

ACHIEVEMENT MOTIVATION “A KEY TOWARDS SUCCESS”

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Abstract: Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments. Yet there is little comparative evidence on the nature or generality of achievement motivation across these domains. This study was conducted on two groups comprising of 175 subjects each. Three Hundred Fifty (N=350) male players of individual and team games aged between 20-25 years were further divided into two groups.

- Individual (i.e., Athletics, Weightlifting, Wrestling, Cycling and Boxing).
- Team games (i.e., Basketball, Volleyball, Handball, Football, Baseball).

Student's t-test for independent data was used to assess the between-group differences and the data were further subjected to one way analysis of variance (ANOVA). The level of $p \leq 0.05$ was considered significant.

The results of the present study demonstrate that there are significant differences of individual and team game players in regard to achievement motivation.

Keywords: Motivation, success, achievement, cognitive behaviour.

I. INTRODUCTION

All forms of sports and physical activities contribute to fitness, mental well-being and social interaction. They include recreation, play, organized casual or competitive sports as well as indigenous games and sports. Sports essentially denote participation, inclusion and citizenship. Achievement Motivation plays an important role in Sports activities to achieve success.

Achievement motivation is defined as the need to perform well or the striving for success, and evidenced by Study of persistence and effort in the face of difficulties; achievement motivation is regarded as a central human motivation (David McClelland). Achievement motivation "Atkinson's nAch or the need to achieve was taken to be a composite of two independent factors, the motive to achieve success (M) and the motive to avoid failure (M₂), mediated by the probability of success (P) and the incentive value of success (1-P)." (Hackfort & Spielberger, 1989:251) This relationship is represented by the following formula. $nAch = (M - M_2) \times (P \times [1 - P])$ Without exploring the subtleties of this model in any depth, the single most important message to come through is that high achievers will be drawn towards competition and difficult yet realizable challenges.

Achievement motivation is one of a number of psychological behaviour concerning what makes people do what they do. Knowledge of this is useful to coaches who wish to get the most out of their players.

1.1 Identification

Adherents to achievement motivation believe players have an innate need to succeed or to reach a high level of attainment.

1.2 Significance

Psychologists who subscribe to achievement motivation consider achievement motivation---the need to succeed---as a foundation for all human motivation.

1.3 Features

Achievement motivation tends to feed on itself. That is, players who experience great levels of success are motivated to strive for more success.

According to the above statements, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

According to definitions, as proposed by the previously mentioned scholars, achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive to be valuable and eventually achieve their goals. Sparrow (1998) found that motivations have influence on the formation of psychological contracts. Motivations include meaningful work, job security, and a sense of achievement, promotional channels, and opportunities.

II. PROCEDURE

The steps adopted in the administration of the questionnaire to the subject and the statistical techniques employed for analyzing the data have been described.

2.1 SELECTION OF SUBJECTS

Three Hundred Fifty (N=350) male players of individual and team games aged between 20-25 years were selected for this study. They were further divided into two groups.

TABLE 1: Detail of selected subjects

Sr. No	Individual Game	Sample Size	Team Game	Sample Size
1	Athletics	35	Basketball	35
2	Weightlifting	35	Volleyball	35
3	Wrestling	35	Handball	35
4	Cycling	35	Football	35
5	Boxing	35	Baseball	35
Total		(N₁=175)		(N₂=175)

2.2 SELECTION OF VARIABLES

A feasibility analysis as to which of the variables could be taken up for the investigation, keeping in view the availability of equipment, acceptability to the subjects and the legitimate time that could be devoted for tests and to keep the entire study unitary and integrated was made in consultation with experts.

With the above criteria's in mind, achievement motivation was taken up for the present study.

2.3 ACHIEVEMENT MOTIVATION

Achievement Motivation Scale by Kamlesh has been found as unitary and psychologically, sociologically and educationally meaningful entities in many researches in various Institution situations and environmental conditions.

Reliability: The reliability of the scale was determined by Test-retest method. The reliability co-efficient was found to be 0.90 and the interval consistency was found to be 0.70 this shows the reliability of the test is very high for college students.

Validity: The co-efficient of validity with other scales are very high which indicates that the scale is valid to measure achievement and motivation of the subjects. Hence the test was used in the present study.

