

## **The Role of Incentives in Enhancing the Athletic Performance of Universities Students**

Mo'een, A. Oudat<sup>1</sup>, Zeyad, A. Al Momani<sup>2</sup>, Mohammad, A. Maqableh<sup>3</sup>, Nezar, M. Al-Luwaici<sup>4</sup>

### **Abstract**

*The study aimed at identifying The role of incentives in enhancing the athletic performance of Hashemite University students. The study adopted the descriptive approach, and the study sample consisted of (60) students of the Faculty of Physical Education and Sport Sciences students, who were randomly chosen. The researchers constructed the incentives questionnaire that included (16) items distributed over three domains: (physical incentives, social incentives, psychological incentives). Study results showed that the all level of incentives among the students was high. The study recommended placing special care to the incentives provided to the students as they contribute to the development of the students' energies.*

**Keywords:** *Incentives, Athletic, Performance, Students.*

### **1. Introduction**

Good teaching is the teaching that works toward creating teaching situations that contribute to the achievement of the desired targets. As for the students, it is unacceptable to view them as repetitive patterns, but everyone should be viewed as Individual case it has interests, tendencies, capabilities; and problems (Yasin, 2012).

Zerouali & Ibriam (2020) indicate that physical education is no longer mere physical or athletic trainings practiced by the individual or the group, in the form of exercises or drills to move the body organs, strengthen the muscles, or just to acquire a specific motor skill. Rather, it is a serious act fully educating the individual through his first activity means, the body motion (Oudat & Al-Luwaici, 2022).

The sports activity, in its modern concept, forms a significant field of education, and a strong element in preparing the good citizen. In addition, the importance of the physical education increased due to its connectedness to the health aspects of the individual and its positive role in the protection and treatment of the time diseases, such as diabetes, blood pressure, arteriosclerosis and obesity. In this concern, physical education is also deemed an educational system created by the human communities to face the factors of the physical and motor deterioration resulting from the decline of the physical activity, And It

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<sup>1</sup> Sport Rehabilitation, Faculty of Physical Education and Sport Sciences, The Hashemite University, JORDAN. P.O Box 330127, Zarqa 13133, Jordan, m.oudat@hu.edu.jo

<sup>2</sup> Physical Education, Faculty of Physical Education, Yarmouk University, Jordan.

<sup>3</sup> Physical Education, Faculty of Physical Education, Yarmouk University, Jordan.

<sup>4</sup> Physical Education, Faculty of Physical Education, Yarmouk University, Jordan.

is a one of the general education features that aim at achieving the comprehensive development of the physical, mental, social and psychological aspects (Hafez, 2000).

The coaches of the sports seek for upgrading the levels of the performance to the highest possible efficiency. To achieve this objective, they work to increase the training to raise the performance ability. And they further seek for an incentive that evokes the players' motivation, supports their behavior, achieves self-satisfaction, and pushes them to play with the intent of achievement. This is because the player's efficiency depends on two fundamental elements: ability to play and desire to play. Ability to play is represented by what the player possesses of skills, knowledge and abilities that are acquired by training, experience and the innate talent. As for the desire, it is represented in the incentives that push his behavior to the direction that achieves his sports objectives. On the other hand, the incentives are stimuli that play an effective role in performance, perseverance, and competition for achievement (AL-Attabi, 2019).

The incentives they are influences and the external factors that encourage the individual to increase his performance, the purpose of the incentives are to provide positive results to contribute increase the performance (Allawi, 2007; Rateb, 1997). Further, incentives are of the basic influences that play a significant and vital role in the players' behavior, through which desire in performance may be made. Therefore, the ability of the teams to achieve their goals depends, to a large extent, on the management success in providing sufficient motivation for the players, and setting up an effective incentive system, which is directed to raise the motives that, in turn, push the players to achieve and realize their satisfaction with that work, which leads to raising morale and increasing performance rates (Abu Al-Kishik, 2006).

The coach's behaviors are one of the most important characteristics that affect the quality of the athletes' motivation. The athletes who enjoy a high degree of the achievement motivation trait demonstrate a large amount of perseverance in their performance, and have an increased focus of attention. They are further characterized by autonomy and bearing responsibility about what they perform, and tend to excel in different achievement situations (Askar, 2019). The motivation performs an important role in influencing the level of the players' performance. It positively affects them by releasing the maximum amount of their physical, skill and tactical energies. In this regard, they utilize all what they have of abilities and psychological preparations to achieve the best levels of sports, and excellence in sports competition situation (Wilson, 2013).

### The Study Problem

Excellence in performance a certain sport requires that the individuals have to acquire the skill and tactical aspects. Thereafter, comes the role of motivation to stimulate the athlete to put in more effort and energy to learn these skills and train on them in order to master them (Rateb, 1997). The internal powers of the individuals are his motivator in any activity, and the incentives are nothing but their stimuli. Thus, the need for the sports achievement with the individual is the first motivation in his excellence, which was proved in most of the studies that were conducted in all the fields.

