



2021

MOTIVATION AND WELLNESS INITIATIVE REPORT

REPORT OF SHREEJA INDIA

*Determiners of Success in all
aspects of life*

www.shreeja.org

MOTIVATION



Motivation is the factor that directs a person to behave in a particular way which results in the achievement of some goal. Motivation can be contagious. For example, if the teacher herself/himself is not motivated, she/he will fail to motivate students. Also, even if one student is motivated, the energy can spread across to all other students.

Shreeja India caters to rural girls from poverty-stricken communities. They are deprived of access to basic education, nutrition, health, and livelihood opportunities throughout India for decades. Being 'First-Generation Learners'(FGLs), the girls often lag behind in schools or become school dropouts. As a result, they often fall prey to physical abuse and mental exploitations. Moreover, they live within social systems where their community members are not supportive of their education or growth. As a result, they never learn to dream and have ambitions. They lack motivation. With a lack of female agency and support system, they continue to remain a backward group for generations.

In order to uplift the FGL girls, fostering motivation can be a crucial tool for success. Motivation determines the specific goals toward which people strive; thus, it will affect the choices the FGL girls will make in a constructive manner. The contagion of motivated behavior will spread from one to all. Motivation will increase their time on task and will affect their learning and achievement. It will help enhance their cognitive processing which will be reflected in their performance as a football player, in academics, and in all other choices of life. Definitely, here, the focus should be more on intrinsic motivation to assure internalization of values, restructuring of schemas, and change in attitudes.

Not feeling confident and active is two of the worst feelings a player can have on a soccer field. It can dramatically affect her performance as well. Learning how to be more confident in the field is a fundamental skill to develop in order to improve as a player. Professionals always remember what they are capable of doing. So, the key to overcoming fear is to be confident about oneself. This confidence develops when you are both, extrinsically and especially intrinsically motivated to give your best performance. Also, a mind that is well with a positive frame of thought will always be more active and foster wellness in all the domains of life. Learning to mold one's negative thoughts into positive ones can definitely transform the lives of young girls and help them succeed in all their endeavors. This series of workshops are designed to foster motivation among the Shreeja Girls through the usage of various activities and techniques and develop their mental wellness

Findings

The workshop revealed that there is some Amotivation (lack of motivation) among a section of the First-generation learner tribal girls (participants). Only 17% think that they are incapable of succeeding in sports (Football) while in contrast 43% completely think the opposite. They believe that they can succeed as Football Players. In relation to the above finding, however, 65% of participants are ambiguous about continuing to invest time and effort in sports anymore while 26% strongly believe that they wish to put in their time and effort in Football. An equal number of participants stated their confusion regarding their place in sports (Football). However, 83%, in contrast, said that they actually enjoy playing Football despite the present confusion. There is a confusion among many regarding their decision to take up football as a professional sport but at the same time, the majority agreed about enjoying the sport!

There is an increased level of External Regulation among the participants. 95% of them stated that they play football because it allows them to be well regarded by the people they know and 87% play for medical and social benefits of being an athlete. 78% of them further stated that they play Football for the prestige of being an athlete while 85% of the Shreeja Girls said that they play the game to show how good they are at Football. The views represented reveals that the majority of girls play Football to satisfy an external demand or receive an externally imposed reward or to avoid punishment.

67% of the girls said that they play football because it is absolutely necessary to do sports to keep in good shape. While 86% of them agreed that they play the game because they must do sports to feel good about themselves. 70% of the girls revealed that they play because otherwise they would feel bad if they didn't take time out to do so. Also, 93% of them believe that they play soccer because they must do sports regularly. Here the findings reveal clearly that although Shreeja Girls are high in external regulation, yet they are also showing some Introjected regulation (some self control, efforts to protect their ego and their motivation is related to internal awards and punishments as well).

94% of Shreeja Girls stated that they play Football because it is a good way to learn lots of things that could be useful in other areas of life. 87% of the girls revealed that playing is one of the best ways they have chosen to develop other aspects of their lives. Furthermore, 79% of the participants believe that they play Football because it is one of the best ways to maintain friendships. On the other hand, 93% believe that training hard while playing improves their overall performance. This is in consonance with Shreeja India's Beyond Football program objectives. The objectives state that playing Football (sport) can help in building confidence and awareness.

improve cognitive functions, and enhance physical, mental and social health of the first-generation learning tribal girls. This finding points out that the girls too believe that they have a lot to gain and that they are already benefiting from the playing football under Beyond Football Program. They have shown an increased level of Identified Regulation as well.

96% of the girls revealed that they play Football because it is part of the way in which they have chosen to live their lives and because they now feel that Football has become an extension of them. 89% of them also believes that they play the game because participation in Football is consistent with their deepest principles, 77% play because it is an integral part of their lives. This finding is very positive and in consensus with all the participants. This indicates the most autonomous kind of extrinsic motivation, which is integrated motivation. This shows that the girls' belief systems are very much assimilated with self; they are included in their self evaluations and personal needs. This is the last step towards developing intrinsic motivation.

99% revealed that they play football for the excitement they feel when they are really involved in the activity. However, In the same way, 84% stated that because they a lot of personal satisfaction while mastering difficult training techniques, they play Football. 78% said that they play Football for the satisfaction they experience while perfecting their abilities. 93% of them clearly stated that they play for the pleasure of discovering new performance strategies. This is in sync with their earlier revelation that they enjoy playing Football.

The overall findings indicate a high amount of extrinsic motivation and still higher amount of intrinsic motivation among the participants at the same time. There is also some amount of Amotivation among them which needs to be worked upon by Shreeja India. We need to design strategies in a way that can help the girls out of the Amotivation boxes. Some girls could be experiencing blockages, negative thoughts and lack of confidence that are affecting their performance negatively. These negative outcomes are however temporary and can be mitigated and altered with the implementation of new plans and strategies.



OBSERVATION

The responses received from 58 Shreeja Soccer players (girls playing since the inception of Beyond Football program in Dhatrigram) for the SMS is quite positive and interesting. Although some of the participants indicated Amotivation through certain responses, however, a significant percentage of girls did reveal having high extrinsic motivation. Interestingly, in consensus, the girls' responses revealed that they all have still higher levels of intrinsic motivation as Football players. This percentage was significantly higher than the level of Amotivation they have. Their responses under SMS point out that although they like playing Football, yet they are somehow losing interest in the practices due to various extraneous factors. Our focus should be to now identify these factors[DS1] and accordingly tailor our strategies and practices to cater to the needs of these girls. We need to understand what they want from these practices. If we are able to bridge the gap between their desires, needs and Shreeja India's strategies, techniques for the Soccer practices, we can hope to resolve the current dilemmas of the FGL girls and improve their performance on the field and in academics as well.



Report on

Motivation & Wellness Initiative

(Determiners of Success in all aspects of life)

(Focus: First Generation Learning Rural Girls in West Bengal)



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I. Introduction to MOTIVATION

The term motivation is derived from the Latin word *movere*, meaning “to move”. Motivation can be broadly defined as the forces acting on or within a person that causes the arousal, direction, and persistence of goal-directed, voluntary effort. It is what causes one to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe *why* a person does something. It is the driving force behind human actions.

In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully.

There are numerous approaches to the study of motivation. Some are based on schedules of positive and negative reinforcement (e.g. BF Skinner’s and Ivan Pavlov’s behaviourism) while others focus on an individual’s sense of mastery over a set of circumstances (eg Albert Bandura’s self-efficacy theory).

II. Self Determination Theory (SDT)

A contemporary approach popularized by Edward Deci and Richard Ryan, is known as self-determination theory, which emphasizes the role of individual choice. This theory is based on a number of motives or regulations, which vary in terms of the degree of self-determination they reflect. Self-determination has to do with the degree to which your behaviours are chosen and self-initiated. The behavioural regulations can be placed on a self-determination continuum. From the least to the most self-determined they are amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation.

- **Amotivation** represents a lack of intention to engage in a behaviour. It is accompanied by feelings of incompetence and a lack of connection between one’s behaviour and the expected outcome. For example, an amotivated athlete might be heard saying, ‘I can’t see the point in training any more – it just tires me out’. Such athletes exhibit a sense of helplessness and often require counselling, as they are highly prone to dropping out.
- **External and introjected regulations** represent non-self-determined or controlling types of extrinsic motivation because athletes do not sense that their behaviour is choiceful and, as a consequence, they experience psychological pressure. Participating in sport to receive prize money, win a trophy or a gold medal typifies external regulation. Participating to avoid punishment or negative evaluation is also external. Introjection is an internal pressure under which athletes might participate out of feelings of guilt or to achieve recognition.
- **Identified and integrated regulations** represent self-determined types of extrinsic motivation because behaviour is initiated out of choice, although it is not necessarily perceived to be enjoyable. These types of regulation account for why some athletes devote hundreds of hours to repeating mundane drills; they realize that such activity will ultimately help them to improve. Identified regulation represents engagement in a behaviour because it is highly valued, whereas when a behaviour becomes integrated it is in harmony with one’s sense of self and almost entirely self-determined. Completing daily flexibility exercises because you realize they are part of an overarching goal of enhanced performance might be an example of integrated regulation.
- **Intrinsic motivation** comes from within, is fully self-determined and characterized by interest in, and enjoyment derived from, sports participation. There are three types of intrinsic motivation, namely intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation.



Intrinsic motivation is considered to be the healthiest type of motivation and reflects an athlete's motivation to perform an activity simply for the reward inherent in their participation.

According to Hungarian psychologist Mihaly Csikszentmihalyi, the highest level of intrinsic motivation is flow state. **Flow** is characterized by complete immersion in an activity, to the degree that nothing else matters. Central to the attainment of flow is a situation in which there is a perfect match between the perceived demands of an activity and an athlete's perceived ability or skills. During flow, self-consciousness is lost and athletes become one with the activity. For example, a World champion canoeist often describes how the paddle feels like an extension of her arms while she is in flow.

An overbearing or unrealistic challenge can cause excess anxiety, which means that coaches need to ensure that athletes set realistic goals. Conversely, if athletes bring a high level of skill to an activity and the challenge that it provides is relatively low, such as Barcelona and Brazil's Ronaldinho playing in a minor football league, this can result in boredom.

Finally apathy, which transpires when both challenge and skill are low. To promote flow, it is important to find challenges that are going to stretch athletes just a touch further than they have been stretched before.

