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Sports achievement motivation between inter-collegiate and inter-university football players: A comparative study

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Abstract
The study aimed to explore and compare sports achievement motivation among inter-collegiate and inter-university football players. Twenty participants were randomly selected from Vidyasagar University, who were involved in inter-university competitions. Additionally, another twenty participants were selected from Government General Degree College, Narayangarh, Paschim Medinipur, West Bengal, India, who were engaged in inter-collegiate competitions to achieve the stated objective. The age of the participants ranged from 18 to 25 years. The Sports Achievement Motivation Test (SAMT), was employed to assess the achievement motivation of the players. Statistical analysis, including mean, standard deviation, and independent t-test, was conducted to compare the achievement motivation levels of inter-collegiate and inter-university women football players. The significance level was set at 0.05. The study's findings indicate a significant difference in the achievement motivation levels between inter-collegiate and inter-university players, with inter-university players demonstrating a higher level of achievement motivation compared to inter-collegiate players.

Keywords: Achievement motivation, football player, independent

1. Introduction
One of the most popular games in the world right now is soccer. Football is watched by millions of people and is becoming more and more popular every day (Islam & Rahman, 2021) [7]. Inter-collegiate and inter-university competitions serve as platforms for athletes to showcase their talents, compete against peers, and strive for excellence. These matches often act as stepping stones for players to gain recognition and progress to higher levels, with inter-university tournaments representing a higher echelon of competition with increased visibility and prestige.

Ball players participate in sports where a ball is the main tool used for the game. Players of this game compete in teams in an attempt to score points by handling the ball skillfully while following the rules and guidelines of the game (Rahman & Sharma, 2023) [8]. The fitness training of soccer players is a psychophysical adaptation process that enables them to perform activities with a ball (Chandrasekaran *et al*., 2010) [3]. During a game, players exert efforts that often push their psychophysical abilities to the maximum (Chmura, 2001) [4]. The scientific study of players, their behavior, and physical activity is known as sports psychology (Jadhav, 2019) [8], with a consensus on the importance of psychological variables in addition to technical, tactical, and physiological aspects on sports performance (Kristjánsdóttir *et al*., 2019; Zuber & Conzelmann, 2014) [11, 21]. These variables are considered crucial for the development of players (González *et al*., 2014; Murr *et al*., 2018) [5, 14].

Understanding the psychological factors that drive athletes is crucial for optimizing performance in competitive sports. Sports psychology applies principles, methods, and techniques to analyze, appraise, and enhance athletic behavior (Kumar, 2016) [12]. It explores the relationship between psychological variables and their impact on an individual's physical performance, whether positive or negative (Bhunia & John, 2023) [2]. The field investigates how participation in sports and exercise affects the psychological development of individuals in different sporting situations (Weinberg & Gould, 2011) [20]. Mental preparation is one of the main areas where psychology is important.

Sports psychologists collaborate with players to create mental preparation plans that improve performance. They enable athletes to perform at their peak under stress by enhancing their mental strength, attention, and concentration. The mind is the driving force behind movement since it controls the limbs of the body. Using their imagination, one can visualize a real thing or event (Rahman & Islam, 2021) [7].

High-level performance in competitive sports depends on the harmonious relationship between psychological performance and technical preparation. In the field of physical education and sports, an athlete cannot win or show better performance without motivation (Sathe, 2013) [18]. Motivation, derived from "Movere" meaning to move, describes the psychological state of a person. In sports, when an athlete has a desire to achieve a goal, they have motivation, and anything that moves them to fulfill that desire is known as a motive (Atta *et al*., 2019) [1].

Achievement motivation, a relatively new concept, is based on the motive to achieve (Jose & Ambekar, 2019) [9]. It is a latent disposition manifested in overt striving when an individual perceives performance as instrumental to personal accomplishment. A positive relationship exists between achievement motivation and sport performance (Zuber & Conzelmann, 2014; Gucciardi, 2012) [21, 6]. It plays a pivotal role in determining an athlete's level of success and satisfaction, with individuals high on achievement motive preferring moderately challenging tasks that ensure success (Shahid & Singh, 2015) [19].

The strength of achievement motive varies among individuals, influenced by both personality and environmental factors. Developing strategies to optimize performance is crucial for achieving high levels of success in sports (Bhunia & John, 2023) [2]. In highly competitive sports like football, the physical, physiological, and psychological fitness of players is of utmost importance (Nanda, Pandey, & Goswam, 2020) [3]. Football requires various psychological characteristics, with variables like achievement motivation and emotions being particularly significant at all levels of interest.

