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**Basanagouda Laxmeshwar**  
Assistant Professor, Physical  
Education University of  
Agricultural Sciences,  
Dharwad, Karnataka, India



## **A comparative study of motivation, mental toughness and self-efficacy between Kuvempu and Tumkur Universities physical education graduate students**

**Basanagouda Laxmeshwar**

### **Abstract**

Sport is an ever expanding avenue of human life. From earliest time to the modern age sport in its various forms has played a vital role in the life of mankind. Sport activities provide a means of emancipation from daily routine and pressures. In modern competitive world every sportsmen is in race of excel better than others. 'Motivation is the answer to the question "why we do, what we do? The motivation theories try to figure out what the "m" is in the equation: "m-motivates P" (motivator motivates the person) it is one of the most important duty of an entrepreneur to motivate people (I strongly believe that motivating people with visionary and shared goals is more favourable than motivating through tactics, incentives and manipulation through simple carrot and stick approaches because motivating with vision is natural whereas the former is artificial and ephemeral).' 'Mental toughness is the primary reason I play racquetball I know it is a great sport. The purpose of the study was to compare the motivation levels, mental toughness and collective self-efficacy between two physical education college students from Kuvempu and Tumkur Universities. The standard questionnaire of motivation mental toughness and self efficacy was used for the collection of the data. The data thus collected was statistically treated by t-test to know the significant differences between means. The results clearly depicts that there is no differences in mental toughness variable of UCPE and SCPE college students. There was a significant difference in achievement motivation levels of both the groups of study. Overall collective self-efficacy variable showed no significant difference between UCPE and SCPE college students, whereas, anger and confusion sub variables did differ significantly with that of UCPE and SCPE students and UCPE students had better control over their anger and they were less confused when compared to SCPE students. The present study examined the motivational characteristics of students involved in physical education at the upper elementary school level. We clearly identifies representative of a highly intrinsically motivated group and a low intrinsically and extrinsically motivated group, significant differences were found between these two profiles in enjoyment. It is recommended that similar study may be conducted to deferent age groups. Same study may be conducted on larger sample. The same study may be conducted on the students who were not considered in this study. Similar study may be conducted deferent levels.

**Keywords:** Motivation mental toughness and self-efficacy

### **Introduction**

Sport is an ever expanding avenue of human life. From earliest time to the modern age sport in its various forms has played a vital role in the life of mankind. Sport activities provide a means of emancipation from daily routine and pressures. In modern competitive world every sportsmen is in race of excel better than others. Everyone desires to see himself/herself successful and for which personality plays a major role personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with and adaptation to the intra-psyche physical and social environments.

Loehr, 1986 [18] studies the mental toughness and its influence on performance outcomes in competition. For this study 72 Male Kabaddi Players of different level competing in All India Invitational Kabaddi Tournament Organized by Sahyog Krida Mandal, (Registered Sports Organization, Registration no. JN 1531/94) at Sridhar, District Narsinghpur, Madhya Pradesh was selected as sample. The Sample was further divided in two groups as per performance outcomes in competition one is successful kabaddi players as their team had

**Correspondence**  
**Basanagouda Laxmeshwar**  
Assistant Professor, Physical  
Education University of  
Agricultural Sciences,  
Dharwad, Karnataka, India

won the first, second and third place and other one is non-successful kabaddi players as their team had not won any place in All India Invitational Kabaddi Tournament 2010. Psychological Performance Inventory was administered to measures the mental toughness to the both group in this study. Analysis of the fundamental areas of mental toughness revealed that the successful kabaddi players scored significantly higher on all subscale of mental toughness and significant differences were observed between two groups (successful and non-successful) on all subscale of mental toughness ( $p=0.05$ ) Balaji and Jesudass (2011) [14] studied to find out the differences in Mental Toughness among Cricket Players of different age groups. To achieve this purpose, ninety Cricket players at the age group of 10-21 years were selected from Chennai District, who regularly practice the game and participate in various tournaments. Mental Toughness Questionnaire-a standardized sports psychological inventory designed by Dr. Goldberg, was responded by all the subjects. The collected data was analyzed using simple analysis of variance (ANOVA). The results of the study showed that there was a significant difference in Mental Toughness among Cricket Players group 18-21 years showed significantly greater mental toughness than the other two age groups. This may be due to their experience in the game.

