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Study of Achievement Motivation among Female Field Hockey Players In Relation To Performance Level

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Abstract

This study conceptualized to compare the achievement motivation of female field hockey players at different levels of competition. To work on the purpose of the study a survey type study has been designed to establish the achievement motivation climate among the female field hockey players. A total 50 female hockey players of various colleges of Guru Nanak Dev University, Amritsar and Lovely Professional University, Phagwara, aged 18-24 years, were selected for the study. 25 field hockey players were inter-university level and 25 were inter-college level. All female hockey players were assessed for their achievement motivation level with the help of Achievement Motivation Scale developed by Kamlesh (1990) [9]. The mean values of inter-college and inter-university female hockey players on the variable achievement motivation were 13.69 and 12.92 respectively. The independent sample t-test revealed that there was no significant difference in achievement motivation between inter-college inter-university female hockey players.

Keywords: Achievement motivation, Field hockey, Inter-college, Inter-university

1. Introduction

Within sports psychology, motivation is of central importance as research attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientation and achievement goals. Motivation sustains life; it acts as a catalyst for our growth and development from a mere zygote state to adult stage. It inspires and empowers us to accomplish and achieve incredible things. It is a directing agent for our actions that aim at something higher, better and greater. All life-activity can be explained on the basis of motivation that we exhibit in greater or lesser degree in one situation or the other, and for one thing or the other. No two individuals are alike in everything that goes to construct personality. Achievement motivation remains a central issue within sport psychology as researchers continue to examine an individual's choice, effort, and persistence related to physical activity participation. Much research conducted in the area of achievement motivation has been based on Nicholls's (1984, 1989) goal perspective theory. The theoretical perspective states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definition of success and failure are based on two goal orientation. A task goal orientation is characterized by self-referenced perception of competence and emphasizes effort, task mastery, and performance improvement. An ego orientation includes norm-referenced perception of competence and an emphasis on winning and positive social comparison with others. Many researchers had done studies related to sports achievement motivation. It attempts to measure what an individual has learned regarding his or her present level of performance. Sport achievement tests are particularly helpful in determining individual or group status in sports settings. Singh *et al.* (2010) [3, 19] compared the sports achievement motivation of male and female north zone badminton players. Results indicated that no significant difference was found between male and female north zone badminton players in their sports achievement motivation. Dureha *et al.* (2010) [3] studied the incentive motivation, achievement motivation and anxiety level between national and international hockey players. As shown by the result of the study there were insignificant difference in incentive motivation, achievement motivation, state anxiety and trait anxiety between national and international hockey players and significant difference was found in sports competition anxiety. Kaur *et al.* (2007) [10] studied the relationship between achievement motivation and pre-competition anxiety among inter university hockey players.

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Finding revealed that there was a significant relationship between achievement motivation and pre-competition anxiety of interuniversity level male hockey players and there was a significance difference in the level of achievement motivation of high pre-competition anxiety group and low pre-competition anxiety group of interuniversity level male hockey players. Thakur and Mohan (2008) [20] assessed the personality traits, anxiety and achievement motivation level of volleyball players and non-sportsmen and reported that higher level performance groups was more extrovert than the low performance group and non-sportsmen, whereas, non-sportsmen was more neurotic than those of high and low performance group. Achievement motivation level of high performance groups was also better than non-sportsmen. Schilling (2001) [18] investigates achievement motivation among high school basketball and cross-country athletes. This research present implication for practice and research, particularly in terms of situational factors (e.g., motivational climate) related to goal perspectives. The athletes in this study, particularly the basketball players indicated the importance of social factors in achievement motivation. They suggested that cross-country athletes have highest motivational level than high school basketball players.

Most investigations are based on the assumption that psychological characteristics should be considered as important determinants of athletic performance and success. Cognitive anxiety is negatively related to performance and both too low and too high levels of anxiety cannot lead to optimal performance (Jones, 1995) [8]. Motivational profiles and achievement motivation are known to have important implications for athletic programs for talent identification and development of the young skilled athletes. Higher level of achievement motivation, self-determination and intrinsic motivation has more positive mental characteristics. Most studies agree that intrinsically motivated and task-oriented athletes are more likely to enjoy participating in sport and less likely to drop out. Exploring the complexity of the above mentioned psychological traits of elite young team players may contribute to the appropriate selection, talent development, and also the advancement of specific training methods. In the beginning this curiosity was about concrete things but soon after the focus shifted to abstract metaphysical concepts such as soul, mind, spirit etc. the behavioural effects of motivations are vital to all achievement-oriented tasks, whether the situation is the laboratory, classroom or playing field. The purpose of the present study, therefore, was to compare the college level and university level female hockey players with regard to achievement motivation.

2. Methodology

A survey type study has been designed to establish the achievement motivation climate among the female field hockey players. The subjects of the present study were purposively selected from the inter-college and inter-university

level female hockey players of the academic year 2014-2015. A total 50 female hockey players of various colleges of Guru Nanak Dev University, Amritsar and Lovely Professional University, Phagwara, aged 18-24 years, were selected for the study. 25 hockey players were inter-university level and 25 were inter-college level. Inter-college level players were selected from the BBK DAV College, Amritsar and Loyalpur Khalsa College for women, Jalandhar. All the female hockey players were assessed for their achievement motivation level.

