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Ineffective Practice and Lack of Motivation of the Junior High School Athletes for Physical Training in Preparation for City Meet and EVRAA

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Abstract

This study aimed to identify the factors that lead to ineffective practice and the decreasing motivation of junior high school athletes for physical training in preparation for City Meet and EVRAA. To point out the several factors contributing to the problem, the researcher used the Ishikawa diagram. An Ishikawa diagram is a visual representation that graphically depicts the relationships between a certain result and its causes. The studied effect or negative problem is called "the fish head," and the potential causes and sub-causes are called "the fishbone structure." It was found out that people as a factor, in consideration of the student athlete's privileges and incentives, the distance of the practice venue from the school, school service for transportation, availability, and maintenance of sports equipment are some of the causes that might result in a certain problem in introducing and uplifting sports to our students. In conclusion, the concerns that complicate a problem require professional agreement and smart decisions. This, in turn, will lead to a harmonious flow of events and a successful potential athlete that needs to be recognized in a certain field of skills. Motivational aspects largely influence athletes' performance as well.

Keywords: Ineffective practice, Lack of motivation, Junior high school, athletes, Physical training

Introduction

Every year, each school division would conduct an athletic meet to select the best players that would be emerged on a standardized training plan and practices. This will also serve as a preparation for the division for the upcoming EVRAA (Eastern Visayas Regional Athletic Association) meet. EVRAA is an athletic meet composed of delegations from the different areas of Eastern Visayas. Practices are very important in the development of the players concerning their fields and disciplines. It also contributes to their total enhancement and self-confidence. Private schools are also involved in the city meet to better identify potential players. They are close partners and key players in producing top-quality athletes that would match other players of other divisions. And usually, they have the biggest number of players selected in every competition. However, private schools do not have an included proposal of training guidelines as well as the necessary excuses to be presented in the school itself unlike in the public schools, they have already circulated approved letters or exemptions and excuses for class. Due to this, some complications

and problems arose, especially the miscommunication and lack of documented announcements from both teachers.

In connection to this, the players are held for classes even if they have already issued an early release. Every second is very important to not be wasted in times of hectic schedules. The wasted time could be used for warming up and other conditioning activities.

How do we solve this problem? What are the considerations for the selected athletes? Who is to be consulted on this matter? How do we make use of the time given to the athletes? How important is the time allocated for training?

Literature Review

Motivation

People's lives are managed by physiological and social reasons of varying intensities based on immediate or long-term aims. In recent years, sports psychology science has been particularly interested in the topic of motivation. Depending on the contents and intensities of the motives, our behaviors take shape and change in our daily lives. For example, the fact that individuals run for training in the fields despite negativity and obstacles when they are too lazy to walk to another room can only be explained by the power and intensity of motivation (Fatih Kucukibis, H., & Gul, M., 2019). In a sports context, motivation is described as a desire that motivates and guides activity. The motivating process was explained by using psychological structures such as guiding, organizing, and enhancing accomplishment behavior (Roberts, G. C., et al, 2007). According to Hagger & Chatzisarantis (2007), motivation is the prevailing, directing, and empowering behavioral process.

Participation, persistence, and performance in sports are all influenced by a variety of circumstances. Individuals' attitudes about sports may be influenced by concepts such as games, health, status, or performance. Motivation is crucial for maintaining and achieving success in sports, as well as for developing a positive attitude toward sports (Tiryaki, Ş., 2000). Motivation may be stated to be a precondition for the development of any endeavor. Motivation is linked to the direction and intensity of effort. While the intensity of the effort relates to how much effort is expended in a circumstance, the direction of the effort refers to how one approaches or avoids a problem (Fatih Kucukibis, H., & Gul, M. (2019).

In the sports world, motivation is sometimes misinterpreted. As evidence of this, arousal, which is mostly caused by competition pressure in sports, is viewed as motivation. To put it another way, low or high arousal does not imply low or high motivation. Before the competition begins, the coach or trainer's encouraging comments may boost arousal, but they do not improve motivation (Tiryaki, Ş., 2000).

In a nutshell, motivation is a condition of internal and extrinsic stimulation that steers a person toward a specific activity. Motivation is defined as acting in a goal-oriented manner by getting ready via impulse or demands and experiencing a sense of relaxation and joy after achieving the objective. In athletics, motivation is seen as a critical component of success (Gould et al., 2002).