### The Statement of Problem

The purpose of the study was to compare the motivation levels, mental toughness and collective self-efficacy between two physical education college students from Kuvempu and Tumkur Universities.

### Hypothesis

The hypotheses of the present study are as follows:

- There will be no significant difference in motivation levels between UCPE and SCPE college physical education students.
- There will be no significant difference in mental toughness between UCPE and SCPE college physical education students.
- There will be no significant difference in self-efficacy between UCPE and SCPE college physical education students.

### The Limitations of Study

The delimitations of study were as follows:

- Though the structured and standardized questionnaires are used for this study. The questionnaires have their own constraints; this would be a limitation for the study.
- The students' behavior while responding the questions were beyond the control of the research scholar.
- The health conditions of the respondents at the time of data collection may affect on the responses, this would be a constraint for the study.

### The Delimitations of Study

- The study was restricted to two physical education colleges of Kuvempu University and Tumkur University jurisdiction.
- The sample size was delimited to 42 physical education students pursuing bachelor's degree in physical education during the academic year 2012-13.

- The study was further delimited to standardized questionnaires related to achievement motivation, mental toughness and collective self-efficacy.

### The Significance of Study

- The study helps of find out the level of motivation, mental toughness and self-efficacy of SCPE and UCPE students.
- The study may provide psychological variables differences between of SCPE and UCPE students.
- This study will help the coaches & physical education teachers to plan training programmes to improve the students' psychological characteristics, if required.
- The study may throw new light on the existing knowledge in the field of physical education and sports.

### The Definitions and Explanations of Terms

Motivation is the answer to the question "why we do, what we do? The motivation theories try to figure out what the "m" is in the equation: "m-motivates P" (motivator motivates the person) it is one of the most important duty of an entrepreneur to motivate people (I strongly believe that motivating people with visionary and shared goals is more favorable than motivating through tactics, incentives and manipulation through simple carrot and stick approaches because motivating with vision is natural whereas the former is artificial and ephemeral) (G belay, 2014) [14].

Mental toughness is the primary reason I play racquetball I know it is a great sport. Lots of fun and good exercise, but ultimately I want the ability to think under pressure to keep my composure and to keep finding a way to win a point. In short, "to keep moving forward" I love the rocky series of movies and from the last move came one of the greatest quotes' (G belay, 2014) [14].

### Methodology

In this chapter selection of the subjects, selection of the variables, procedure followed to collect the data were explained.

### Selection of the subjects

Forty two subjects from two colleges of physical education were selected as subjects for study. University College of Physical Education (UCPE) Shankaraghatta and Sree Siddaganga Matha Physical Education College (SCPE) were the institutions identified from Kuvempu and Tumkur Universities respectively. The students were pursuing BPEd Degree during the academic year 2012-13.

### Variables of study

Achievement motivation (html document, 2013) (annexure I), mental toughness(annexure II) developed by Goldberg (1998) [15] and collective self-efficacy questionnaire (annexure III) formulated by Sullivan and were used to test the motivation, mental toughness and Self-efficacy of the selected subject. The questionnaires were standardized questionnaires.

### Orientation of the study to Subjects

To achieve the purpose of the study subjects were oriented about the test at different stages of administration. The meaning of different words and statement in the questionnaire were explained to the subjects as and when they got they were clarified. The achievement motivation,

mental toughness and collective self-efficacy questionnaires were administered to the trainees at the respective colleges during the class hours by taking prior permission from the authorities.

The questionnaires were handed over to the subjects and asked to answer all the questions without omitting any question. Before collecting the questionnaires all the statements were checked whether they have answered or not. The scoring was done by the answer keys suggested by respective authors.

**The Analysis of Data**

The data collected from the subjects were treated with the statistical techniques. The scores was compared by getting mean difference between two groups. ‘t’ test scores were obtained by using SPSS package (17<sup>th</sup> Version). The results, interpretations and findings of study discussed in chapter IV.

**Analysis, Interpretation and Results of Study**

The study was to identify the levels of motivation, mental toughness and collective self-efficacy of Kuvempu University, University College of Physical Education, Shankaraghatta and Sree Siddaganga College of Physical Education, Tumkur college students pursuing BPed Degree during the academic year 2012-13.

