COMPARATIVE ANALYSIS OF SPORTS ACHIEVEMENT MOTIVATION AMONG CHESS PLAYERS IN RELATION TO THEIR LEVEL OF PERFORMANCE

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ABSTRACT

The purpose of the study was to describe the relationship of Sports Achievement Motivation among chess players. Subjects selected for this research work were 300 chess players from India. Players were purposively selected on the basis of their level of performance. Subsequently, subjects were categorized into high achievers, moderate achievers and low achievers. In this process of selection of the subjects, the research scholar contacted and consulted in person with the chess players. The investigator also made sincere efforts to make them duly conversant with the nature and significance of his research work and urged upon them to extend their sincere and valuable cooperation for the purposive initiation and fruitful completion of this research project. For the study questionnaires were administered on chess players during inter-college competition, all India inter university championship, senior national level competition and rating chess tournaments under World Chess Federation. The objective was to assess the various performance groups on state and trait anxiety and locate any significant difference among the groups. On testing the hypothesis it became evident that there existed a significant difference between high achievers-moderate achievers, high achievers-low achievers and moderate achievers-low achievers.

. **Keywords:** Achievers, Chess, Achievement and Motivation.

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INTRODUCTION

Sport, in its origin and intention, is a movement which builds upon that decision an intensified thrust towards the 2 values of self-consciousness tested through performance, competition and victory. There is certainly a return to seriousness in the discipline of formal sport in which there

is training, performance and competition. Sport can be demanding, but its essence is as delicate as any perfume and can be as readily dissipated. The entire sphere of sport - its structure and dynamics - is a reflection of the society in which it exits. Sport in general, and sport activities in particular, are the creations of people interacting with one another. Sport can have both positive and negative effects on participants, but it also calls attention to the possibility that people define and create sport in their lives and that sport can be defined and created in ways that actually stand in opposition to society as a.whole Coakley (1986).

Chess

Chess is a recreational and competitive board game played between two players. The current form of the game emerged in Southern Europe during the second half of the 15th century after evolving from a similar, much older game of Indian 5 origin. Today, Chess is one of the world's most popular games, played by millions of people worldwide at home, in clubs, online, by correspondence, and in tournaments. The tradition of organized competitive Chess started in the 16th century. Chess today is a recognized sport of the International Olympic Committee. Chess playing is a strategy game that requires higher order cognitive skills. The acquisition of higher order cognitive skills plays a major role in enabling students to better establish and attain goals, identify potential responses when making decisions, and achieve self-regulated learning Holding (1992).

Psychological Variables

Psychology is one of the academic disciplines of the behavioral science. Its main focus is the behavior of human beings, although some psychologists study the behavior of animals. Among the wide-ranging topics of interest for psychologist are the organic process that controls the activities of humans and other animals. The growth and developmental patterns of the young of the young of a species; the way in which humans perceive their internal and enter the way in which humans cope with stress and conflict Lawther (1972).

Sports Achievement Motivation

An achievement situation comprises those instances where an individual knows that his performance will be evaluated by himself or by others in terms of some standard of excellence and that the consequences of his actions will be either favorable evaluation (success) or unfavorable evaluation(failure).The pursuit of excellence is inherent part of many cultures. According to Weiss (1969) one of the few ways in16which youths may exhibit excellence is through physical endeavors, using their bodies as the vehicle for acquiring measure of greatness not usually attainable by youths in intellectual endeavors, requiring broad experience. The achievement of excellence for its own sake usually implies that athletes are motivated to do well because they possess the skill or the physical qualities needed to perform a given sport. In other words, they are intrinsically motivated. The presence of achievement or the mastery motives in the human personality has been studied by several teachers. Murray (1938) listed the need to exercise power as an important "psycho-genic" need. This type of theorizing marked the first breaking away by those studying human motivation from more mechanistic and behavioristic angle. Some experts have defined achievement oriented behavior as behavior directed toward the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant Atkinson (1964).

METHODS AND PROCEDURE:

In this chapter, design of the study, selection of sample, selection of variables, tools used and their description, administration of the test, collection of data and statistical application applied have been described.

Design of the Study

A descriptive study will be carried out to assess the psychological profiles of chess players concerning with the selected psychological variables.

Selection of the Sample

Purposive random sampling technique will be applied for the selection of samples of 300 chess players. On the basis of objectives of the study, the samples will be categorized into three groups, low achiever chess players (n=100), moderate achiever chess players (n=100) and high achieverchess players (n=100).The age of the subjects will be ranges from 18-35 years.