In this regard, studies on motivation in sports and training may be roughly divided into two categories. The first step is to comprehend why certain individuals are interested in sports and training and why they participate in sports, while others are not interested and do not participate in sports. The second goal is to define accomplishment motivation, as well as its influence on sports and motivating tactics (Yeltepe, H., 2007).

Many researchers have investigated the objective tendencies of athletes from various sports fields and how athletes perceive the environment in their respective sports fields because objective tendencies are the foundation for understanding the athlete's motivation, what achievement means to the athlete, and why the athlete acts differently in different environments. These investigations are based on some sports psychology ideas. The "Accomplishment Motivation" and "Achievement Goal" theories are the foundational ideas for studying athletes' achievement motivation and objectives. "Achievement Motivation" and "Achievement Goal," two themes that are commonly addressed in the field of sports psychology, have been explored and described in this context (Fatih Kucukibis, H., & Gul, M., 2019).

Effectiveness of Physical Training

Some writers propose sports-oriented physical education as a means to improve the efficacy of physical education in secondary schools (Lubysheva, L., 2002). Conversion-like penetration of sports culture aspects into physical education encourages children and adolescents to engage in physical activity. Physical fitness indicators improve as a result of the change in school physical education methods, which is proportional to the degree of sports training (Capel, S., 2010).

This position served as the foundation for the development of a new improved direction of mass physical training for children, adolescents, and young people, which significantly improves the quality and effectiveness of educational technology in the areas of cultural, physical, spiritual, and moral education for the younger generation. This movement is known as sports-oriented physical education. The training sessions at school should be based on a structure. This concept establishes the necessary conditions for students' participation in sports and their future sporting achievements, as well as the ability to consider the training process on a new level of personal development for schoolchildren, resulting in the gradual transformation of physical education classes into sports education classes (Balsevich, V., 2006). In terms of increasing its culturological effectiveness, other creative ways of PE modernization are equally intriguing. The "Spartan movement," which aims to humanize physical education and athletics, and the "Presidential contests," which aim to develop a self-esteem culture of physical fitness in children and adolescents, are two examples (Goranko, M. I., et al, 2006).

Physical education should be primarily focused on physical training, especially in primary and secondary schools. Its content includes motor action fundamentals, sports, recreational motor activity, psychophysical self-rehabilitation, and raising the share of intelligence in motor activity (Matveev, A., 2005). Increasing the efficacy of physical education in schools requires a change from physical fitness and body development to the establishment of a healthy culture and a healthy lifestyle via the use of physical training techniques and tools (Kim, S., 2006). Modernization of

sports education should begin with a socio-cultural rethinking of physical culture. Understanding the core of sports education requires a person's biological and social unity: physical and spiritual harmony serves as the methodological foundation for acquiring physical training ideals (Nikolaev, J., 2005). Under the current socio-economic conditions, it is necessary to strengthen the system's socio-cultural integration mechanisms of subject-content and organizational framework of sports education, while taking into account regional differences in educational activities, to ensure that young people develop holistically and harmoniously (Bikmukhametov, R., 2004).

Methodology

This study aimed to identify the factors that lead to ineffective practice and the decreasing motivation of junior high school athletes for physical training in preparation for City Meet and EVRAA. To point out the several factors contributing to the problem, the researcher used the Ishikawa diagram. An Ishikawa diagram is a visual representation that graphically depicts the relationships between a certain result and its causes. The studied effect or negative problem is called "the fish head," and the potential causes and sub-causes are called "the fishbone structure." As a result, the diagram reveals the relationships between a problem identified in a product and its potential causes (Liliana, L., 2016).