The descriptive statistics of psychological variables of UCPE and SCPE students are given in table 1.

**Table 1:** Descriptive Statistics of Psychological Variables of UCPE and SCPE Physical Education Students

Variable	Range	Mean	Std. Deviation
UCPEMOT	8.00	12.83	1.62
SCPE Mot	11.00	10.76	2.26
UCPEMT	12.00	14.30	2.71
SCPEMT	10.00	13.83	2.41
UCPE Anger	15.00	33.73	3.74
SCPE Anger	12.00	36.40	2.92
UCPE Confusion	23.00	33.76	4.76
SCPE Confusion	17.00	36.80	3.65
UCPE Depression	17.00	35.42	3.75
SCPE Depression	22.00	33.90	4.84
UCPE Fatigue	16.00	35.02	3.98
SCPE Fatigue	23.00	33.71	4.43
UCPE Tension V	25.00	32.42	5.46
SCPE Tension V	23.00	32.54	5.14

Analysis of table one reveals that motivation levels of UCPE students average is 12.83 (SD=1.62) range was 8.00. Motivation levels of SCPE students average 10.76 (SD=2.26) range was 11.00 which speaks of normal distribution in favorable of UCPE physical education students. Analysis on mental toughness UCPE physical education students average is 14.30 (SD=2.71) range was 12.00. Mental toughness SCPE physical education students average 13.83 (SD=2.41) range was 10.00 which speaks of normal distribution in favorable of UCPE physical education students. Because range & S D was less when compare to UCPE physical education students.

Analysis of table reveals that anger UCPE physical education students average is 33.73 (SD =3.74) range was 15.00 anger SCPE physical education students average 36.40 (SD =2.92) range was 12.00 which speaks of normal distribution in favorable of UCPE physical education students, because range & SD was less when compare to UCPE physical education students.

Analysis of table reveals that confusion UCPE physical education students average is 33.76 (SD =4.76) range was 23.00. Confusion SCPE physical education students average 36.80 (SD =3.65) range was 17.00 which speaks of normal distribution in favorable of UCPE physical education students, because range &SD was less when compare to UCPE physical education students

Analysis of table reveals that depression UCPE physical education students average is 35.42 (SD =3.75) range was 17.00 depression SCPE physical education students average 33.90 (SD =4.84) range was 22.00 which speaks of normal distribution in favorable of SCPE physical education students, because range &SD was less when compare to SCPE physical education students

Analysis of table reveals that fatigue UCPE physical education students average is 35.02 (SD =3.98) range was 16.00. Fatigue SCPE physical education students average 33.71 (SD =4.43) range was 23.00 which speaks of normal distribution in favorable of SCPE physical education students, because range &SD was less when compare to SCPE physical education students

Analysis of table reveals that tension and vergers UCPE physical education students average is 32.42 (SD =5.46) range was 25.00. Tension and vergers SCPE physical education students average 32.54 (SD =5.14) range was 23.00 which speaks of normal distribution in favorable of UCPE physical education students, because range & SD was less when compare to UCPE physical education students.

Paired sample ‘t’ test results are predicted in table 2.

**Table 2:** Paired Sample T Test of UCPE and SCPE Physical Education Students

Variable	Paired Differences			95% Confidence Interval of the Difference		T*	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 UCPEMOT – SCPE Mot	2.07143E0	2.85753	.44093	1.18096	2.96190	4.698E0	41	.000
Pair 2 UCPEMT - SCPEMT	.47619	3.87133	.59736	-.73020	1.68258	.797	41	.430
Pair 3 UCPE Anger – SCPE Anger	-2.66667E0	5.17342	.79828	-4.27882	-1.05452	-3.341E0	41	.002
Pair 4 UCPE Confusion – SCPE Confusion	-3.04762E0	6.34747	.97944	-5.02563	-1.06961	-3.112E0	41	.003
Pair 5 UCPE Depression – SCPE Depression	1.52381E0	6.10173	.94152	-.37762	3.42524	1.618E0	41	.113
Pair 6 UCPE Fatigue – SCPE Fatigue	1.30952E0	6.38400	.98507	-.67987	3.29892	1.329E0	41	.191
Pair 7 UCPE Tension V – SCPE Tension V	-.11905	6.66700	1.02874	-2.19663	1.95854	-.116	41	.908

‘t’ ratio table value- 2.0 at 0.05 level of significance

Analysis of table two reveals that the physical education students of both the colleges differed significantly in achievement motivation and two sub-variables of collective self-efficacy and there was no significant difference between two college students in mental toughness variable. Introspection of the results depict that the achievement motivation of UCPE students (mean=12.83) was at higher level when compared to SCPE students (mean=10.76). 't'=4.69 value is higher than the table value and hence it was significant.