Recent motivation research based on SDT

A study examining the relationship between athletes' goal orientations and their levels of intrinsic and extrinsic motivation indicated that British collegiate athletes with task-related or personal mastery goals were far more likely to report high self-determination than athletes with ego-orientated or social comparison-type goals(6).

The study provided tentative support for the proposition that focusing on personal mastery and self-referenced goals promotes intrinsic motivation to a greater degree than focusing on winning and demonstrating superiority over others. This has important implications for practitioners who work with children, given the wealth of evidence that suggests that a focus on personal mastery and intrinsic motivation (enjoyment) brings the most positive motivation outcomes (7,8).

A very recent study showed that during competition deemed to be important, intrinsically motivated athletes developed task-oriented (positive) coping strategies(9). Conversely, extrinsically motivated athletes tended to avoid dealing with key issues and were far less likely to achieve their goals. In another study, researchers adopted a qualitative approach to answer the question 'why does the "fire" of elite athletes burn so brightly?'(10). They sought to demystify the differences between high achievers and also- rans in the world of sport. Their interviews with 10 elite Australian track and field athletes revealed three overarching themes: Elite athletes set personal goals that were based on both self-determined and extrinsic motives; They had a high self-belief in their ability to succeed; Track and field was central to their lives – everything rotated around their involvement in the sport.

The findings suggest that the simultaneous presence of high extrinsic and high intrinsic motivation is likely to yield the most positive benefits for adult athletes. However, it is critical that extrinsic motives are nurtured on a firm foundation of high intrinsic motivation. Without high intrinsic motivation, athletes are likely to drop out when they encounter problems such as injury, non-selection or demotion.

Motivational techniques for coaches and athletes:

1. Goal setting

Athletes should be encouraged to set a few ambitious but achievable long-term goals; perhaps to represent their country in a major championship in three or four years. Through empowering athletes to set their own goals, they are more likely to accept the challenges that lie ahead and pursue the goals with enthusiasm (13); To keep athletes on track with their long-term goals, they should also set appropriate medium-term goals. For



example, following a bronze medal-winning performance at the 2004 Athens Olympics, UK athlete Kelly Sotherton set herself the medium-term goal of winning the 2006 Commonwealth title in Melbourne (which she achieved) en route to pursuing her long-term goal to be crowned Olympic champion at the 2008 Beijing Games;

By far the most important goals in practical terms are those for the short-term, as it is these that keep athletes focused on the checkmarks which are seminal to achieving superior performance. Therefore, short-term goals should be predominantly process-oriented. For example, when Manchester United's Wayne Rooney injured a metatarsal six weeks before the start of the soccer World Cup, he set a series of process goals in his race to regain full fitness. These included daily physiotherapy sessions, remedial exercises in an oxygen chamber, non weight-bearing aerobic activities, monitoring of nutritional intake and so on; Goals need to be monitored and revised on a regular basis. One of the biggest mistakes that coaches make in setting goals is that they are often too rigid in their approach. The goal setting process works best when there is some flexibility and the individual athlete or team takes ownership of each goal. Thus, coaches and managers are better off exercising some democracy when setting goals, particularly if working with more experienced athletes.

2. Using extrinsic rewards

According to SDT(1), the key aspect in using extrinsic rewards effectively is that they reinforce an athlete's sense of competence and self-worth. Thus, a reward should be informational in nature rather than controlling. If a reward comes to be controlling, it can significantly undermine intrinsic motivation. For a reward to be informational, it is advisable that it has relatively little monetary worth (ie it is a token reward), such as a 'woman of the match' or 'athlete of the tour' title. Also, the reward should be presented to an athlete in front of all potential recipients with some emphasis placed on the prestige associated with it. Other popular ways of using token rewards include etching athletes' names on annual honours boards for their contributions, or awarding a special item of clothing.

3. Motivational music

A particularly good way to motivate athletes in training and prior to competition is through the use of music they perceive to be inspirational. Sydney Olympics rowing gold medallist, Tim Foster, now a respected coach, uses music to punctuate all of the indoor training sessions that he leads. Specifically, during circuit training or rowing ergometer intervals, he puts on loud/fast music, while during recovery periods he plays soft/slow music. Therefore, work and recovery times are regulated by music. Research from Brunel University indicates that this approach increases work output, reduces perceived exertion and improves in-task affect – the pleasure experienced during the activity(14,15).

4. Positive self-talk

Positive self-talk is a technique that can be used to enhance motivation across a wide range of achievement domains. It makes use of an athlete's powerful inner voice to reinforce their self-esteem or important aspects of their performance. With appropriate repetition, self-talk can positively alter an athlete's belief system. I use three types of self-talk in my work with athletes and will illustrate each with an example to assist you in coming up with your own.

The first type is known as task-relevant self-talk, which serves to focus an athlete's attention on the task at hand. A karateka I worked with used the mantra 'pillar of power' to reinforce his strong posture. The second type is known as mood-related self-talk, which impacts on how athletes feel. An international water skier came up with 'butterflies in formation' to represent how the butterflies in her tummy would work for her rather than against her. The third type is known as a positive self-affirmation statement and the most famous exponent of these was the legendary boxer Mohammed Ali who repeated the claim, 'I am the greatest' so many times that even his opponents believed it.

'I figured that, if I said it enough, I would convince the world that I really was the greatest.'
Mohammed Ali



III. Importance of Motivation for FGL Tribal Girls

Motivation is the factor which directs a person to behave in a particular way which results in achievement of some goal. Motivation can be contagious. For example, if teacher herself/himself is not motivated, she/he will fail to motivate students. Also, even if one student is motivated, the energy can spread across to all other students.

Shreeja India caters to rural girls from poverty-stricken communities. They are deprived of access to basic education, nutrition, health and livelihood opportunities throughout India for decades. Being 'First-Generation Learners' (FGLs), the girls often lag behind in schools or become school dropouts. As a result, they often fall prey to physical abuse and mental exploitations. Moreover, they live within social systems where their community members are not supportive of their education or growth. As a result, they never learn to dream and have ambitions. They lack motivation. With lack of female agency and support system, they continue to remain a backward group for generations.



In order to uplift the FGL girls, fostering motivation can be a crucial tool for success. Motivation determines the specific goals toward which people strive; thus, it will affect the choices the FGL girls will make in a constructive manner. The contagion of motivated behavior will spread from one to all. Motivation will increase their time on task and will affect their learning and achievement. It will help enhance their cognitive processing which will be reflected in their performance as a football player, in academics and in all other choices of life. Definitely, here, the focus should be more on intrinsic motivation to assure internalization of values, restructuring of schemas and change in attitudes.

IV. Motivational Workshop designed for FGL Tribal Girls

Dates: 28-08-21 | Follow up done on 3-10-21 | Administration of 'Sports Motivation Q-Scale 6' on 26 Shreeja Football players done on 3-10-21 | The follow-up workshops will continue to be organized for the girls every month.

Duration: 2 hours

Participants:

- Shreeja Girls' Football Team – 26 girls
- KajiGolumMurtuja (Coach)
- Sreekumar Mukherjee (Teacher)
- Aditi Mondal (Teacher)

Purpose: Not feeling confident and active is two of the worst feelings a player can have on a soccer field. It can dramatically affect her performance as well. Learning how to be more confident on the field is a fundamental skill to develop in order to improve as a player. Professionals always remember what they are capable of doing. So, the key to overcome fear is to be confident about oneself. This confidence develops when you are both, extrinsically and especially intrinsically motivated to give your best performance. Also, a mind that is well with positive frame of thoughts will always be more active and foster wellness in all the domains of life. Learning to mould one's negative thoughts into positive ones can definitely transform the lives of the young girls and help



them succeed in all their endeavours. This series of workshops are designed foster motivation among the Shreeja Girls through usage of various activities and techniques, and develop their mental wellness.

A. Ice-breaking Activity: Each participant was asked to introduce themselves by their names, their ambitions and by mentioning one quality about themselves. Given below are the responses-

Nx	Name	Descriptive Adjective/quality about oneself	Ambition
1	Chandana Tudu	Good hearted	Nurse
2	Ruma Murmu	Strong	Police Officer
3	Emeli Murmu	Good hearted	Nurse
4	Pramila Murmu	Good hearted	Police officer
5	Saraswati Soren	Good hearted	Police officer
6	Sitamani Baski	Strong	Police officer
7	Padmabati Murmu	Good communicator	Nurse
8	Taramani Soren	Good hearted	Police officer
9	Neha Marandi	Good hearted, good communicator	Teacher
10	Mampi Soren	Good hearted	Nurse
11	Nilima Murmu	Good hearted	Teacher
12	Supriya Soren	Good hearted	Teacher
13	Sumi Hemram	Good hearted, strong.	Teacher
14	Menaka Murmu	Good hearted, strong	Teacher
15	Minati Bagchi	Strong	Police officer
16	Hemlata Murmu	Good at playing football practice but lose temperament at the match time.	Police officer
17	Role Moni	Strong	Police officer
18	Puja	Good hearted	Nurse
19	Susmita	Good at football. She loves to play football. She wants to play football.	Footballer
20	Priya Mandi	She loves football but cannot play.	Footballer
21	Magali Murmu	Good at practise but face problem at match time.	Footballer
22	Laksmi Murmu	Good at playing Football but afraid of facing audience.	Footballer
23	Sabitri Hemram	Good hearted	Police Officer
24	Rubi Murmu	Good hearted	Teacher
25	Sumitra Besra	Good hearted	Teacher
26	Rupali Murmu	Study lover, Football lover. Mentally weak.	Police Officer

B. Discussion on the concept of Motivation: The following topic was discussion with the participants to give them an insight about the concept and importance of motivation in ascertaining a positive outcome in life.

What is Motivation?

Motivation is an internal energy force that determines all aspects of our behaviour; it also impacts on how we think, feel and interact with others.

Example:

How is motivation relevant in sports?

In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potentials. However, given its inherently abstract nature, it is a force that is often difficult to exploit fully.

