

A Comparison of Achievement Motivation Level between the Sportsmen of Different Age Groups

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ABSTRACT

The objective of the study was to find out the psychological difference between sportspersons of different age groups in the relation to their sports achievement motivation. In this study 40 individuals were selected. Out of that 20 were junior age group and 20 were senior age group. Players are randomly selected as the subjects for the study. The subjects selected from the Kurukshetra (Haryana). The age level of the subjects was ranged from 12 to 25 years. To assess the achievement motivation, with the help of achievement motivation questionnaire designed and validated by Dr. M.L. Kamlesh was used. The data was analyzed by applying 't' test in the order to determine the psychological difference between the male and female basketball players, the level of significance was set at 0.05.

Key Words- Achievement Motivation, Dependent variable, Independent variable, t-test, etc.

INTRODUCTION

It is well known fact that in the field of sports the sports Psychology and sports bio-mechanics have achieved a very high level of, and the scope for further development seems to be less. For example, the speed, strength or endurance etc. which are the aspects of sports physiology has reached almost at maximum level. In the same way, the developments of techniques have also reached near saturation. The further development or improvement in these aspects is very less. So, the only scope for further improvement in sports performance depends upon psychological aspects of physical education such as personality traits in relation to sports and games, sports intelligence, motivation for physical activity, growth and development, motivation, emotion, interest, attitude, motor skill learning and individual differences, etc. as a matter of fact sports psychology play a very vital role in the field of physical education and sports.

MOTIVATION

An external complex phenomenon of inherited and acquire motives, drives and needs, motivation is something that keep the individuals moving on and in the struggle for existence and learning- the acquisition of concept, skill and activities so important to sustain life, and to play sports. Its value to man in life in general and education and sports in particular is beyond all conceivable thought. We must have the energy of motivation in order to move, improve and succeed in the journey of life. We may completely understand the journey but without action, nothing happens. Without motivation, we wouldn't get out of bed in the morning..... Ever again.

Motivation is emotional talent. It is the key to learning and training. Once released, it can work wonders. It is some other fear; it steamrolls over obstacles. It turns zeroes into heroes in field of Endeavour and creates nationals and internationals champions from out of players for whom no one would ever predict success. People achieve great things in life when they are highly motivated. It is impossible to have achievement without some sort of motivation. Motivation is a process of inspire people to act in certain ways. In biologically language, to motivate is to induce movement in an organism by offering some incentive- award or reward which may be concentrate such money or a thing or utility or something abstract like pat on the back or appreciation- or prescribing some goal. In normal condition, all organism including human beings keep on struggling and making variety of movement to satisfy their survival (biological) need of hunger, thrust, love play etc. this is the basic source of motivation for all living beings irrespective of their status and place in the biological hierarchy. Human beings do not leave by their instinctive drives alone. Being social, thinking and intelligent animals, they have variety of psychological needs, which enable them keep their social fabric intact, strong and vibrant, thereby making them superior to animals in action and achievement.

To maintain and sustain life, acquire variety of skill and achieve excellence in sports, motivation is a pre-requisite. Without motivation most life business (activities) will come to standstill. Developing into an elite athlete in any sports require a

person to undergo hard, rigorous, painful and, sometime injurious training for several hours a day for month and years on end. Only then can the high level success be achieved. To accomplish this, the top athletes must have something that keeps them motivated all through and continually push their bodies and minds forward, and come back from whatever struggle or setbacks they may experience along the way.

Innumerable studies documented in sports psychology literature vividly highlight a closer link between extremely high level of motivation and achievement of the elite status in sport. This would seem an obvious conclusion, but on the face of it, there are thousands of individuals who may have the talent to do something and succeed but very few would have the intense motivational drive (the internal push, so to say) to do what makes success a reality. On the other hand, it is also not wrong to assume that some people get attracted to sports because of the incentives (money, material, award and rewards etc) they receive for what they do more achieve. However, it appears that intrinsic motivation may be greater determinant of achieving success in sports. To achieve an elite level, an athlete must have the perennial motivation to train hard on daily basis and to overcome any obstacles or setbacks that he or she might face in reaching or maintaining that level of performance. The concept of incentive motivation and achievement motivation are based on strong theoretical frameworks.

The sports-motivation is greatly influenced by age, sex, facilities, (whether in school or in the neighborhood), type of sports or exercise programme, time at the disposal of the individual, source of motivation, so on and so forth. In childhood, everyone is highly motivated to engage in some form of play or sports but as we grow up, constraints of time, study and work begin to dampen our enthusiasm. The talented individuals, however, continue to keep the level of their motivation high as they perform well and excel in sports competition, depending upon the backup they manage to get in term of training, coaching, equipment, facilities etc.