2.1 Achievement Motivation

Achievement Motivation Scale by Kamlesh (1990) [9] has been found as unitary and psychologically, sociologically and educationally meaningful entities in many researches in various Institution situations and environmental conditions. Achievement Motivation Scale is the complete and exhaustive list of student's motivation, fields and test items depending upon many research worker's personal and social traits and situation tests. By this scale Kamlesh hoped to ensure comprehensive estimation of the whole area of students in achievement motivation. It is mentioned by Kamlesh that the scale furnishes best information about the student's motivation to various aspects of college and general life in terms of their characteristics, behavior and feelings in and about the life. This test is untimed but normally takes fifteen to twenty minutes to complete it. In the present study the English version of the scale was used. For Administrations, instructions for completion, method of scoring, and definitions of Achievement Motivation, the test manual was strictly followed. The reliability of the scale, determined by test-retest method, was reported 0.90 for college students. The coefficient of validity with other scales was very high which indicates that the scale is valid to measure achievement and motivation of the subjects.

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.

2.2 Statistical Analysis

Statistical analysis was performed using SPSS version 16.0 for windows (SPSS Inc, Chicago, IL, USA). The data was presented as descriptive statistics such as mean and standard deviation. The independent samples t-test was applied to assess the significant difference between inter college and inter university female hockey players on achievement motivation.

3. Results

Table: 1 Comparison of inter-college and inter-university hockey players on the variable achievement motivation.

Variable	Inter-college (N=26)		Inter-university (N=25)		t-value	p-value
	Mean	SD	Mean	SD		
Achievement-motivation	13.69	2.85	12.92	2.41	1.04	.303

Achievement motivation of the inter-college and inter-university female hockey players is presented in table 1. The mean and standard deviation of inter-college female hockey players on the variable achievement motivation were 13.69 and 2.85 respectively. The mean and standard deviation of

inter-university hockey players on the variable achievement motivation were 12.92 and 2.41 respectively. The independent sample t-test revealed that then was no significant difference in achievement motivation between inter-college inter-university female hockey players.

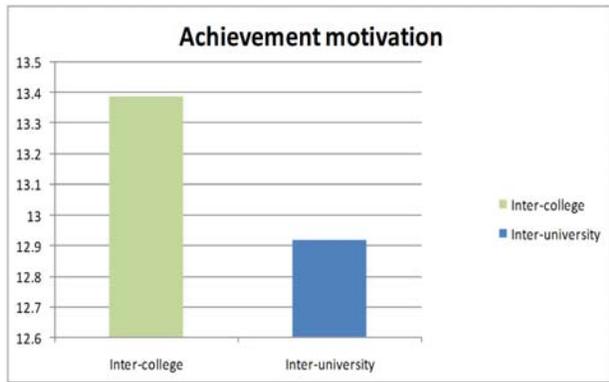


Fig 1: Mean values of achievement motivation of the inter-college and inter-university female hockey players.

4. Discussion

The basis of achievement motivation is achievement motive i.e., a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. McClelland (1961)^[14] stated that need for Achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray in "Explorations in Personality" (1938) and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. Elliot and McGregor (1999)^[4] studied hierarchical model of achievement motivation. They suggested that achievement motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal influence on achievement-relevant outcomes. Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition, and behavior has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. The findings of present study revealed that the female hockey players did not differ significantly on achievement motivation with regard to their performance level. These results are in conformity with those reported by Dureha *et al.* (2010)^[3] who studied to compare the status of national and international hockey players on the selected psychological variables and found that there was insignificant difference in incentive motivation, achievement motivation, state anxiety and trait anxiety between national and international hockey players. The results of the present study are in line with the those reported by Thakur and Mohan (2008)^[20] who assessed the personality traits, anxiety and achievement motivation level of volleyball players and non-sportsmen and reported that there were no significant differences in achievement motivation between higher level performance groups and the low performance group whereas achievement motivation level of high performance group was better than non-sportsmen. The results of the present study are in contrast to the results reported by Hassan *et al.* (2015) on inter-university, north zone inter-university and inter-college hockey players. The findings of this study revealed that the inter-university hockey players had better achievement than the north zone inter-university and inter-college hockey players. The findings of the present study are also in contrast to the findings of Khan *et al.* (2012)^[13], Khan *et al.* (2010)^[12], Ali (2010)^[2], Rathee and Singh (2011)^[17], Unierzyski (2003)^[21], Haider (2012)^[5], Ibrahim and Gwari (2011)^[7], they all

reported that higher level of performance group had higher level of achievement motivation in comparison to lower level of performance group. Aktop and Erman (2006)^[11] concluded that more experienced and successful athletes had higher level of motive to achieve success than less experienced and unsuccessful athletes. Kavussanu and McCauley (1995)^[11] reported that elite level athletes had higher level of achievement motivation than non-elite athletes. The findings of the current study might be due to the fact that there is very stiff competition in female hockey at the inter-college level which may leads to higher aspirations of the players and the players may set high motives to achieve at inter-college level.

5. Conclusion

There was no significant difference on the variable achievement motivation between the inter-college and inter-university female field hockey players.

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