There are two types of motivation in sports:



- **Intrinsic motivation:** It refers to athletic behavior that is driven by internal or personally meaningful rewards (opportunities to explore, learn, and actualize potential). **Intrinsically motivated** athletes participate in sport for reasons such as: the enjoyment of playing their sport, the challenge of competition and reaching new personal levels, skill improvement, exploration of potential, etc. Intrinsically motivated athletes typically concentrate on skill improvement and their growth as athletes.
- **Extrinsic motivation:** It refers to athletic behavior that is geared toward earning external rewards or to avoid punishment. **Extrinsically motivated** athletes participate in sport for motives such as external rewards (trophies, scholarships, media attention, accolades) or to avoid negative consequences (being benched, falling out of favor with coach, disapproval of parent). Extrinsically motivated athletes tend to focus on the outcomes of athletic contests.

C. The concept discussion was followed by an interactive session on **Mental Practices** that can help improve performance of the participants on the Football field, before and during the tournaments as athletes.

1. Get in a rhythm (sooner the better)

Every player has to overcome some elements of fear that you feel at the beginning of each game. If you're not mentally strong enough to overcome this starting fear, then your confidence will become worst with time, and your performance will go down. The key is to start getting in a rhythm as soon as possible. When the game starts, try to get involved with the ball as soon as possible, don't hide and run away from it. The more you touch the ball, the more confident you get.

2. Don't worry about people judging you

We are always scared of how people will judge us. In the soccer field, the only people you have to listen to is your coach and your teammates. Don't think of any other person. If you do something wrong your coach send you instructions to help you out.

3. Know your worth (You have practiced hard)

When you are in a team, you are already worth something. Your coach must have seen something special in you. Know your worth and remember everything you did to be in the position you are right now. Always love yourself as a soccer player and never ever think that you are less than any teammate or any rival.

4. Remember your best moments

We all have great moments when play soccer. You scored a goal from outside the penalty box in your previous match. You also had a 10 meter run to dislodge the opponent defense. Remembering all those moments will give you a boost to your mind. If you were already able to do that once, then why can't you do it again?

5. Your team is your family

There is nothing better than playing with friends who practice together. Your friends understand that we are all humans and that neither of us is perfect. Playing in a team that has an environment like this makes it a lot easier to develop confidence in each player.

6. Cheer up your teammates

Also, when you finally feel confident and you are in a rhythm, make sure to cheer up and help your teammates. These will help make your team more of a family and will demonstrate that you have each other's back.

7. Rivals are humans too

Always remember that your rivals are humans too. They also feel afraid and lose confidence just as you do. It is natural from all humans to feel in this way at one point. When we feel scared we tend to think that the other players are superior or are one step ahead of us in some way. Remember that they are humans too and that they feel the exact same things that you feel.



8. Fear is your worst enemy

When you play with fear, your mind is indecisive on what to do and starts playing soft. Soccer is a rough game and if you play soft you are more likely to get injured than if you played hard. So, fear and lack of confidence not only affect your performance, but can also put you at risk of injury too.

9. No excuses, please

When we lose confidence, we tend to start making excuses in our heads to make us believe that we are playing against someone that is superior to us in some way. With those excuses we are telling our brain that it is impossible to win, which makes your confidence to slowly disappear completely. Eliminate all excuses and you'll see an instant boost in your confidence.

10. Concentrate (keep your focus on the game)

When we are afraid, we tend to keep our mind focused on things that aren't even related to the game. We have zero concentration then. Keep your mind focused where it should be: playing soccer the way you play best.

11. Mental Rehearsal

Create a mental image of the soccer game as clear as possible during your practice. What is your strategy today? At what position in the field will you be controlling? How does it look to score a goal or dribble from that position? Practice shooting to the goal from the position you play. Imagine that you are attacking from the right side. Run with the ball into the opponent's territory and pass the ball in the penalty box.

All these detailed visualizations in your head should happen in your practice before the real game comes. That will make you feel more comfortable, and prepared because your brain feels like it has

D. There are certain universal **body languages** that can facilitate success. These language when practiced, are slowly internalized that have an important role to play in building confidence, self esteem and intrinsic motivation for athletes. Through role plays and group activities, the body languages were talked about and practiced. Instruction was given to all participants to stand together at attention. They were told that now they will learn the body language of confidence and team spirit much needed for success on the fields.

The following body languages were practiced:

- Universal body language of pride and winning
- Universal body language of defeat
- Quick eye brow flash – get ready/pay attention/ something will happen
- Chin gesture/ gesture with tors– get ready, passing the ball to you
- Haptics – Power of touch to bond as a team. (Jumping and bumping secretes oxytocin)
- The Alpha- Puff out their chest and hold themselves high
- *They were informed that they can also read their own body languages and change it for better. This will help enhance your performance*

As part of learning the art and importance of cheering with confidence, the girls were divided into three groups. They were given five minutes to come out with a motivational Team phrase with gestures. They were then asked to act it out.



E. The next activity was based on 'positive self talk', which in turn is based on the 'cognitive behavioural therapy' approach. The participants were asked to identify, reflect and reframe a negative thought that they have. Their responses were noted. Discussions were done on few of such responses received from them.

IDENTIFY

Begin by identifying a commonplace situation that would typically cause you to have a negative thought, and consequently to feel an unhealthy emotion.

Eg., 1. Losing a Football match. Having a negative thought about your own team's goal keeper for not being able to defend the goal post/ or yourself for not being able to deliver well.

2. *A family member or friend lectures you for not arriving when you said you would - you feel agitated and think "this person is a fault-finder, they always pester me over little things"*

REFLECT

Examine the aspects of the situation that are **under your control**. Do your behaviour contribute to your tendency to think negative thoughts and feel negative emotions?

Eg., 1. *Are you satisfied with your preparation and practice before playing such matches? Do you have the tendency to blame others for all kinds of failures you witness in life.*

2. *Do you have the tendency to over commit - leaving you vulnerable to agitation when others bring-up your failure to honor commitments?*

REFRAME

Practice choosing a healthier thought.

1. *You can choose to practice more before the match and work on your own weaknesses as a player to become better at the game. Instead of quickly reaching a judgment about others or blaming others, you can try and focus on yourself development. You can choose to discuss with your team about better strategies for the game, pause and try to empathize with the goal keeper, understanding that she too is a human being who can make mistakes once or twice in a match.*

2. *If the immediate opportunity to "talk it through" with the other person is not possible, then pause and consider other "just as likely" explanations for their behavior by asking yourself; Eg., My family and friends hold me accountable because I'm important to them, and that is very comforting to know.*



The session on CBT technique was followed by showing of educational videos related to the workshop topics. Discussion was done on the knowledge gathered from each video showcased.

1. <https://www.youtube.com/watch?v=Bi-7pho5XB8>
2. <https://www.youtube.com/watch?v=yobobniv0sU>

Message: *Winners never quit, and quitters never win! Your hardest times often lead to the greatest moments of your life. Keep going. Tough situations build strong people in the end.*

3. <https://www.youtube.com/watch?v=6fbE52YDEjU&t=1s>

Message: *Individual effort is important, but it's teamwork that makes the dream work.*

4. *Story of Hope: Life of Rani Rampal*–
<https://www.youtube.com/watch?v=3MRDhV47IMY>

A follow up workshop was conducted with the participants after two weeks as a refresher. Feedback was taken from them about whether they are able to implement the learning from the previous workshop in their daily lives.

V. Sports Motivation Scale (Scale 6)

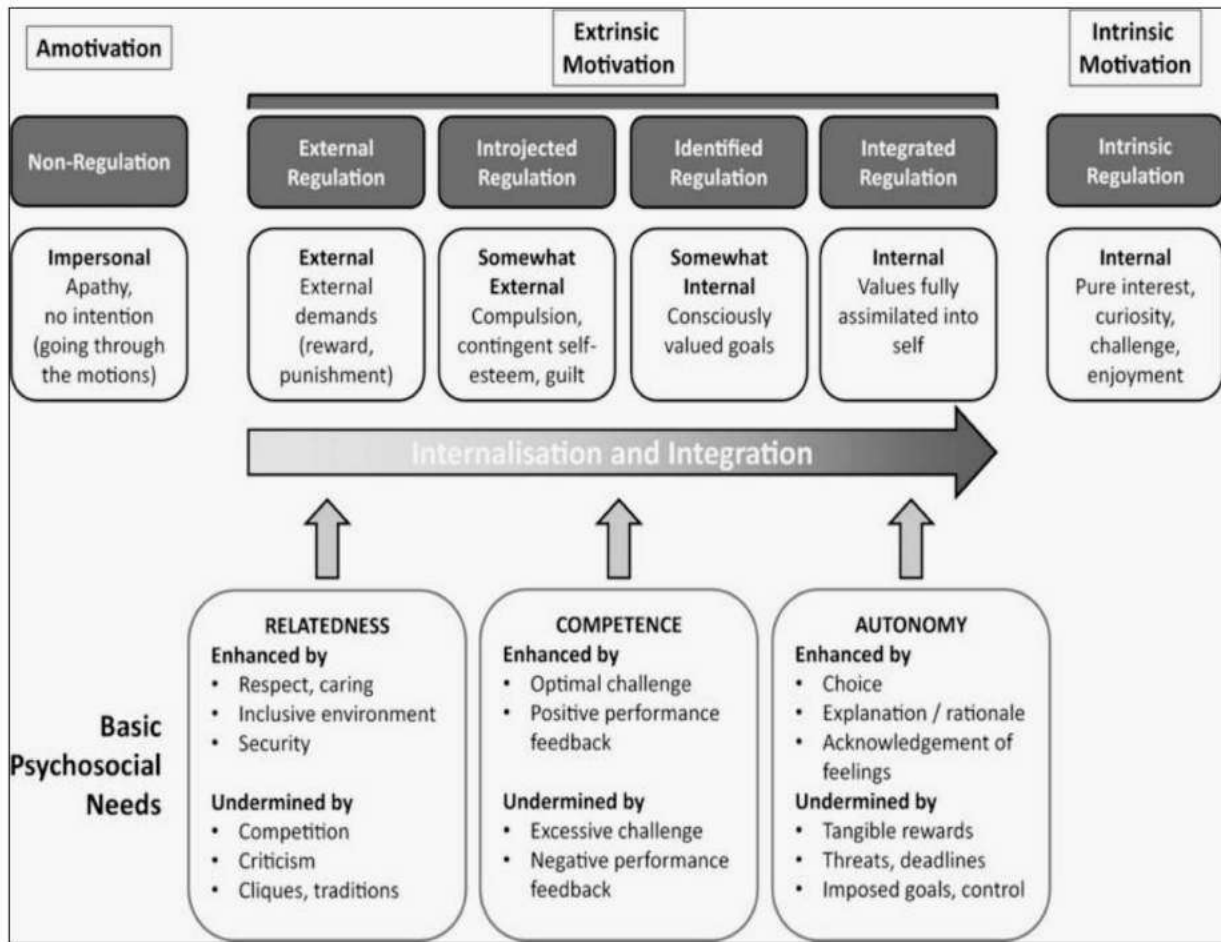
As discussed earlier in this document, motivating others can be quite challenging. Thus understanding the motivational process can be pivotal in positively influencing others. SDT is a social-cognitive theory of motivation helps us identify and understand the conditions that enhance and maintain the innate propensity to interact with the environment and so as to undertake challenges and immerse oneself in the doing of an activity. (Ryan and Deci, 2000). SDT proposes different types of motivations represent different manifestations of the tendency to differentiate, integrate and actualize oneself within his/her environment. Assessing different intrinsic and extrinsic motivation in sports is therefore important as different types of motivation are related to varying outcomes. For example, research has shown that self determined forms of motivation perform better, persist longer, use positive coping strategies during stress and invest more effort in activities. (Amiot et. Al 2004; Pelletier et al 1995). Administering SMS to Shreeja Girls can therefore help us identify their levels and types of motivation dominating them. This in turn will help us tailor our strategies and activities to help build self determining motivation within them for improved outcomes in sports and academics. Within the framework of SDT, several scales have been developed, including Sports Motivation Scale (SMS).