Being a very complex phenomenon, human behavior is motivated by immensely divergent factors and forces, making it difficult, if not possible, to trace the source of motivation for a serious athlete in sports- especially competition- oriented sports- to a single factor, condition or force. However, it is well known fact that top sportsperson are a highly motivated lot – both psychologically and socially – as sustaining long on top in a sports is a matter of life and for death them.

In life, major source of motivation is the life –energy that must find some channel of expression, and there is no better conduit for this than sport. Most world-class athlete in any sports is known to have been a product of the basic struggle for existence. They are reported to have a very humble beginning in life and through sheer hard work, grit, determination and constant struggle against all odds (which are all reminders of a strong motivation work at their background) they were able to reach the pinnacle of glory.

ACHIEVEMENT MOTIVATION

Achievement motivation is defined as “a habitual desire to achieve goal through one’s individual efforts”. Individual vary quite a lot in this motivation. Managers, coaches and much type of leaders are very keenly interested in how to maximize this type of motivation as it pays rich dividends in terms of high performance and leads to excellence.

Achievement motivation refers to person efforts to master a task, achieve excellence. Overcome obstacles, perform better than other, and take pride in exercising talent (Murray, 1938). It is a person’s orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments (Gill, 2000)

Not surprisingly, coaches, exercise leaders, and teachers have an interest in achievement motivation; it includes the precise characteristics that allow athletes to achieve excellence, exercisers to gain high level of fitness, and students to maximize learning.

Like the general view of motivation and personality, views of achievement motivation in particular have progressed from a trait-oriented view of a person’s “need” for achievement to an interactional view that emphasizes more challengeable achievement goals and the way in which these affects and are affected by the situation. Achievement motivation in sports is popularly called competitiveness.

What is competitiveness?

Competitiveness defines as “a disposition to strive for satisfaction when making with some standard of excellence in the presence of evaluative others” (Martens, 1976, p.3). Basically, Martens views competitiveness as achievement behavior in a competitive context, with social evaluation as a key component. It is important to look at a situation-specific achievement orientation: some people who are highly oriented towards achievement in one setting (e.g. competitive sports) are not in other settings (e.g., math classes)

Martens' definition of competitiveness is limited to those situations in which one is evaluated by or has the potential to be evaluated by knowledgeable others. Yet many people compete with themselves (e.g., trying to better your own running time from the previous day), even when no one else evaluates the performance. The level of achievement motivation would bring out this self-competition, whereas the competitiveness would influence behavior in socially evaluated situations.

Effects of Achievement Motivation

Achievement motivation and competitiveness deals not just with the final outcome or the pursuit of excellence but also with the psychological journey of getting there. If we understand why motivation differences occur in people, we can intervene positively. Thus, we are interested in how a person's competitiveness and achievement motivation influence a wide variety of behavior, thoughts, and feelings, including the following.

- Choice of activity (e.g., seeking out opponents of equal ability to compete against or looking for players to greater or lesser ability to play with).
- Efforts of pursue goals (e.g., how often you practice)
- Intensity of efforts in the pursuits of goals (e.g., how consistently hard you try during a workout)
- Persistence in the face of failure and adversity (e.g., when the going gets tough, do you work harder or take it easier?)

Theories of Achievement Motivation

Four theories have evolved over the years to explain what motivates people to act. These are need achievement theory, attribution theory, achievement goal theory, and competence motivation theory.

1. Need Achievement Theory

Need Achievement theory (Atkinson, 1974; McClelland, 1961) is an interactional view that considers both personal and situational factors as important predictors of behavior. Five components make up this theory, including personality factors or motives, situational factors, resultant tendencies, emotional reactions, and achievement-related behaviors

2. Attribution Theory

Attribution theory focuses on how people explain their successes and failures. This view, originated by Heider (1958) and extended and popularized by Weiner (1985, 1986), holds that literally thousands of possible explanations for success and failure can be classified into a few categories. These most basic attribution categories are **stability** (a factor to which one attributes success or failure is either fairly permanent or unstable), **locus of causality** (a factor is either external or internal to the individual), and **locus of control** (a factor is or is not under our control).

3. Achievement Goal Theory

Both psychological and sports and exercise psychologists have focused on achievement goals as a way of understanding difference in achievement (Duda & Hall, 2001; Dweck, 1986; Maehr & Nicholls, 1980; Nicholls, 1984; Roberts, 1993). According to the **achievement goal theory**, three factors interact to determine a person's motivation: achievement goals, perceived ability, and achievement behavior (see figure 1)

To understand someone's motivation, we must understand what success and failure mean to that person. And the best way to do that is to examine a person's achievement goals and how they interact with that individual's perception of competence, self-worth, or perceived ability.