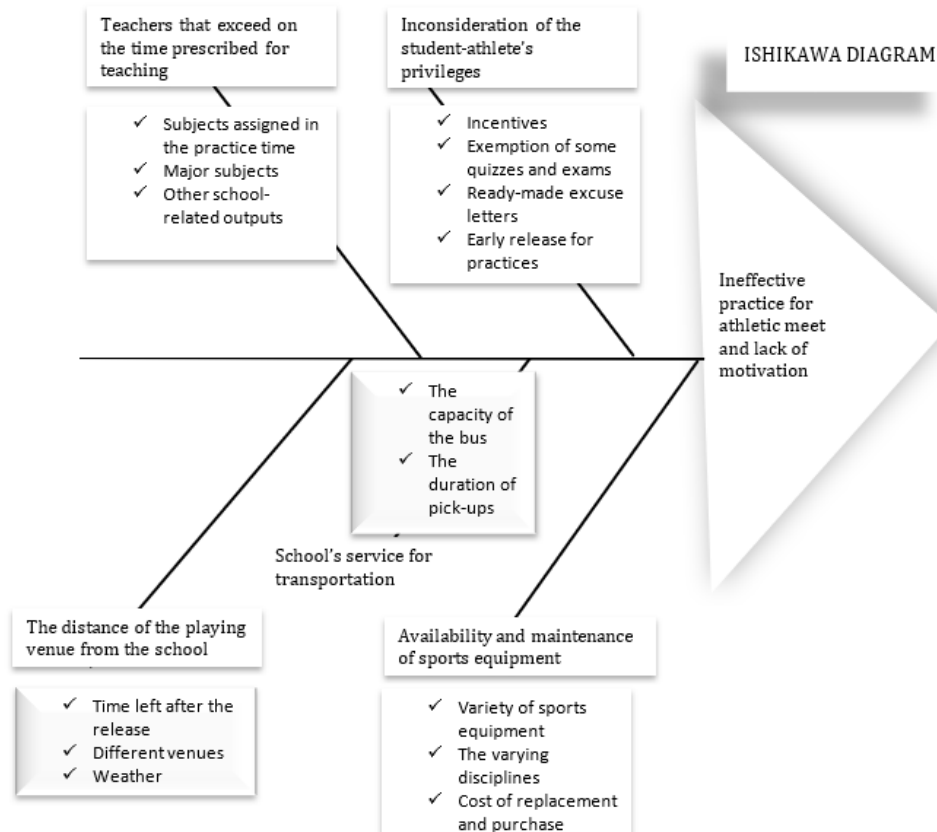
The diagram's design is reminiscent of a fish skeleton. Fishbone diagrams are usually drawn from right to left, with each big "bone" of the fish branching out to include smaller bones with additional detail. For thinking through all of the probable causes of an issue, the strategy uses a diagram-based approach. This allows you to do an in-depth investigation of the scenario. The tool may be used in four steps:

1. Determine the issue.
2. Determine the primary forces at play.
3. Determine potential causes.
4. Examine your diagram.

To discover these sources of variance, causes are often classified into key groups. The Typical categories include:

- People: Anyone who is a part of the process;
- Methods: How the process is carried out and the precise needs for carrying it out, such as policies, procedures, rules, regulations, and laws.
- Machines: Any equipment, computers, tools, or other items needed to do the work;
- Ingredients: The raw materials, components, pens, paper, and other items utilized to create the final product;
- Metrics: Data created by the process that is used to assess its quality.
- Environment: The conditions under which the process functions, such as location, time, temperature, and culture (Liliana, L., 2016).

Gula: Ineffective Practice and Lack of Motivation of the Junior High School Athletes for Physical Training in Preparation for City Meet and EVRAA



Proposed action plan of the study Ineffective Practice and Lack of Motivation of the Junior High School Athletes College for Physical Training in Preparation for City Meet and EVRAA

OBJECTIVES	STRATEGIES/ACTIVITIES	TIME FRAME	PERSON/S INVOLVED	EXPECTED OUTPUTS	BUDGET
To provide quality practice sessions in preparation for the selection of potential players.	Early release for scheduled practices Provide transportation for the travel to different playing venues	Within the duration of practices and up to a selection of players	Coaches, Teacher-coach, Administration, Principal, Students, Subject-teachers	Well-conditioned players ready for the actual competition Healthy players after the whole training	Snacks-dependent on the number of players Transportation-dependent on the number of players
To encourage the student-athletes to participate in the sports competition to foster an active	Provide necessary rewards and incentives to student-athletes for hard work Provide exemptions	The whole school year after determined as varsity players	Coaches, Teacher-coach, Administration, Principal, Students, Subject-teachers	Increased numbers of varsity players Motivated players eager to compete at all costs	Not applicable

lifestyle and engagement.	accordingly				
To develop skills with the aid of advanced technology for sports equipment.	Purchase high-end sports equipment Maintenance and proper care	Within the formulation of the training plan and practice sessions	Coaches, Teacher-coach, Administration, Principal, Students, Subject-teachers	Well-oriented on the differences in the quality of equipment Enhanced skills after practicing the sports equipment	Dependent on the availability of the sports equipment needed for replacement