Through the experience of the researchers in teaching and training, they noticed that there is a lack in the interest of developing the psychological aspects of the students, while there is a focus on the interest to develop the (physical, skill, tactical, and mental) aspects. This is quite apparent in the competitions and trainings through the poor level of the performance, as the psychological aspect with the students is one of the important aspects that should receive more attention, and be given priority when preparing. Individuals who are more psychologically prepared are ones who produce better performance and achievement. Therefore, it is necessary and a must that the coaches should understand their players so that they can predict the performance and future of the players. Hence the idea of this study arose, which aims to identify The role of incentives in enhancing the athletic performance of Hashemite University students.

### Significance of the Study

The importance of the study is that it deals with the issue of incentives and its relationship in enhancing the athletic performance. It also adds new knowledge to the field of physical education for the benefit of students and those in charge of this field, and puts forward certain practical and academic suggestions based on the results of the study. The study highlights The role of incentives in enhancing the athletic performance of Hashemite University students

### Objectives

The study aims to Identifying:

- 1- The level of incentives among of the Hashemite University students
- 2- The level of performance of Hashemite University students.
- 3- The relationship between the incentives level and athletic performance of Hashemite University students.

### Questions

The study aims to answer the following questions:

- 1- What is the level of incentives among of the Hashemite University students?
- 2- What is The level of performance of Hashemite University students.?
- 3- Is there a relationship between the incentives level and the athletic performance of Hashemite University students.?

### Variables

In this study, the following variables were studied:

- Independent variable: Incentives (physical incentives, social incentives, psychological incentives).
- Dependent variable: The level of the athletic performance of Hashemite University students.

### The Study Scopes

In this study, the following areas were taken into account:

- Human scope: Students of the Hashemite University.
- Temporal scope: Second semester of the university academic year 2022/2023.
- Spatial scope: Faculty of physical education and sport sciences at the Hashemite University.

## 2. Method and Procedures

The study adopted the descriptive approach, and the study sample consisted of (60) students of the faculty of physical education and sport sciences students, who were randomly chosen. First-year students were excluded because they were studying courses from the general university requirements, Table (1) illustrates the description of the study sample according to the variables: academic year, gender.

Table (1). Distribution of the sample (n=60) according to the study variables

Variable	Level	Sample	%
academic year	Second	20	33 %
	Third	20	33 %

	Fourth	20	33 %
Gender	Male	30	50 %
	female	30	50 %

#### Instrument

The researchers constructed the incentives questionnaire that included (16) items distributed over five domains: (physical incentives, social incentives, psychological incentives). The researchers adopted the following ratings to define the evaluation level of every domain: (less than 1.80: very low; 1.81 to 2.60: low; 2.61 to 3.40: medium; 3.41 to 4.20: high; and 4.21 to 5.00: very high).

#### Scientific Treatments

The validity of the instrument was verified by presenting it to a number of specialists of the faculty members in the physical education colleges in the Jordanian universities. The internal consistency of the instrument items was calculated using Cronbach-Alpha Equation for the responses of the participants. Split half reliability coefficient was also used through applying the instruments (incentives questionnaire) on an exploratory sample (12 students) for one time only, from college students and from outside the study sample, the values of study domains in the incentives were high and acceptable, as the values ranged between 0.80 and 0.88.

#### Statistical Analysis

Data analysis was performed using the (SPSS) (6th Ed) Program, and the means, standard deviations, skewness coefficient, and Pearson Correlation coefficient were calculated.

### 3. Results and Discussion

Results of the first questions: What is the level of incentives among of the Hashemite University students? To answer this question, the means (Ms), standard deviations (SDs), relative significance, and skewness coefficients were calculated for every domain, and arranged in a descending order, as shown in Table (2).

Table (2). Means, standard deviations, relative significance and skewness coefficients of the incentives domains

Domains	M	SD	Relative Sign	Skewness	Level
Physical Incentives	4.46	0.28	82.0	-0.61	Very High
Social Incentives	4.38	0.60	79.1	-0.17	Very High
Psychological Incentives	4.35	0.41	75.6	-0.87	Very High
Incentives as a Whole	4.28	0.38	80.4	-0.38	Very High

Table (2) shows that the level of incentives among of the Hashemite University students was very high, as the values ranged between (4.35-4.46), with (4.28) total M. The relative significance and skewness coefficient values were 80.4 and -0.38, respectively, which indicate that the study sample is homogeneous.

