that "volleyball ball award" factor presented as an independent variable was effective. As a result of this study, it can be indicated that awarding during ball throwing performances of students had a positive contribution to their performances.

In this regard, "award" can be considered as a factor which provide a positive effect on ball throwing talent in athleticism.

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