

Periodic Research

Comparative Study on Sports Achievement Motivation Before and After Competition Among Different Games

Rahul Kumar Prasad
Research Scholar,
Deptt. of Physical
Education,
Guru Ghasidas University,
Bilaspur.

M.S. Dhapola
Assistant Professor,
Deptt. of Physical
Education,
Guru Ghasidas University,
Bilaspur.

Abstract

Objective

The purpose of the study was to compare sports achievement motivation before and after competition among different games.

Method

For the purpose of study the subjects were four team games (Volleyball, Football, Basketball and Hockey) university players of Guru Ghasidas Vishwavidyalaya Bilaspur. The subjects were selected randomly from the team of students attending the regular university camp at GGU ground, Bilaspur. The researcher had been selected sports achievement motivation as a variable. The data was collected before and after competition of central zone tournament 2013. The participants were tested on two scales M. L. Kamlesh sports achievement motivation questionnaire. The data was analyzed by applying ANNOVA Technique followed by scheffe. The level of significance was set at 0.05.

Result

The findings of the present study have strongly indicates that players were highly motivated before the competition. Hence the hypothesis earlier set that there were significance difference in achievement motivation within different team games in light of the same the hypothesis is accepted. **Conclusion:** Significant difference was found in football, hockey, volleyball, basketball. The result also concludes that football and hockey team players are found highly motivated in comparison to basketball and volleyball players.

Keywords: Achievement , Motivation, Central zone competition , etc.

Introduction

Achievement motivation is an athlete's pre disposition to approach or avoid competition situation. The term achievement motivation refers to motivation stemming from a desire to perform well or a striving for success. It is evident by effort and persistence in the face of difficulties. It is regarded as a central human motivation and is a key determinant of aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. She studied and find out rural women cricketer were highly achievement motivated than urban. Because, achievement motivated sportsmen prefer to work on a problem rather than leaving the outcome to chance, seem to be more concerned with their personal achievement rather than the rewards of success (Manju Chutia, 2012). In the game and sports psychological factors have play important role to determining performance level of athletes. The achievement motivation is one of that factor in this consideration. Treated motivation as the base of a pyramid towards success in sports (Taylor 1994).

There are some studies conducted on sports achievement motivation and its effect on performance. Studies suggested that achievement motivation is most important predictor of performance and essential to participate in a competition (Huschle, et. al. 2008; Carey, et. al. 2000). Several motivation theories in the academic area have been adopted in the quest for greater understanding of achievement motivation in sport (Ames, 1984, 1992; Dweck, 1986; Nicholls, 1989).

Children and adolescents participated in sports for reason related to developing competence, affirming friendships, enhancing physical fitness, performance control, and intrinsic motivation. The qualitative

differences in motivated behavior are evident based upon performance –outcome-goal oriented (Shane M. Murphy). Achievement motivation theorists attempt to explain people's choice of achievement tasks, persistence on those tasks, vigor in carrying them out, and performance on them (Eccles, Wigfield, & Schiefele, 1998; Pintrich & Schunk, 1996).

Motivation is an essential element of human personality. It directs a person's activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style (Zamirullah Khan, et al. 2011).

To become an elite athlete in any sport requires hours upon hours of training. Often this training is rigorous, painful, or injurious. However, the athletes who have reached the pinnacle of their sport have more than likely put in their time to get to achieve that high level of success. To do this, these athletes must have something that motivates them to continually push their bodies and come back from whatever struggles or setbacks they may experience along the way (Kamlesh, 2004). Atkinson and Feather (1966) stated that a person's achievement oriented behavior is based on three parts: the first part being the individual's predisposition to achievement, the second part being the probability of success, and third, the individual's perception of value of the task. McClelland (1961) proposed that "there are at least two kinds of achievement motivation, one of which appears to be oriented around avoiding failure and the other around the more positive goal of attaining success" comparative study of achievement motivation of different team game players before and after competition.

Methodology

For the present study 18 hockey, 16 football, 12 volleyball and 12 basketball players were selected from Guru Ghasidas Vishwavidyalaya who participated in central zone interuniversity tournament with respected games by random sampling technique. Age ranged from 18 to 27 years. Sports Achievement Motivation Test (SAMT) by M.L. Kamlesh (1990) was used for the collection of data before and after competition. Before contacting to the players the consent of coaches were taken. The questionnaire was distributed to the subjects after giving the instructions that they have to follow while to mark their response. ANNOVA statistical technique was applied to find out the difference of sports achievement motivation between four different team (hockey, football, volleyball and basketball) players.

Result

Table-1 shows that there is difference between mean and standard deviation among group. The mean of hockey team is higher than football, volleyball, and basketball.