This is a revised six-Factor Sports Motivation Scale. Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The sport motivation scale (SMS). *Journal of Sport and Exercise Psychology, 17, 35–53*] was developed to measure an athlete's motivation toward sport participation. The SMS (Pelletier et al., 1995) measures seven forms of motivation for engaging in sports activities: amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation to know, to accomplish and to experience stimulation.

This scale will help us understand where Shreeja students stand on the motivation scale and accordingly plan and strategize to mitigate challenges and improve the overall performance of the Shreeja Football Team.



(The chart given below depicts Ryan and Deci's Self determination theory on which Sports Motivation Scale is based)





Sports Motivation Scale -6

Appendix. Sport motivation scale-6

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practising your sport.

Does not correspond at all	Corresponds a little		Corresponds moderately	Corresponds a lot		Corresponds exactly	
1	2	3	4	5	6	7	
<i>Why do you practice your sport?</i>							
1. For the excitement I feel when I am really involved in the activity	1	2	3	4	5	6	7
2. Because it's part of the way in which I've chosen to live my life	1	2	3	4	5	6	7
3. Because it is a good way to learn lots of things which could be useful to me in other areas of my life	1	2	3	4	5	6	7
4. Because it allows me to be well regarded by people that I know	1	2	3	4	5	6	7
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport	1	2	3	4	5	6	7
6. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques	1	2	3	4	5	6	7
7. Because it is absolutely necessary to do sports if one wants to be in shape	1	2	3	4	5	6	7
8. Because it is one of the best ways I have chosen to develop other aspects of my life	1	2	3	4	5	6	7
9. Because it is an extension of me	1	2	3	4	5	6	7
10. Because I must do sports to feel good about myself	1	2	3	4	5	6	7
11. For the prestige of being an athlete	1	2	3	4	5	6	7
12. I don't know if I want to continue to invest my time and effort as much in my sport anymore	1	2	3	4	5	6	7
13. Because participation in my sport is consistent with my deepest principles	1	2	3	4	5	6	7
14. For the satisfaction I experience while I am perfecting my abilities	1	2	3	4	5	6	7
15. Because it is one of the best ways to maintain good relationships with my friends	1	2	3	4	5	6	7
16. Because I would feel bad if I was not taking time to do it	1	2	3	4	5	6	7
17. It is not clear to me anymore; I don't really think my place is in sport	1	2	3	4	5	6	7
18. For the pleasure of discovering new performance strategies	1	2	3	4	5	6	7
19. For the material and/or social benefits of being an athlete	1	2	3	4	5	6	7
20. Because training hard will improve my performance	1	2	3	4	5	6	7
21. Because participation in my sport is an integral part of my life	1	2	3	4	5	6	7
22. I don't seem to be enjoying my sport as much as I previously did	1	2	3	4	5	6	7
23. Because I must do sports regularly	1	2	3	4	5	6	7
24. To show others how good I am at my sport	1	2	3	4	5	6	7

Key

Amotivation	5, 12, 17, 22	Identified Regulation	3, 8, 15, 20
External Regulation	4, 11, 19, 24	Integrated Regulation	2, 9, 13, 21
Introjected Regulation	7, 10, 16, 23	Intrinsic Motivation	1, 6, 14, 18



Participants administered with SMS:

SL No.	Name	location	Class
1	Purnima Hemram	Babupur	B.A 2nd Year
2	Menuti Marandi	Babupur	10
3	Balika Soren	Nejuri	11
4	Ruma Murmu	Manikdihi	9
5	Rupali Tudu	Babupur	
6	Saraswati Soren	Lakultala	7
7	Shrawani Hasda	Manikdihi	
8	Premlata Murmu	Lakultala	9
9	Sumita Hasda	Tarasole	11
10	Kushumphul Soren	Tarasole	11
11	Surjamani Hasda	Kelidihi	11
12	Sonamoni Mardi	Khonnadihi	10
13	Sushmita Mardi	Khonnadihi	10
14	Reena Hemram	Barkanda	12
15	Neelima Murmu	Kalpahari	10
16	Lalita Mardi	Koirabad	B.A 1st Year
17	Sundari Kisku	Rojarekend	12
18	Lalita Hemram	Keledihi	12
19	Urmila Mardi	Dhaka	11
20	Sundari Hemram	Kheledihi	11
21	Saraswati Hemram	Barkanda	9
22	Mamta Tudu	Moshabuni	10
23	Emily Murmu	Kalpahari	11
24	Pramila Murmu	Kalpahari	
25	Sumita Marandi	Dhaka-1	11
26	Pratima Murmu	Kalpahari	



Response trends in percentages

7, 6-Corresponds exactly; 5 – Corresponds a lot; 4 – Corresponds moderately; 3,2- Corresponds a little; 1- Does not correspond at all; 0- Did not respond

Questions	7	6	5	4	3	2	1	0
Q1: For the excitement I feel when I am really involved in the activity	62% (16)	19% (5)	19% (5)					
Q2: Because it's part of the way in which I've chosen to live my life	73% (19)	27% (7)	0					
Q3: Because it is a good way to learn lots of things which could be useful to me in other areas of my life	54% (14)	42% (11)	4% (1)					
Q4: Because it allows me to be well regarded by people that I know	54% (14)	46% (12)						
Q5: I don't know anymore; I have the impression of being incapable of succeeding in this sports	35% (9)	27% (7)	4% (1)	15% (4)			15% (4)	4% (1)
Q6: Because I feel a lot of personal satisfaction while mastering certain difficult training techniques	62% (16)	30% (8)	8% (2)					
Q7: Because it is absolutely necessary to do sports if one wants to be in shape	65% (17)	27% (7)	8% (2)					
Q8: Because it is one of the best ways I have chosen to develop other aspects of my life	54% (14)	34% (9)	4% (1)	4% (1)			4% (1)	
Q9: Because it is an extension of me	62% (16)	34% (9)	4% (1)					
Q10: Because I must do sports to feel good about myself	69% (18)	31% (8)						
Q11: For the prestige of becoming an athlete	50% (13)	23% (6)	23% (6)					4% (1)
Q12: I don't know if I want to continue to invest my time and effort as much in my sport anymore	34% (9)	26% (7)	12% (3)	12% (3)			12% (3)	4% (1)
Q13: because participation in my sport is consistent with my deepest principles	73% (19)	19% (5)	8% (2)					
Q14: for the satisfaction I experience while I am perfecting my abilities	38% (10)	27% (7)	31% (8)					4% (1)