4. Competence Motivation Theory

A final theory that has been used to explain difference in achievement behavior, especially in children, is competence motivation theory (Weiss & Chaumeton, 1992). Based on the work of developmental psychologists Susan Harter (1988), this theory holds that people are motivated to feel worthy or competent and, moreover, that such feelings are the primary determinants of motivation. The competence motivation theory also contends that athlete's perceptions of control (feeling control over whether they can learn and perform skills) work along with self-motivation. However, these feelings do not influence motivation directly. Rather, they influence affective or emotional states (such as enjoyments, anxiety, pride, and shame) that in turn influence motivation.

If a young basketball player, for example, has high self-esteem, feel competent, and perceives that he has control over the learning and performance of basketball skills, then efforts to learn the game will increase his enjoyment, pride, and happiness. These positive affective states will in turn lead to increased motivation.

KEY WORDS DEFINATIONS

Achievement Motivation- achievement motivation is defined as “ a habitual desire to achieve goals through one’s individual efforts”. Individual vary quite a lot in this motivation. Managers, coaches, and many type of leaders are very keenly interested in how to maximize this type of motivation as it pays rich dividends in terms of high performance and leads to excellence.

Independent Variable- independent variables are those that the researcher has control over. This “control” may involve manipulating existing variables (e.g. variations on a treatment procedure) or introducing new variables (a new treatment) in the research setting. Whatever the case may be, the researcher expects that the independent variables will have some effect on the dependent variables.

Dependent Variable- dependent variables show the effects of manipulating or introducing the independent variables. In other words, the variation in the dependent variable depends on the variation in the independent variable.

t-test- the test of significance or the difference between two means is known as t-test, which is considered appropriate for evaluation of this difference when samples are small and when the sample distributions are normal or approximately normal.

RESEARCH PROCESS AND METHODOLOGY

For accomplish the purpose of the study 40 male sportsperson of different age group were randomly selected as subject. The subjects were related from district Kurukshetra (Haryana). The age levels of subjects were ranged from 18 to 25 for senior and 12 to 18 for junior sportsperson. Out of all samples 20 were junior and 20 players were senior age group. Subjects were selected through probability type of sampling and simple random sampling was used.

TOOL AND TECHNIQUE

For measure the achievement motivation **Sports Achievement Motivation Test (SAMT)** developed by M.L. Kamlesh was used. The questionnaire were given to the subjects and asked to answer honestly.

STATISTICAL METHOD

The obtained data were analyzed by applying t test in order to determine the psychological difference between the male and female Basketball players. The level of significance was set at 0.05.

Table-1 Mean Difference Between The Score Of Different Age Group In Their Achievement Motivaion

SR.NO	VARIABLES	GROUPS	N	MEAN	SD	MD	df	t-value
1	SAMT	JUNIOR	20	27.2	2.62			
2	SAMT	SENIOR	20	26.5	2.23	0.70	38	0.907

*significant at 0.05 level of confidence

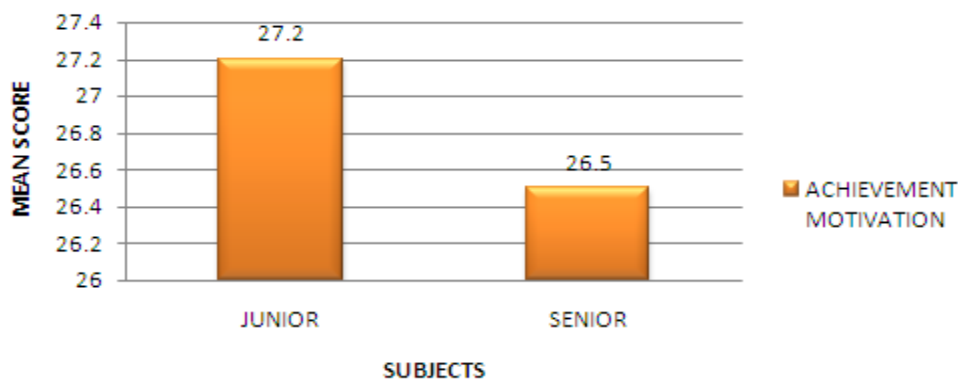


Figure-1. Mean Score Of Different Age Group In Their Achievement Motivation

RESULT

Table 1 shows that 't' value (0.910) for the mean score of achievement motivation between the junior and senior sportperosn is less than the table value 0.05, which is insignificant. It means that there is no significant difference between junior and senior sportspersons regarding achievement motivation. The mean score of junior (27.2) is slightly higher than the seniors (26.5), but they do not differ significantly.

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