Discussion

Thematic Analysis

Teachers that exceed the time prescribed for teaching

Based on the diagram of Ishikawa, there are labels on the different causes of ineffective training guide and lack of motivation of the students as well. The first thing is the people as a factor, it shows that teachers that exceed the time prescribed for teaching are one of the causes of the problem. Every year, there is a conducted orientation regarding the ethics and regulations to be followed by the teachers in a school, including the professional guidelines following the time allocated to be used for every subject concerning other teachers conducting classes. It is very important to be raised, to avoid a domino effect on the shortening of the schedule in each subject. About this problem, the remaining half of the time for afternoon sessions is allocated for the athletes' practices thus leading to quality time. It is very important to give extra time for the athletes to be released, to prepare and wear the proper attire necessary to be used in practices and other preparations to be made. Another problem is the scheduled time of classes for major subjects, which could be sacrificed for practice. Other teachers, would complain about this matter and it is complicated, especially if it is at the time of major exams and periodicals. Another thing is the compliance of projects in every subject. It would look unfair for other students to just let the athletes be exempted on major projects.

Inconsideration of the student-athletes' privileges, and incentives

It might mean additional points in general. Some of the subjects that award this kind of point are MAPEH and TLE for skills-related. It would be an encouraging way to lure the athletes to do better in the competition and as well as in practice. Exemption of some exams and quizzes might apply to the subjects related like PE. Ready-made excuse letters mean the general agreement provided by the school to be presented to all the teachers to avoid miscommunication. Early release for practices, is one of the complicated and most argued problems among teachers. It is somewhat subjective and provisional to every subject assigned on the practice time.

Distance of the practice venue from the school

It is one of the important things to be considered in every school. It is because the time allocated is dependent on the playing venue. It would be necessary also to make sure that the weather is stable for the outdoor games.

School service for transportation

It would cost a handful of cash to make sure that all athletes would be transported in their different venues considering the varying distance of different courts. School service doesn't only limit the school's resources, it could mean also tapping for outside vehicles.

Availability and maintenance of sports equipment

One of the considerations for athlete's motivation and quality practice are to make sure to purchase high-end sports equipment for an actual demonstration of skills. Athletes should not be spoiled as well but maintain a high demand for in place discipline. Skills could be shown in the actual usage of sports equipment. Different sports have also different prices and are sometimes costly, so it would be a challenge for the administration to cater to such problems. And of course, the maintenance needed for the different sports equipment. In maintaining the quality of equipment, it is necessary to be handled with the highest possible care.

Different causes might result in a certain problem in introducing and uplifting sports to our students. And it is our duty, to encourage and develop them at their optimum health and skills as much as possible to address an active lifestyle.

One theory of Achievement Motivation was proposed by Atkinson and Feather (1966). They stated that a person's achievement-oriented behavior is based on three parts: the first part being the individual's predisposition to achievement, the second part being the probability of success, and the third, the individual's perception of the value of the task. Atkinson and Feather (1966) state, "The strength of motivation to perform some act is assumed to be a multiplicative function of the strength of the motive, the expectancy (subjective probability) that the act will have as a consequence the attainment of an incentive, and the value of the incentive: $Motivation = f(Motive \times Expectancy \times Incentive)$ "

Achievement behavior is defined as behavior directed at developing or demonstrating high rather than low ability. It is shown that ability can be conceived in two ways. First, the ability can be judged high or low concerning the individual's past performance or knowledge. In this context, gains in mastery indicate competence. Second, the ability can be judged as a capacity relative to that of others. In this context, again mastery alone does not indicate high ability. To demonstrate high capacity, one must achieve more with equal effort or use less effort than do others for equal performance.

Conclusion

With the utmost listing and detailed identification of the causes of ineffective practice and lack of motivation, I have come upon a systematic way of understanding and thinking that the teacher-teacher concerns could be arranged internally with the guidance of the administration also to further develop understanding within the team, after all, the entire school would benefit the victory earned by the student-athletes.

The equipment to be used and the transportation concern is the job to be worried about by the administration. It just only needs documented permission to be allowed by the management for funding. Budget is necessary to be taken into consideration in conducting sports practices. Practice sessions also need an amount of money to carry out a successful event and a worthwhile experience for the athletes.

In conclusion, the concerns that complicate a problem require professional agreement and smart decisions. This, in turn, will lead to a harmonious flow of events and a successful potential athlete that needs to be recognized in a certain field of skills. Motivational aspects largely influence athletes' performance as well.

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