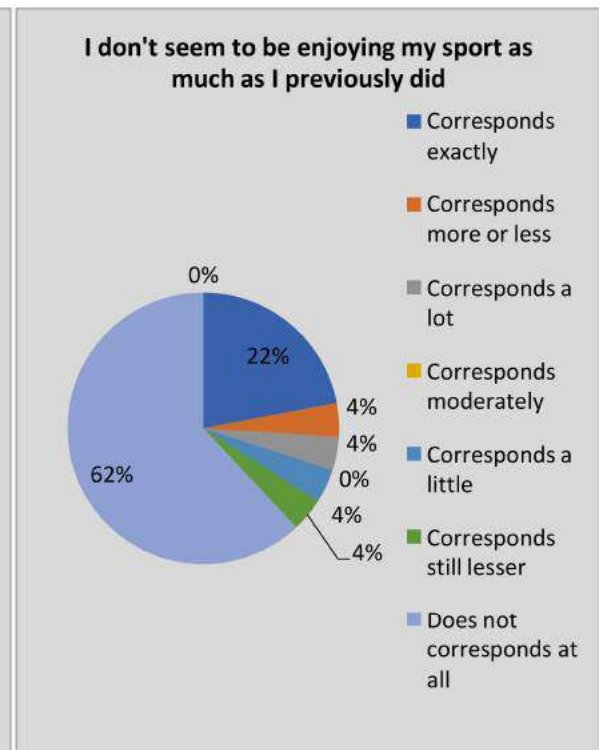
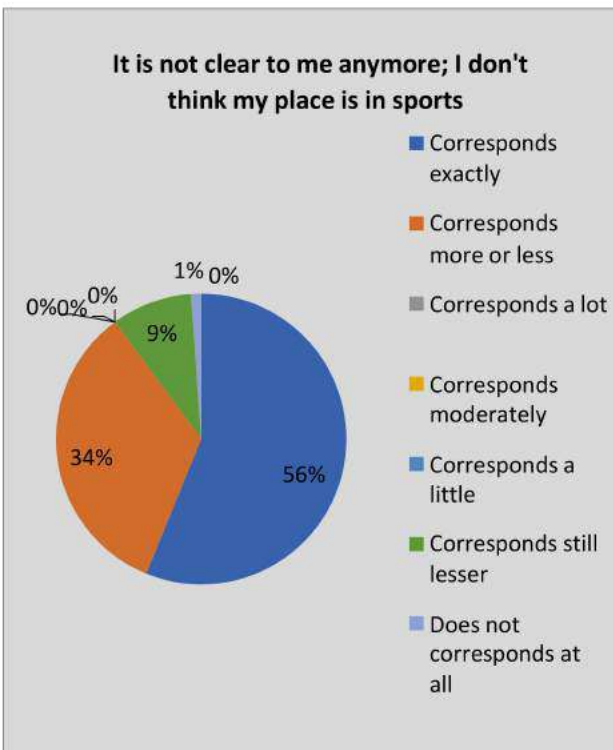
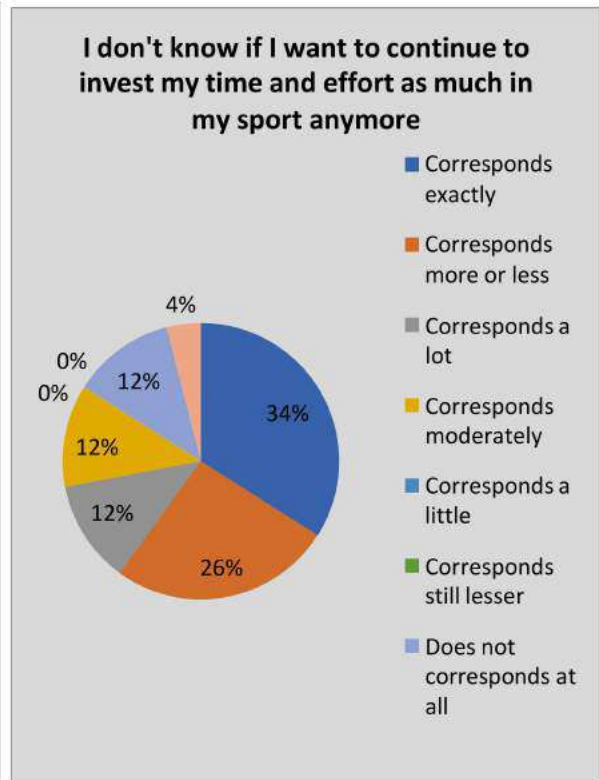
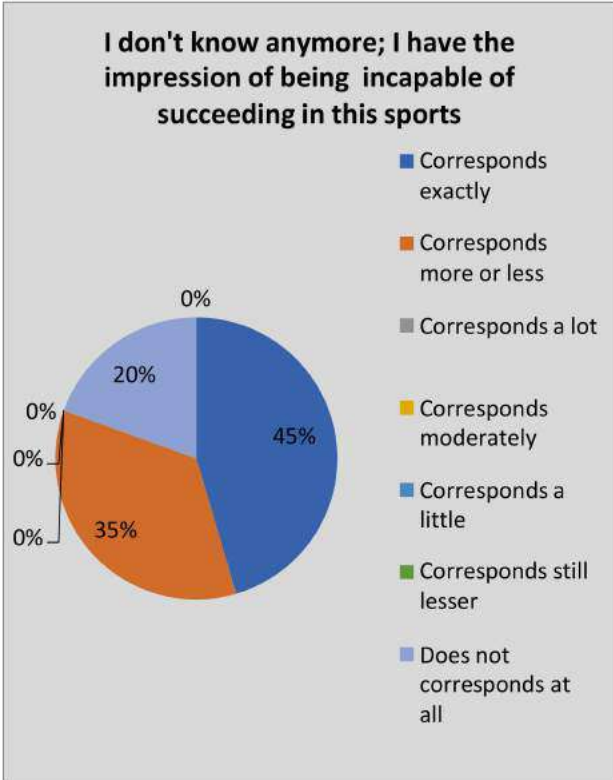
SHREEJA

Q15: because it is one of the best ways to maintain a good relationship with my friends	54% (14)	34% (9)	8% (2)					4% (1)
Q16: because I would feel bad if I was not taking time to do it	54% (14)	31% (8)	11% (3)				4% (1)	
Q17: it is not clear to me anymore; I don't think my place is in sports	50% (13)	30% (8)				8% (2)	12% (3)	
Q18: for the pleasure of discovering new performance strategies	69% (18)	27% (7)		4% (1)				
Q19: for the material or the social benefits of being an athlete	58% (15)	42% (11)						
Q20: because training hard will improve my performance	65% (17)	27% (7)	4% (1)					4% (1)
Q21: Because participation in sport is an integral part of my life	69% (18)	27% (7)					4% (1)	
Q22: I don't seem to be enjoying my sport as much as I previously did	22% (6)	4% (1)	4% (1)		4% (1)	4% (1)	62% (16)	
Q23: Because I must do sports regularly	50% 13	46% (12)	4%					
Q24: To show how good I am at my sport	12% (3)	42% (11)	42% (11)				4% (1)	



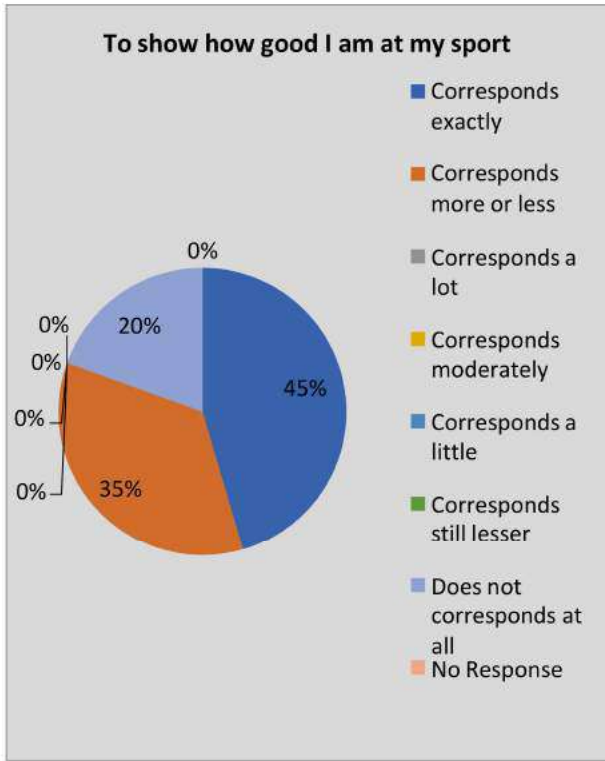
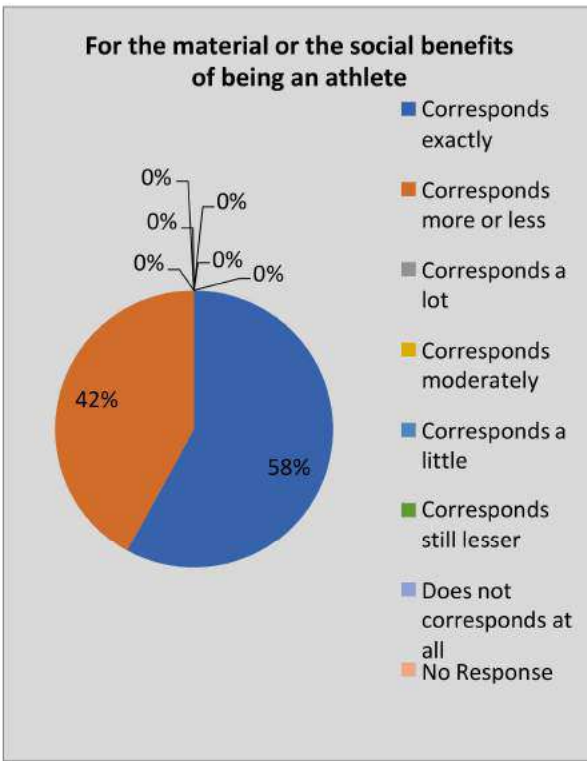
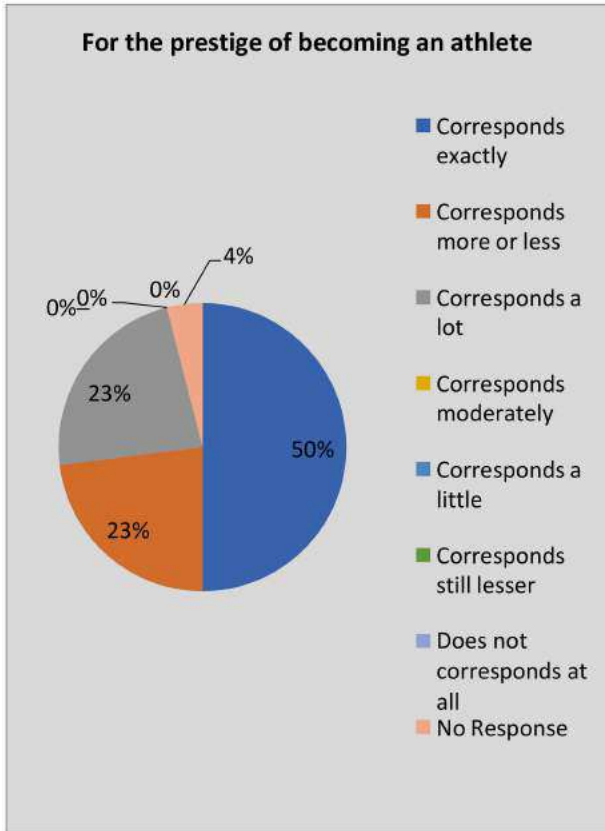
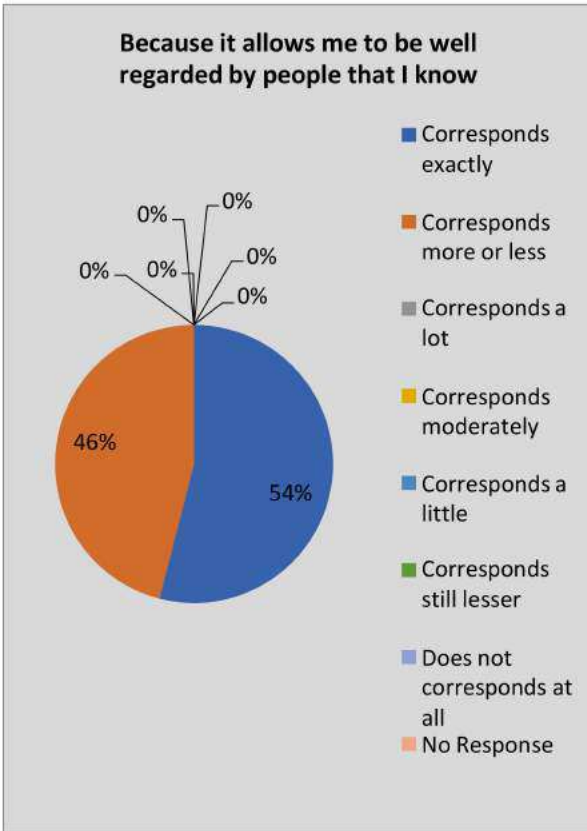
Graphical Representation of the SMS Data