This result is in line with Telfah (2017) that there is a high level effect of the incentives (Physical, social, psychological) on the Hashemite University students. It is also in line with Jawadi & Khalid (2019) that indicated a high contribution of the Physical, social, psychological incentives in raising the students' performance level. The authors study is further in agreement with Isam (2017) that emphasized that there is a strong relationship between the incentives and the individual performance of the students. The authors result

is in line with Mukhwana (2015) in that the incentives enhance the sports performance of the individual and team sports players. The researchers ascribe this result to that the incentives are of the most important and necessary factors of all students. The extent of the success and effectiveness of the sports performance depends on the degree of the motivation and enthusiasm of their sports individuals to work within the sports team, and develop the spirit of cooperation among students. Incentives have their positive effect in stimulating and modifying the sports performance, and thus became of the traits of the educational and sports competition. They also help in increase the motivation of about the sports activity practice.

Table (3). Means, standard deviations, and skewness coefficients of the sample participants on the items of the physical incentives domain

Item	M	SD	Skewness	Level
I feel good when I have a good figure.	4.70	0.44	-0.71	Very High
I feel energetic and active when I go about my daily chores.	4.65	0.48	-0.62	Very High
Activity includes skill-related physical fitness elements.	4.61	0.49	-1.14	Very High
My physical fitness helps me endure the training load.	4.58	0.52	-1.20	Very High
The strong build helped me get a chance to play.	4.51	0.66	-1.13	Very High
I protect my body from getting hurt	4.42	0.59	-0.43	Very High

Table (3) shows that the level of the physical and health incentives among the students in the Hashemite universities was very high. The researchers attribute these result, to the importance of caring for the student in terms of physical and health aspects, which is one of the most important elements of his continued playing and affects his performance. It is well established that moving to the skill preparation stage cannot be accomplished if the student did not pass through the physical preparation, to become adequately qualified to perform the necessary requirements during the sport performance.

Sport performance highly relies on the student's physical fitness, and is quite essential to maintain and develop it continuously, care for the students in terms of the health aspect, provide best health care services to the students, and increase their physical fitness, so that it will positively reflect on their sports performance. The physical and health incentives are among the basic influences that play a significant and vital role in the students' behavior; and that the ability of the team's to achieve their objectives widely depend on the management success in providing the sufficient amount of care of the students' health and physical aspects (Telfah, 2017), (Hatamleh, 2013).

Table (4). Ms, SDs, and skewness coefficients of the sample participants on the social incentives domain items

Item	M	SD	Skewness	Level
The exchange of visits strengthens social relations.	4.59	0.68	-1.28	Very High
The relation among the team makes me play better.	4.49	0.60	-1.12	Very High
Playing in the team makes me get to know new others.	4.44	0.88	-2.41	Very High
Playing in the team makes me get fame and social status.	4.32	0.72	-0.68	Very High

I feel happy when the students love me.	4.40	0.67	-1.43	Very High
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Table (4) shows that the social incentives level among the students in the Hashemite universities was very high. The researchers attribute the social incentives domain ranking second among the students of the Hashemite universities, to that the improvement of the student's social status, and building good relations with his colleagues help him work in a team spirit, and bear the responsibility as a social responsibility. The social incentives are stimuli that play an active and positive role in performance, perseverance, and competition for achievement (Soyer & Talaghir, 2014).

Table (5). Ms, SDs, and skewness coefficients of the sample participants on the psychological incentives domain items

Item	M	SD	Skewness	Level
Training increases my will to reach high levels.	4.64	0.59	-1.48	Very High
Confidence in performance increases reassurance.	4.57	0.48	-2.14	Very High
My performance in play makes me a perfect figure.	4.53	0.72	-1.26	Very High
I have control over my behavior during training.	4.27	0.53	-0.59	Very High
I feel calm and relaxed during play.	4.22	0.47	-0.33	Very High

Table (5) indicates that the psychological incentives domain level among the students in the Hashemite universities was very high. The domain ranked third, the researchers ascribe this rank and the high level of responses to that the psychological aspects widely contribute to the development of the student's abilities to reach the highest sports ranks, through studying the sports personality. The researchers are in line with Bahri & Kharmoush (2021), Bahsin (2013) in that the psychological incentives are considered of the basic influences that play an important and vital role in the students' behavior, and increase the desire to perform. Consequently, it can be said that the team's abilities to achieve their objectives depend, to a wide extent, on the management success in providing sufficient amounts of attention to the psychological aspect.

#### 4. Conclusions

The study reached the following conclusions:

- Incentives are of the most important and necessary factors for the performance.
- Incentives have their positives effects in stimulating and modifying the sports behavior.
- Psychological incentives are of the basic influences that play an important and vital role in the performance.

#### 5. Recommendations

The study reached the following recommendations:

- Paying attention to the incentives provided to students for their contribution to the development of the students' innovative energies.

- Paying attention to motives because of their important role in influencing the level of performance.

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