Sample

(N=300)

Low Achievers	Moderate Achievers	High Achievers
(n=100)	(n=100)	(n=100)
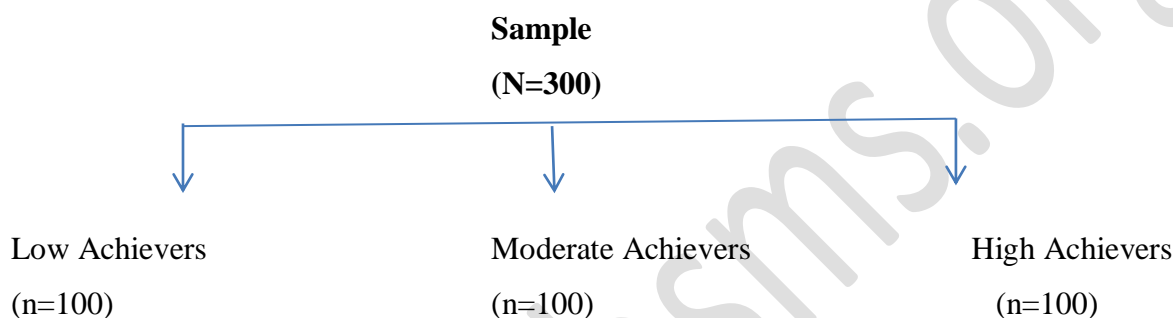
Low Achievers: - Those chess players will be considered as low achievers who are not rated by World Chess Federation.

Moderate Achievers: - Those chess players will be considered as moderate achiever whose rating is in between 1001 to 1500 by World Chess Federation.

High Achievers: - Those chess players will be considered as high achiever whose rating is above 1500 by World Chess Federation.

Administration of the Tests and Collection of Data

Data for assessing the selected psychological status of chess players will be collected for all low achiever, moderate achiever and high achiever chess players. The data will be collected through standard questionnaire of Sports Achievement Motivation Test by M.L.Kamlesh (1990) and the selected questionnaire has already set the reliability, validity and norms. Data will be collected

during inter-college competition, All India Inter University Championship, senior national level competition and Rating Chess Tournaments under World Chess Federation.

Descriptive Statistics of High Achievers, Moderate Achievers and Low Achievers Chess Players in Relation to Achievement Motivation

	High Achievers	Moderate Achievers	Low Achievers
Number	100	100	100
Mean	28.24	26.29	18.6
Std. Error of Mean	0.429	0.341	0.6718
Std. Deviation	4.290	3.418	6.718
Variance	18.406	11.683	45.131
Skewness	0.108	0.618	1.146
Std. Error of Skewness	0.241	0.241	0.241
Kurtosis	-0.773	0.911	0.969
Std. Error of Kurtosis	0.478	0.478	0.478
Minimum	20	20	12
Maximum	39	39	42

Table- clearly depicts the descriptive statistics values for high achievers, moderate achievers and low achievers in relation to achievement motivation, which shows that the mean of high achievers, moderate achievers and low achievers were found to be 28.24 ± 0.429, 26.29 ± 0.341

and 18.6 ± 0.6718 respectively. Standard deviations were 4.290, 3.418 and 6.718 respectively. The same has been graphically represented below in Figure -.