Amotivation (Lack of Motivation)



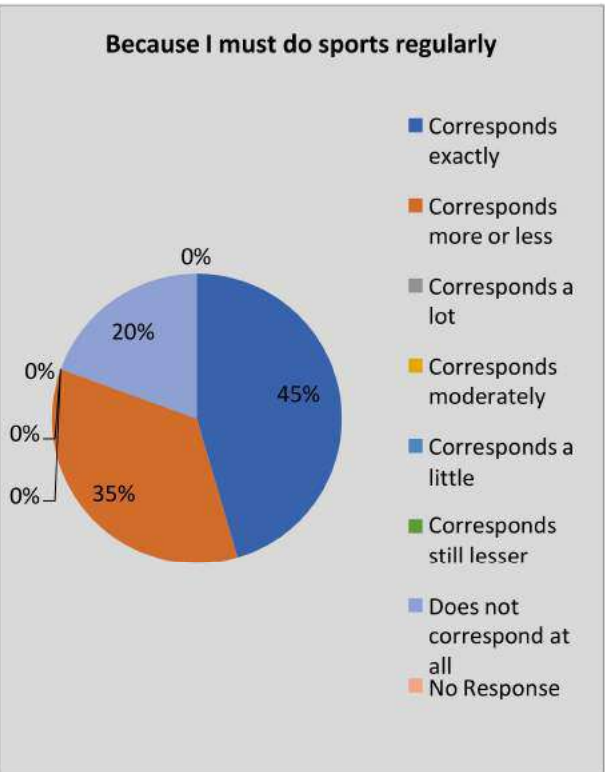
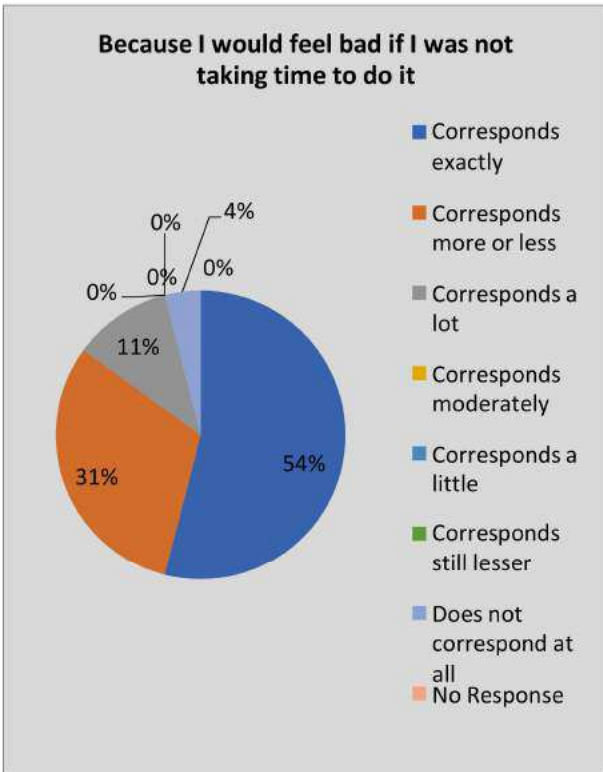
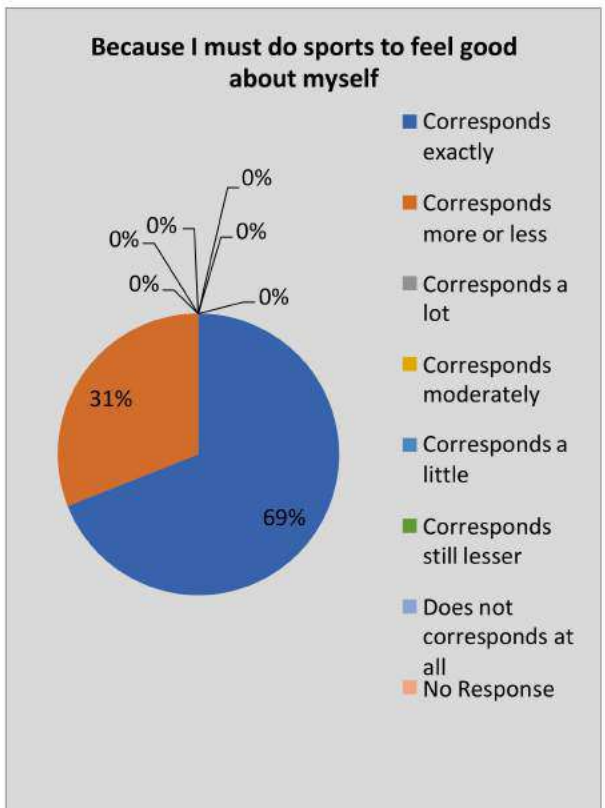
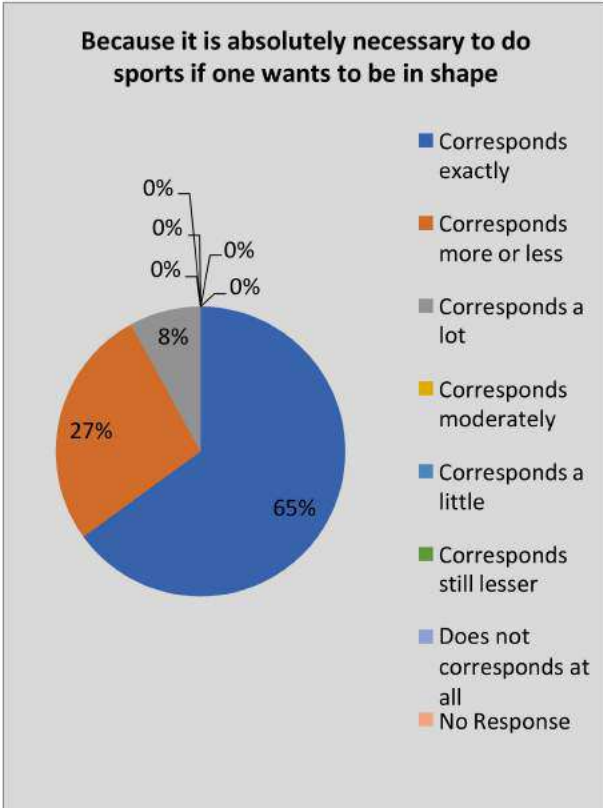


External Regulation (*External regulation is the least autonomous type of extrinsic motivation, and it includes the classic case of motivation to obtain rewards or avoid punishment.*)



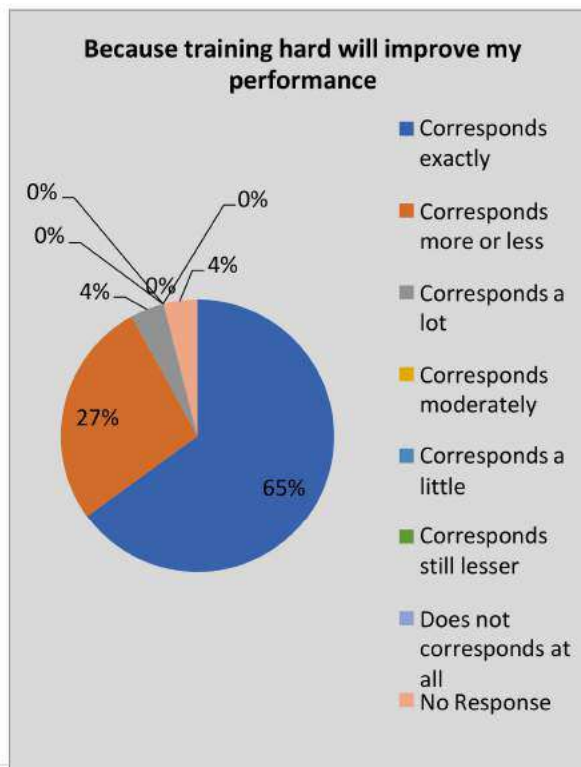
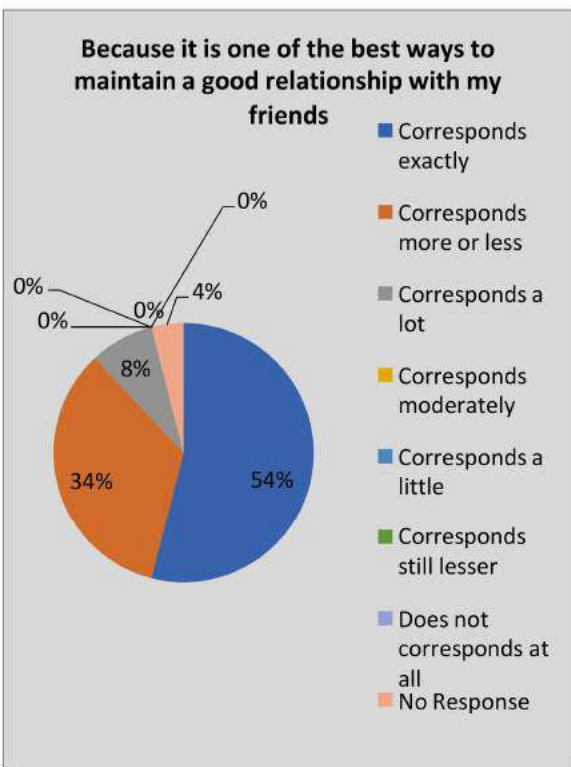
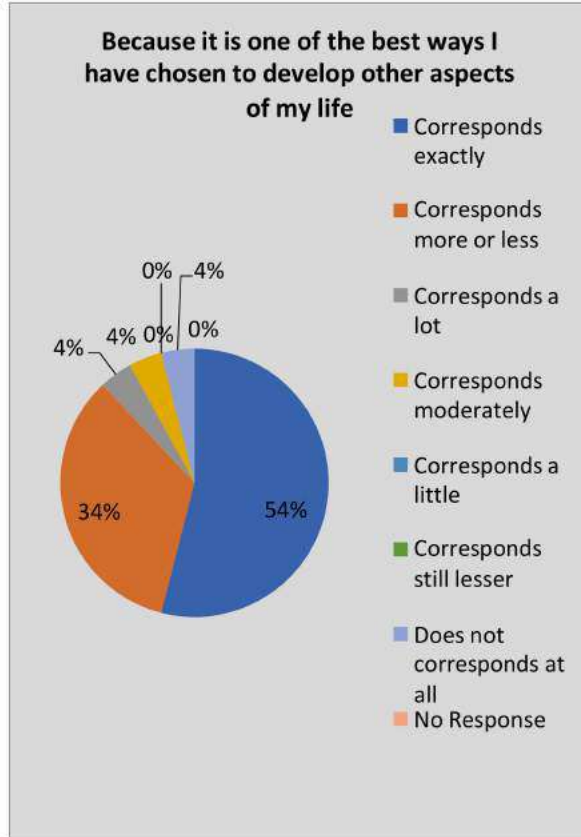
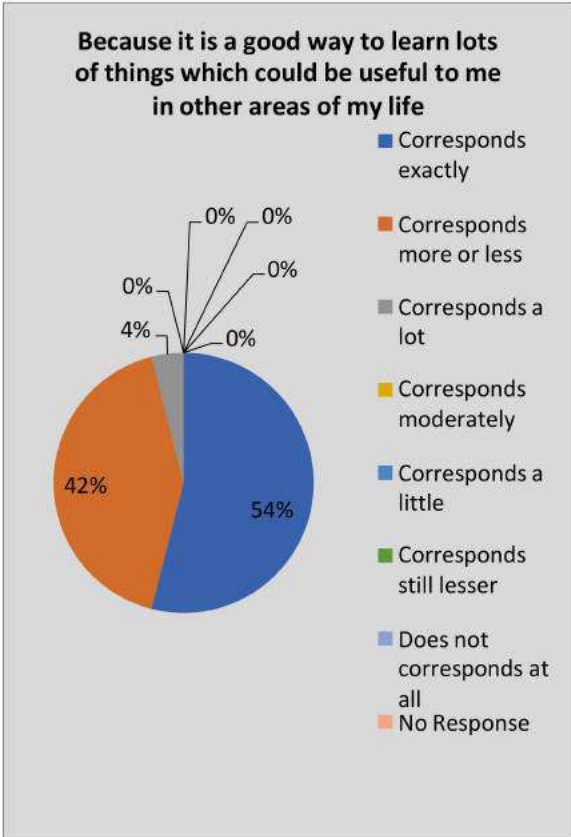