This is quite natural that the university college has got better system of students' entry into the course than private organization. Mores ever, the faculty, the facilities at Kuvempu University are better when compared to SCPE college faculty. Most of the faculty of the university is with doctorate degree holders with lots of experience in the field. Whereas, SCPE faculty are young and upcoming needs lots of experience in the field. This may be the indirect cause for better achievement motivation levels of UCPE students.

The encouragement of staff in both the colleges seems to be very good and both the colleges students had almost similar levels of mental toughness and hence the 't' valued obtained was insignificant in respect of this psychological variable.

The collective self-efficacy variables was sub divided in to five sub variables namely anger, confusion, depression, fatigue and tension & vigor. The overall self-efficacy scored did not differ significantly between UCPE and SCPE college students, except in anger and confusion sub variables. Anger (UCPE mean=15.00, SCPE mean=12.00) was significantly differed between two college students. Similarly, the sub variable confusion also differed significantly (UCPE mean=15.00, SCPE mean=23.00).

In both the variables the UCPE students were better psychologically balanced than SCPE students. Again the aforesaid reasons would give probable answer to the fact. When the students are satisfied with their college as regard their learning process, when their requirements are fulfilled they will not worry much regarding their studies. If any disturbances are there then only they start expressing their anger or sometimes they are confused.

The results clearly depicts that there is no differences in mental toughness variable of UCPE and SCPE college students. There was a significant difference in achievement motivation levels of both the groups of study. Overall collective self-efficacy variable showed no significant difference between UCPE and SCPE college students, whereas, anger and confusion sub variables did differ significantly with that of UCPE and SCPE students and UCPE students had better control over their anger and they were less confused when compared to SCPE students.

### Summary

The purpose of this study was to evaluate and compare the selected psychological variables this purpose the investigation was conducted on (42) forty two Kuvempu University, university college of Physical Education students Shankaraghatta and (42) forty two Sree Siddaganga College of Physical Education student of Tumkur University.

The standard questionnaire of motivation mental toughness and self efficacy was used for the collection of the data .The data thus collected was statistically treated by t-test to know the significant differences between means.

### Findings

The results clearly depicts that there is no differences in mental toughness variable of UCPE and SCPE college students. There was a significant difference in achievement motivation levels of both the groups of study. Overall collective self-efficacy variable showed no significant difference between UCPE and SCPE college students, whereas, anger and confusion sub variables did differ significantly with that of UCPE and SCPE students and UCPE students had better control over their anger and they were less confused when compared to SCPE students.

### Conclusions

The following conclusions may be drawn from the result presented in the previous chapter, On the basis of the finding of the study.

The present study examined the motivational characteristics of students involved in physical education at the upper elementary school level. We clearly identifies representative of a highly intrinsically motivated group and a low intrinsically and extrinsically motivated group, significant differences were found between these two profiles in enjoyment.

- There was significant difference in motivation levels between UCPE and SCPE college physical education students.
- There was no significant difference in mental toughness between UCPE and SCPE college physical education students.
- There was no significant difference in self-efficacy between UCPE and SCPE college physical education students.
- Overall collective self-efficacy variable showed no significant difference between UCPE and SCPE college students, whereas, anger and confusion sub variables did differ significantly with that of UCPE and SCPE students and UCPE students had better control over their anger and they were less confused when compared to SCPE students.

### Recommendations

On the basis of the present research and findings, of the study, below mentioned recommendation are made.

1. It is recommended that similar study may be conducted to deferent age groups
2. Same study may be conducted on larger sample
3. The same study may be conducted on the students who were not considered in this study.
4. Similar study may be conducted deferent levels.

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