Mean Comparison of High Achievers, Moderate Achievers and Low Achievers Chess Players in Relation to Achievement Motivation
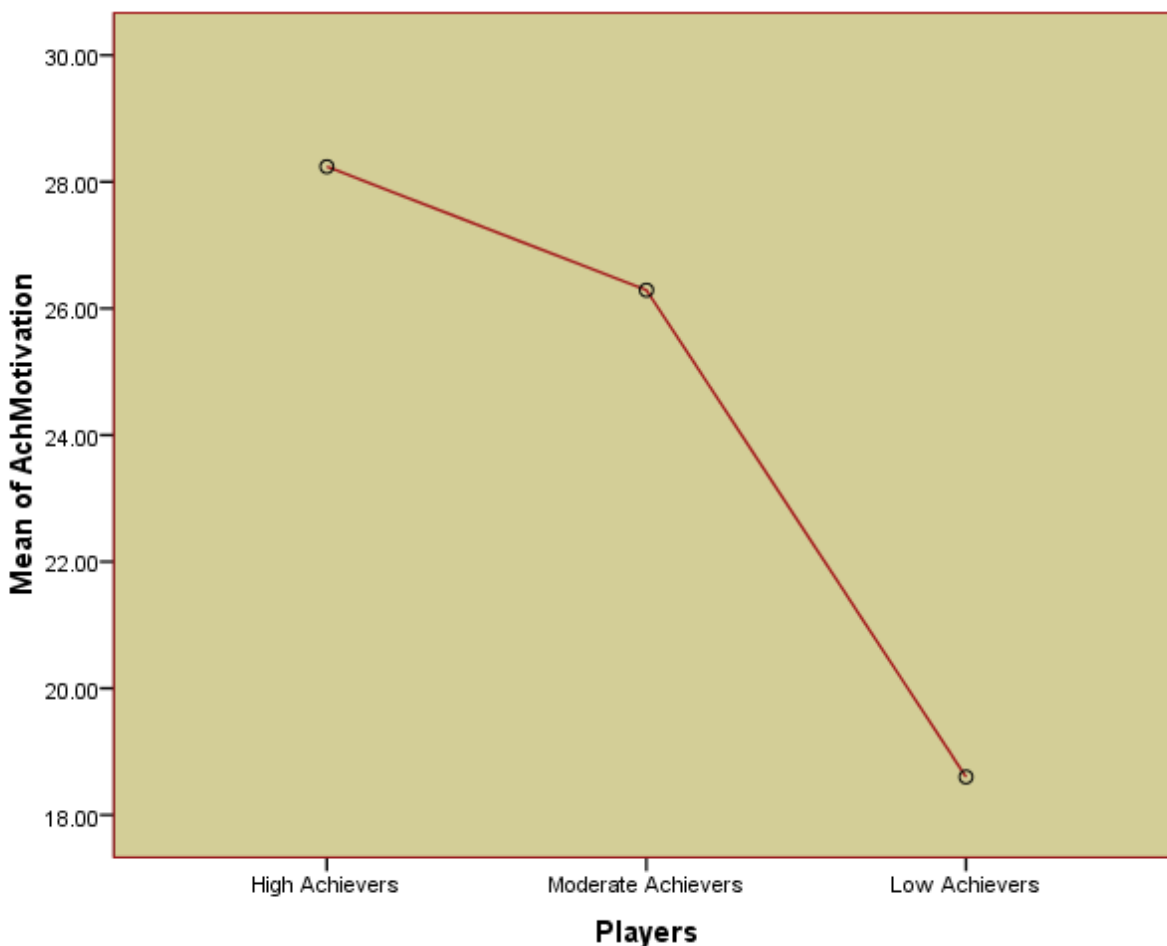
Anova Table

		Sum of Squares	df	Mean Square	F	Sig
Achievement Motivation	Between Groups	5195.607	2	2597.803	103.608	.000
	Within Groups	7446.830	297	25.074		
	Total	12642.437	299			

While comparing the groups on achievement motivation statistically significant difference between the groups was found as determined by one way ANOVA F (2,297) = 103.608, p=.000. Therefore, to locate the statistically significant difference between the groups Games-Howell was used as post-hoc test.

MutipleComparision

Games-Howell							
Dependent Variable	(I) Players	(J) Players	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Achievement Motivation	High Achievers	Moderate Achievers	1.95000*	.54854	.001	.654	3.246
		Low Achievers	9.64000*	.79711	.000	7.755	11.525
	Moderate	High	-1.95000*	.54854	.001	-3.246	-.654

	Achiever	Achievers					
		Low Achievers	7.69000*	.75375	.000	5.905	9.475
	Low Achievers	High Achievers	-9.64000*	.79711	.000	-11.525	-7.755
		Moderate Achievers	-7.69000*	.75375	.000	-9.475	-5.905

As one way anova revealed that there was a statistically significant difference among the groups of high achievers, moderate achievers and low achievers on achievement motivation. Games-Howell post hoc multi comparison was used to compare the mean values that exhibited that there was significant difference between high achievers and moderate achievers (p= 0.001, C.I. = [0.654, 3.246]). On comparing mean values between high achievers and low achievers a significant difference of (p= 0.000, C.I. = [7.755, 11.525]) was observed. Also, there was a statistically significant difference between the mean values of moderate and low achievers (p= 0.000, C.I. = [5.905, 9.475

DISCUSSION OF FINDINGS:

The scholar examined three hundred Indian chess players from three different levels of performance achievement i.e. high achievers, moderate achievers and low achievers on achievement motivation. In order to test multiple hypotheses and performing comparative analysis, one way Anova was used to cobjective was to assess achievement motivation of chess players with respect to their different levels of performance. The hypothesis in relation to the objective was tested with viable statistical tool that reflected that high achievers had a higher achievement motivation as compared to moderate and low achievers whereas, moderate

achievers had a higher rate than low achievers. The findings are intone with that of (Mishra et al. 2018) who extracted same findings while comparing volleyball players at various levels. The evidences are also supported by the findings of (Solanki et al. 2018) fetching same results on volleyball players and (Omveer 2017) drawing same findings among national level players from various games.Compare the three performance groups with the help of SPSS 16.0 version.

The purpose of the present study was to ascertain the psychological profile of Indian chess players in relation to their level of performance. To fulfil the purpose psychological variables selected for the study were Sports Achievement Motivation.

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