Introjected Regulation (The motivation is somewhat external and is driven by self-control, efforts to protect the ego, and internal rewards and punishments.)



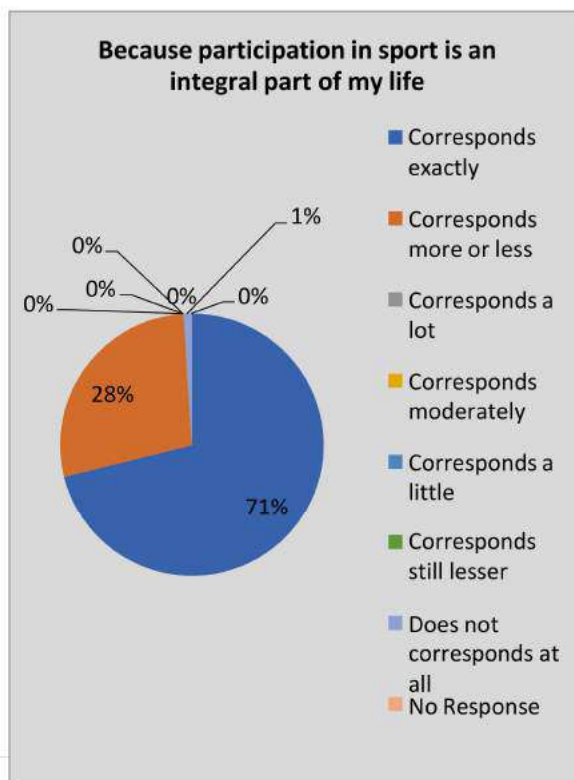
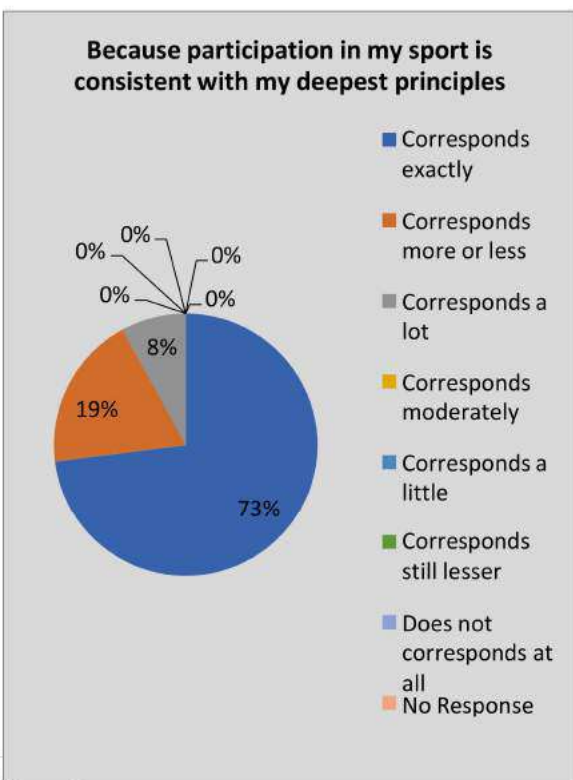
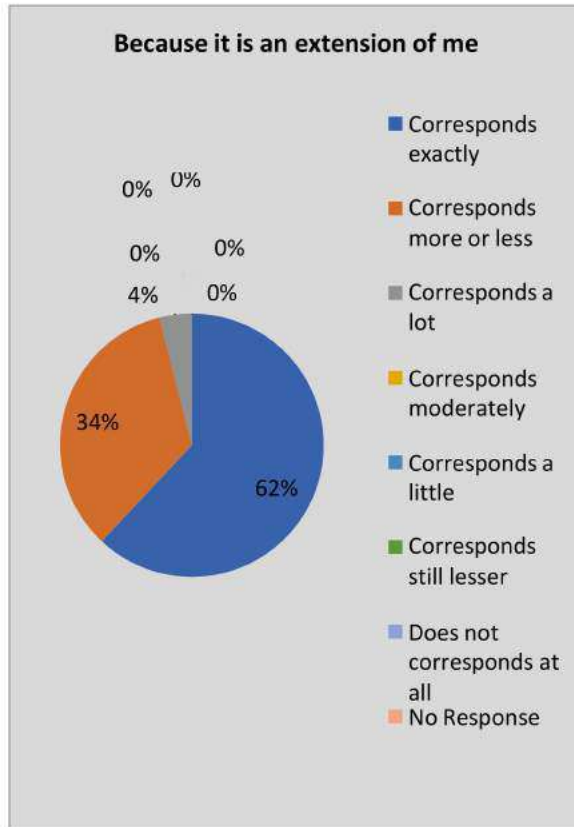
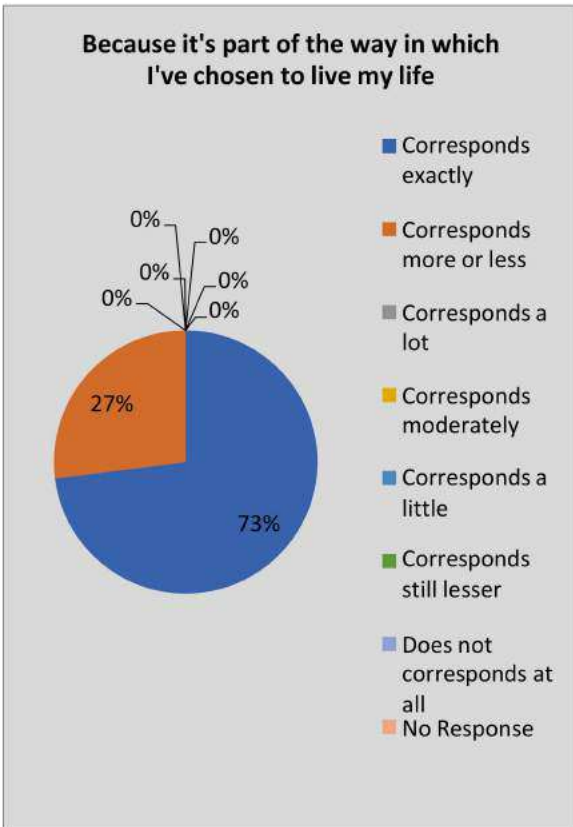


Identified Regulation (Motivation is somewhat internal and based on conscious values and that which is personally important to the individual)