Scoring: The scoring of the filled questionnaires was done according to the instructions mentioned in the test manual for the purpose. One score was awarded to each write answer and zero to the wrong answer as mentioned in the scoring key. To obtain total score for the complete test all the scores for different items were recorded in the specified space provided in the questionnaire of the scale.

2.4 ADMINISTRATION OF QUESTIONNAIRE

The questionnaire is an information form that attempts to elicit data from the selected respondents. The final draft of questionnaire was either mailed or handed over personally to 350 subjects. The mailed questionnaires including the following:

1. Contents of Covering letter:
 - a. Name of research scholar
 - b. Purpose of the study
2. An appeal letter asking for cooperation from the subjects.
3. The directions for filling-up the questionnaire.
4. A self-addressed and stamped envelope.
5. Instructions for returning the questionnaire.

2.5 STATISTICAL PROCEDURE USED

The between-group differences were assessed by using the Student's t-test for dependent data. The level of $p \leq 0.05$ was considered significant. The data were further subjected to one way analysis of variance (ANOVA).

III. ANALYSIS OF DATA AND RESULTS OF THE STUDY

The random group design was used for the study. Two groups comprising of 175 subjects each were made for the purpose of the study. Three Hundred Fifty (N=350) male players of individual and team games aged between 20-25 years were further divided into two groups.

- Individual (i.e., Athletics, Weightlifting, Wrestling, Cycling and Boxing).
- Team games (i.e., Basketball, Volleyball, Handball, Football, Baseball).

TABLE 2: SIGNIFICANCE OF MEAN DIFFERENCE BETWEEN INDIVIDUAL AND TEAM GAME PLAYERS ON ACHIEVEMENT MOTIVATION

	Individual Game	Team Game
Sample size	175	175
Arithmetic mean	19.3486	28.7486
95% CI for the mean	18.5093 to 20.1878	27.8588 to 29.6384
Variance	31.6422	35.5686
Standard deviation	5.6251	5.9639
Standard error of the mean	0.4252	0.4508
Mean difference	9.4000	
Standard deviation	9.1212	
95% CI	8.0392 to 10.7608	
Test statistic t	13.633*	
Degrees of Freedom (DF)	174	
Two-tailed probability	P < 0.0001	

Significant at .05 level of significance.

$$t_{.05} (174) = 1.645$$

Table-2 shows that the mean of achievement motivation of Individual and team game players was 19.3486 and 28.7486 respectively, whereas the standard deviation (SD) of achievement motivation of Individual and team game players was 5.6251 and 5.9639 respectively. The critical value of t at 95% probability level is much lower (1.645) than the observed value of t (13.633*). The data does suggest that the differences between individual and team game players in regard to achievement motivation are significant.

The results of the present study demonstrate that there are significant differences of individual and team game players in regard to achievement motivation.

IV. SUMMARY AND CONCLUSION

SUMMARY

The main aim of the sports scientists all over the world is to locate possibilities to improve the physical fitness and performance of athletes. Due to the improvement in the field of research, the records have been broken at the school level, state level, national level as well as inter-national level. For the purpose of the present instigation the following objectives were formulated:

To find out the significant differences among the players of individual and team games on the variable achievement motivation.

The study was delimited to achievement motivation. Further the study was confined to the male players of individual and team games only.

It was hypothesized that there would significant differences with regard to achievement motivation among individual and team game players.

The data were analyzed using the Student's t-test for dependent data and the data were further subjected to one way analysis of variance (ANOVA). The level of $p \leq 0.05$ was considered significant.

V. RECOMMENDATIONS

In the light of the findings of the present study the following recommendations can be made to the coaches and physical education teachers regarding the comparison of achievement motivation of university level individual and team game players.

Following recommendations seems to be acceptable for further studies:-

1. Physical education teachers and coaches can use the result of this study as an aid in screening identification and selection of individual and team games.
2. In the training program for individual and team games, emphasis must be laid on improvement of those psychological components, which have been found to be significantly related to performance.
3. It is suggested that a longitudinal study with the subjects employed in this research work may be carried out in order to find the effect of changes in contributing independent variables and their effect on individual and team games.

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