

A STUDY ON ACHIEVEMENT MOTIVATION AMONG ATHLETES AND HOCKEY PLAYERS

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ABSTRACT

Achievement motivation is the desire to excel at tasks. This means that individuals with high achievement motivation tend to set goals that are neither too easy nor extremely difficult. Easy tasks do not present a challenge and are of no interest. Extremely difficult goals increase the risk of failure. A person with high achievement motivation gains great satisfaction from completing a challenging goal. This reward is more important than praise, recognition or monetary compensation. A major characteristic of high achievement motivation is a stronger-than-average need for feedback on performance versus feedback on characteristics. Feedback on performance allows for measurement of success. The purpose of the study is to find out the level of achievement motivation among Athletes and Hockey players. The sample for the study consists of 50 athletes and 50 Hockey players are the Participants in the Kerala University Inter Collegiate Tournaments during the year 2011-2012. The age of the subjects was between 19 and 26 years. The standard psychology tool device by Kamlesh (1990) was used to measure achievement motivation. This test consist of 20 questions includes both positive and negative statement. It was found the Athletes are having more Achievement Motivation than Hockey players because the Athletes required compulsory Motivation to achieve excel in sports then the Team Game Player is a group effort. This type is study is useful to the Physical Educators, Coaches and Sports psychologists to enhance the performance through achievement motivation.

Key Words: Achievement Motivation, Goal, Performance and Players.

INTRODUCTION:

Today, sport and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activity are related. This idea of psychophysiology, monitoring brain activity during exercise has aided in this research. Also, sport psychologists are beginning to consider exercise to be a therapeutic addition to healthy mental adjustment.

In this modern era of competition the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only

to play the games, but to win the games. And for winning the game, it is not only the proficiency in the skills which bring victory but more important is the spirit of the players with which they play and perform their best in the competition.

Within a short span of time, sports psychology has taken giant strides. Not it does claim to be a full-fledged discipline in the sense that no training of sportsman is considered complete without adequate emphasis on "psychological conditioning" which plays an extremely important role in competitive sports. Competitive sports reflect cultural aspirations of a people and they have now become an inextricable part of all civilizations. Recreative sports are mainly concerned with man's well being where as competitive sports aim to measure and enhance human "potentiality and performance". All other things being equal in two opponents, in sports, the one with better "psychological training or mental conditioning will always have an upper edge over the other" (Kamlesh, 1988).

The term 'motivation' in education means inculcating and stimulating interest in studies and other such activities in the students. The term motivation has been derived from 'movere' which means to move. Motivation is the process of arousing action, sustaining activity in process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of the organism. It is a variant form of 'motive' which represents urges, drives, will determination, incentives and the like. Anything that moves an individual to action may be described as a motive. Motives are of two kinds, natural motives and the acquired motives.

There are a number of functions of motives in learning and performance. Motivation directs, energizes and selects the behavior. It is helpful in capturing attention, developing interest character formation and progressing according to individual differences. It develops social qualities and sense of discipline.

The motivation is termed as the urge to push towards a specific goal. Motivation is a concept invented to describe the psychological state or the organism as it is affected by various influences. A person is motivated when he desires some goal, a goal that will meet his need or satisfy his interest. Many psychologists believe that all behaviors are motivated, although it is extremely difficult to isolate specific motivational variables. According to Bryant Crathy (1989)

Motivation as a personality characteristic related to the general state of arousal and subsequent level of attention paid to a problem or task facing of an individual.

Motivation depends not only on environmental manipulations and the individual's personality, but on the nature of the task also. For simple skills high or low motivation create the same effect. The level of motivation will affect the performance of the complex skill. Level of achievement motives is positively related to success. Achievement related motives may be more successful in predicting behavior in sports selling.

In the field of sports the achievement motivation is more important because in this area the goals always remain first priority. McClelland and Atkinson have defined this term. According to them "Achievement motivation may be associated with a variety of goals, but in general the behavior adopted will involve activity which is directed towards the attainment of some standard excellence. "Hence it can be said that achievement motivation is an expectancy of finding satisfaction in mastering challenging and difficult performances. In the process of goal oriented achievement a number of motivational factors play important role. The incentives, the facilities, the moral boost, the soothing environment, future success, praise & popularity social esteem etc. are the motives which move the athletes go ahead and make his action worthy of commendation. Motives are thus acquire in the same way as new reflexes are acquires. The interaction of an individual with his environment provides a constant source of modification of his old motives and acquisition of new ones.