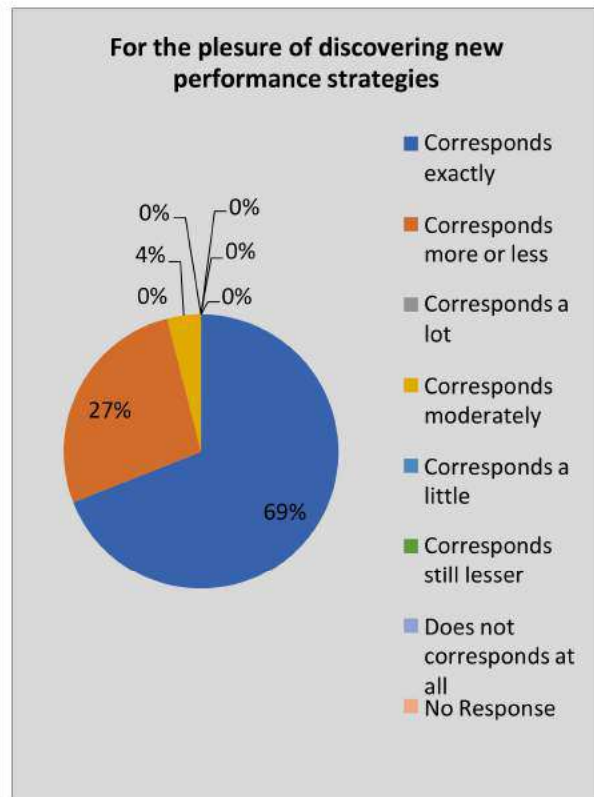
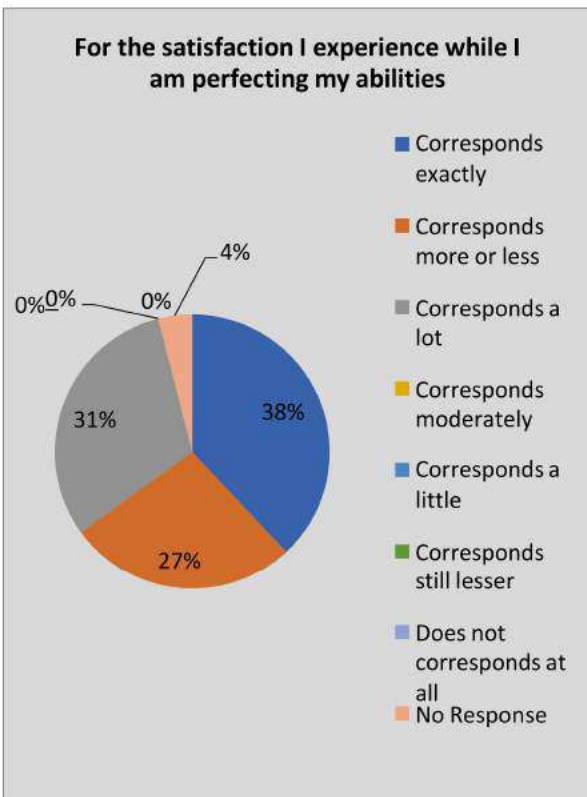
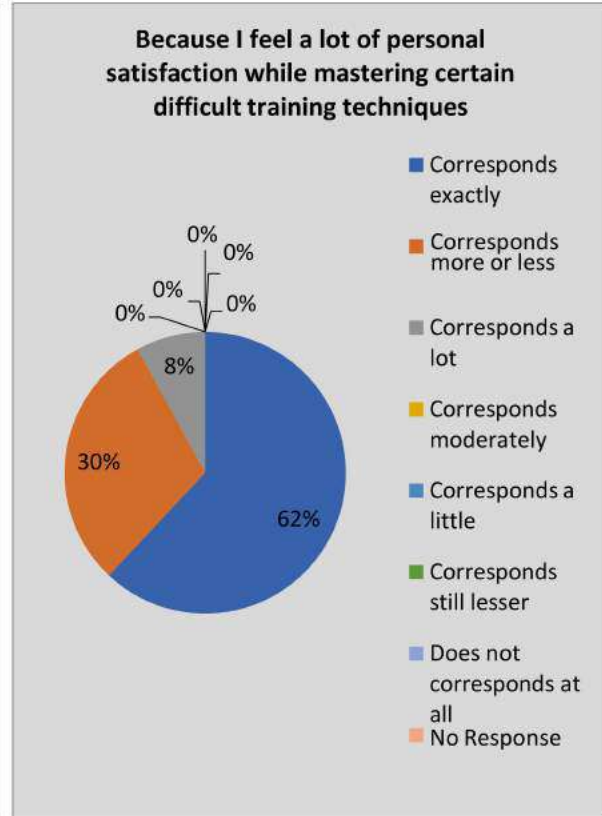
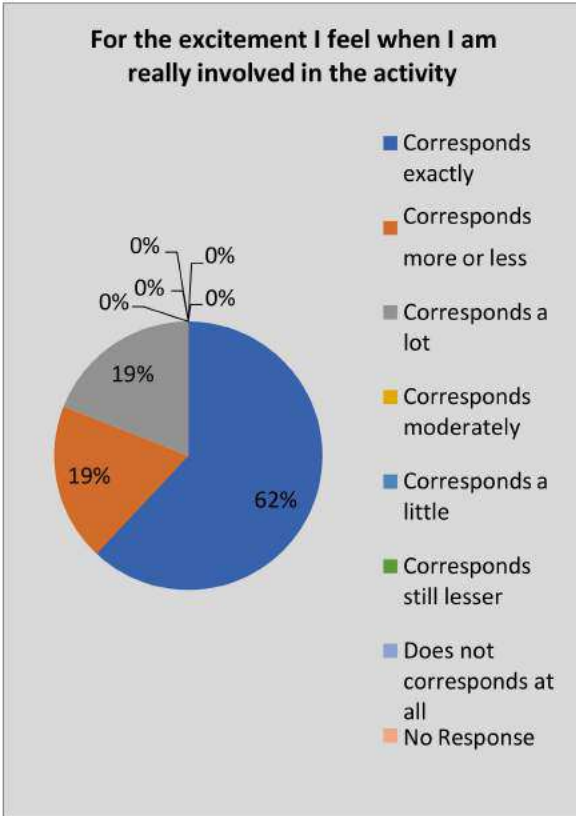


Integrated Regulation (The most autonomous kind of extrinsic motivation; Occurs when regulations are fully assimilated with self so they are included in a person's self-evaluations and beliefs on personal needs.)





Intrinsic Motivation





Inference:

Findings reveal that there is a considerable **Amotivation** (lack of motivation) among the First-generation learner tribal girls (participants). 45% think that they are incapable of succeeding in sports while in contrast 20% completely think the opposite. They believe that they can succeed as Football Players. In relation to the above finding, 34% participants are ambiguous about continuing to invest time and effort in sports anymore while only 12% strongly believe that they wish to put in their time and effort in Football. 56% of the Shreeja Girls are confused and believe that their place is not in sports (Football) and alarmingly 62% of them stated that they are not enjoying playing Football like they used to previously! The figures as given above indicate that there is an urgent need to strategize Shreeja India's activities and improve the curriculum of its Football practices. The purpose will be to increase the motivation of participants. This will also ensure that they perform better in the upcoming tournaments and improve on their skills.

There is an increased level of **External Regulation** among the participants. 100% of them stated that they play football because it allows them to be well regarded by the people they know and also for medical and social benefits of being an athlete. 50% of them further stated that they play Football for the prestige of being an athlete while a whopping 80% of the Shreeja Girls said that they play the game to show how good they are at Football. In contrast, only 20% of them disagreed to this view. The views represented reveals that the majority of girls play Football to satisfy an external demand or receive an externally imposed reward or to avoid punishment.

92% of the girls said that they play football because it is absolutely necessary to do sports to keep in good shape. While 100% of them agreed that they play the game because they must do sports to feel good about themselves. 85% of the girls revealed that they play because otherwise they would feel bad if they didn't take time out to do so. Also, 80% of them believe that they play soccer because they must do sports regularly. Significantly, 20% disagreed to this. It is of course not clear as to what this 20% actually believes in. However, here the findings reveal that although Shreeja Girls are high in external regulation, yet they are also showing some **Introjected regulation** (some self control, efforts to protect their ego and their motivation is related to internal awards and punishments as well).

96% of Shreeja Girls stated that they play Football because it is a good way to learn lots of things which could be useful in other areas of life. 92% of the girls revealed that playing is one of the best ways they have chosen to develop other aspects of their lives. Furthermore, 88% of the participants believe that they play Football because it is one of the best ways to maintain friendships. On the other hand, 92% believe that training hard while playing improves their overall performance. This is in consonance with Shreeja India's Beyond Football program objectives. The objectives state that playing Football (sport) can help in building confidence and awareness, improve cognitive functions, and enhance physical, mental and social health of the first-generation learning tribal girls. This finding points out that the girls too believe that they have a lot to gain and that they are already benefiting from the playing football under Beyond Football Program. They have shown an increased level of **Identified Regulation** as well.

100% of the girls revealed that they play Football because it is part of the way in which they have chosen to live their lives and because they now feel that Football has become an extension of them. Cent percentage of them also believes that they play the game because participation in Football is consistent with their deepest principles, also because it is an integral part of their lives. This finding is very positive and in consensus with all the participants. This indicates the most autonomous kind of extrinsic motivation, which is **integrated motivation**. This shows that the girls' belief systems are fully assimilated with self; they are included in their self evaluations and personal needs. This is the last step towards developing intrinsic motivation.



81% revealed that they play football for the excitement they feel when they are really involved in the activity. However, 19% of them weren't completely in agreement with the view. In the same way, 92% stated that because they a lot of personal satisfaction while mastering difficult training techniques, they play Football. 8% of them weren't sure of this view again. 57% said that they play Football for the satisfaction they experience while perfecting their abilities while a significant 31% weren't sure of this outlook. This could be because they might be experiencing boredom from repetitive practices and are in need of more challenging and new activity-based daily practice sessions. 100% of them clearly stated that they play for the pleasure of discovering new performance strategies. This is in contrast to their earlier revelation that they are not enjoying Football as much as they used to. This indicates that although they have a critical amount of intrinsic motivation within them, they still might be experiencing blockages, negative thoughts and lack of confidence that are affecting their performance negatively. These negative outcomes are however temporary and can be mitigated and altered with implementation of new strategies.

Observation:

The responses received from 26 Shreeja Soccer players (girls playing for at least 18 months under Beyond Football) for the SMS is quite positive and interesting. Although majority of the participants indicated Amotivation, yet, a certain percentage of girls did reveal having extrinsic motivation. Interestingly, in consensus, the girls' responses revealed that they all have intrinsic motivation as Football players. This percentage was significantly higher than the level of Amotivation they have. Their responses under SMS point out that although they like playing Football, yet they are somehow losing interest in the practices due to various extraneous factors. Our focus should be to now identify these factors and accordingly tailor our strategies and practices to cater to the needs of these girls. We need to understand what they want from these practices. If we are able to bridge the gap between their desires, needs and Shreeja India's strategies, techniques for the Soccer practices, we can hope to resolve the current dilemmas of the FGL girls and improve their performance on the field and in academics as well.

Roadmap of Future:

1. Introduce the various Motivational Techniques for Coaches and Athletes (mentioned above) in Shreeja India
2. Introduce counselling and play therapy sessions for the coaches and Shreeja Football players to identify their individual mental barriers to success
3. Continue with the follow-ups of the Motivation and Mental Wellness workshop
4. Initiate new interesting and challenging techniques in the game practices.
5. Introduce feedback system from the players
6. Introduce various group cohesiveness exercises into the practices
7. Measure progress of the players every month.

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