Table- 1
Mean And S.D. Value of Achievement Motivation of Selected Games

Sports	N	Mean	Std. Deviation
Hockey	18	31.11	3.30
Football	16	27.25	3.85
Volleyball	12	26.66	3.65
Basketball	12	25.83	4.21
Total	58	28.03	4.21

*significant at 0.05 level of confidence

Graphical Representation of Mean of Sports Achievement Motivation

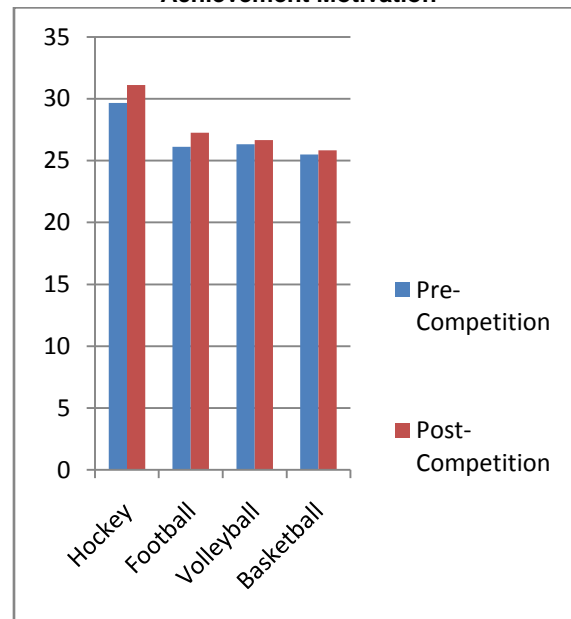


Table- 2
Significant Difference on Achievement Motivation Among Selected Sports

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	260.82	3	86.94	6.250	.001*
Within Groups	751.11	54	13.90		
Total	1011.93	57			

*significant at 0.05 level of confidence

The result reveal that there is significant difference found among groups in respect of achievement motivation, the F-value (6.25) found higher than critical value.

Table- 3
Mean Difference Multiple Comparison of Achievement Motivation Between Team Sports Players

(I) Sports	(J) Sports	Mean Difference (I-J)	Std. Error	Sig. p-value
Hockey	Football	3.86	1.28	.037
	Volleyball	4.44	1.38	.024
	Basketball	5.27	1.38	.005
Football	Hockey	-3.86	1.28	.037

	Volleyball	.58	1.42	.982
	Basketball	1.41	1.42	.804
Volleyball	Hockey	-4.44	1.38	.024
	Football	-.58	1.42	.982
	Basketball	.83	1.52	.960
Basketball	Hockey	-5.27	1.38	.005
	Football	-1.41	1.42	.804
	Volleyball	-.83	1.52	.960

*. The mean difference is significant at the 0.05 level.

Discussion of findings

After analyzing the data researcher had found that there is significance difference on the achievement motivation between group (hockey, football, volleyball and basketball) and among the group. The hockey group is highly significant with football, volleyball, and basketball. The hockey players were highly motivated in comparison of other three team players. The reason might be that the hockey team players were participated first time in interuniversity tournament. The result shows that football players also highly motivated than volleyball and basketball players and less significance difference with volleyball and basketball. Volleyball and Basketball group very less significant with each other and negative difference showed with hockey and football in table-3. Singh et. al (2010) studied the difference of achievement motivation of team game and individual game players and found there is a significant difference exists between team game and individual game players on the variable of achievement motivation. The study may help to the administrators of physical education program as well as to the coaches of different games to know that achievement motivation amongst the male as well as females remains the same (Khan Z., Haider Z. & Ahmed N., 2011). Though the present study revealed that the achievement motivation of the hockey, football, volleyball and basketball is high, but the players did not get the equal opportunities and facilities for their training. The hockey players who selected for camp were new. They did not participate in university tournament and unaware with actual competition situation.

Conclusion

It is concluded that there is significant difference on achievement motivation among the hockey, football, volleyball and basketball team players. The hockey players have highly significant with football, volleyball and basketball. On the basis of result the researcher can says that hockey and football players were highly motivated in comparison to volleyball and basketball players. People with greater achievement motivation prefer tasks and situations where they can influence the result and their actions are successful (Gracz and Sankowski, 1995). Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style (Gracz and Sankowski, 1995). Junior players who eventually reached international level in tennis 8 to 10 years after the test questionnaire possessed significantly higher levels of achievement motivation compared with those who did not reach international

level. High achievement motivation often manifests in an optimum level of stimulation in difficult situations and in realistic levels of aspiration (Czajkowski, 1995).

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