OBJECTIVES OF THE STUDY:

The objective of the study is to find out the differences on achievement motivation among Athletes and Hockey players

HYPOTHESIS:

It was hypothesized that there would be significant difference in the achievement motivation among Athletes and Hockey players

ACHIEVEMENT MOTIVATION:

A system of goal direction in human activity that is closely related to competence, aggressiveness and dominance is described by psychologists as achievement motivation (M.C. David & Hasrani, 1985).

METHODOLOGY:

Thus the study covered 50 Men Athletes and 50 Men Hockey players are taken for the study. These players are the Participants in the Kerala University Inter Collegiate Tournaments during the year 2011-2012. The age of the subjects was between 18 and 25 years.

ACHIEVEMENT MOTIVATION SCALE:

The standard psychology tool device by Kamlesh (1990) was used to measure achievement motivation. This test consist of 20 questions includes both positive and negative statement. Each statement consists of two alternate responses.

RESULTS OF THE STUDY:

Table .1 Descriptive statistics of the groups

Group		N	Mean	Std. Deviation	Std. Error Mean
Achievement	Athletes	50	26.61	4.065	.332
Motivation	Hockey players	50	24.34	3.132	.256

The values of the mean, standard deviation and standard error of the mean for Athletes and Hockey players are given in the table .1. The mean Achievement Motivation of the Athletes is (26.61) larger than that of the Hockey players (24.34).

Table .2 t – table for testing the equality of variances and equality of means of two groups

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	SE Diff.	95% Confidence Interval of the Difference
								Lower	Upper
Achievement Motivation of the Group									
Equal variances assumed	18.548	.000	5.41	298	.000	2.26	.419	1.44	3.091
Equal variances not assumed			5.41	279.817	.000	2.26	.419	1.44	3.091

It can be seen from the Table.1 that the value of t- statistic is 5.41. This t- value is significant as the p-value is .000 which is less than 0.05. Thus, the null hypothesis of equality of population means of two groups is accepted and it may be concluded that the Achievement Motivation of Athletes and Hockey players are different. In this example only two- tail test was used and, therefore, only conclusion which can be drawn is that the Achievement Motivation of both the groups are significant.

Table .3 t – table for the data on Achievement Motivation along with F- value

Group	Means	S.D	Mean Diff	SE of Diff.	t-value	p-value	F-value	p-value
Athletes	26.61	4.065						
			2.26	.419	5.41	.000	18.548	.000
Hockey players	24.34	3.132						

The table 3 shows the f value of Athletes verses Hockey players $F = 18.548$ ($p = .000$) which is significant at 0.05 level.

The result shows that Athletes are more Achievement motivation than Hockey players. Individual Performance sports like Athletics, Badminton, boxing, Judo, Weight Lifting etc must have more achievement motivation to excel in sports. The Decision must be made by Athletes is final for his performance. Whereas in Team Sports there will be group effort among all players and their achievement motivation differs from each Sports Players to Sports Players. More research in this area is warranted as researchers attempt to understand achievement motivation in the sport domain. Specifically, there is a need to examine socially-oriented motivation for a greater understanding of achievement motivation. Sport research in achievement motivation has continually relied on quantitative measures primarily based on task and ego goal orientations to the exclusion of other relevant goal orientations.

Only when researchers broaden their conceptualization of achievement motivation and explore underused testing sites will we gain a more comprehensive understanding of achievement motivation. The present study offered an initial contribution to the literature concerning motivational orientations of athletes in particular sport groups, more research is needed. This study found evidence for social factors of motivation among the research participants by using the broader theoretical framework offered by Maehr and Braskamp (1986). This study also revealed that the athletes value multiple personal incentives in that they reported positive and negative experiences in terms of task, ego, and social goals.

It is concluded that Athletes are having more Achievement Motivation because they set goals and aims to give level best performance to win the Competition, where as the Hockey players depend upon their group to give the high level of performance. It is recommended that achievement motivation is compulsory for all Sportsmen to achieve high excellence in sports. The Coaches must prepare all the sports persons with high level of motivation to excel in sports.

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