Understanding the differences in achievement motivation among football players competing at different levels, such as inter-collegiate and inter-university, provides valuable insights into the factors shaping their performance and success. This study aims to explore and compare the achievement motivation levels of women football players engaged in inter-collegiate and inter-university competitions.

High-intensity interval training (HIIT) is a well-known, time-efficient training method for improving cardiorespiratory and metabolic function and, in turn, physical performance in athletes [1-2]. High-intensity training relative to the individual’s maximal oxygen uptake is feasible even in elderly patients with chronic heart failure and severely impaired cardiovascular function [3]. Interval Training Periods of intense activity interspersed with moderate to low energy expenditure characterize many sports and life activities [4]. High-intensity interval training (HIT) is defined as either repeated short (<45 s) to long (2–4 min) bouts of rather high- but not maximal-intensity exercise, or short (<10 s, repeated-sprint sequences [RSS]) or long (>20–30 s, sprint interval session [SIT]) all-out sprints, interspersed with recovery periods. High-intensity interval training (HIIT) is a well-known, time-efficient training method for improving cardiorespiratory and metabolic function and, in turn, physical performance in athletes [1-2]. High-intensity training relative to the individual’s maximal oxygen uptake is feasible even in elderly patients with chronic heart failure and severely impaired cardiovascular function [3]. Interval Training Periods of intense activity interspersed with moderate to low energy expenditure characterize many sports and life activities [4]. High-intensity interval training (HIT) is defined as either repeated short (<45 s) to long (2–4 min) bouts of rather high- but not maximal-intensity exercise, or short (<10 s, repeated-sprint sequences [RSS]) or long (>20–30 s, sprint interval session [SIT]) all-out sprints, interspersed with recovery periods [1, 5, 6].

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2. Materials and Methodology

2.1 Sample: A total of 40 women football players participated in this study, comprising 20 individuals who competed at the inter-collegiate level representing their respective college, and 20 who participated at the inter-university level representing their respective university. The age range of the subjects was between 18 and 25 years.

2.2 Criterion Measure Used: The study utilized the standardized psychological tool developed by Dr. M.L. Kamlesh in 1990 to assess sports achievement motivation.

2.3 Measuring Tools: Data were collected using the Sports Achievement Motivation Questionnaire (SAMT) developed by M.L. Kamlesh. This questionnaire consisted of 20 multiple-choice statements, each carrying a total of 40 marks. Participants received 2 marks for each correct answer and 0 marks for each incorrect answer. The questionnaire aimed to measure the sports achievement motivation of the players. Random sampling was employed to select the participants for the study.

2.4 Procedure of Data Collection: A data collection schedule was established, taking into consideration the convenience of the data providers and allowing adequate time for response. The researcher explained the purpose of the study to the selected sample or subjects, and suitable scales or tools were administered accordingly. Following data collection, the researcher tabulated the data for analysis and planned appropriate statistical techniques for the study.

2.5 Statistical Techniques: Statistical analysis included calculating the mean, standard deviation, and conducting an independent t-test to compare the achievement motivation of inter-collegiate and inter-university women football players. A significance level of 0.05 was set to determine statistical significance.

3. Results and Discussions

In this segment, the researchers summarized participant characteristics and computed the mean, standard deviation, and psychological component of the variable. The study compared the achievement motivation of inter-collegiate and inter-university football players.

Table 1: The characteristics of the participants (Mean±SD)

Items	Inter-Collegiate Players (n=20)	Inter-University Players (n=20)
Age (yr.)	19.2±1.34	19±1.04
Weight (kg)	52.96±4.03	62.06±9.79
Height (m)	1.66±0.7	1.68±0.08
BMI (kg/m^2)	19.49±1.64	22.23±3.74

Table 1 shows the age of inter-collegiate and inter-university football players were 19.2±1.34 and 19±1.04 years old, according to the data collected. Their weights were 52.96±4.03 kg and 62.06±9.79 kg. Their heights were 1.66±0.7 m. and 1.68±0.08 m. respectively and their BMI were 19.49±1.64 and 22.23±3.74.

Table 2: Unpaired t-test of variables between Inter Collegiate and Inter-University football players

Variables	Inter-Collegiate Players		Inter-University Players		Inferential: Unpaired Sample t-test		
	Mean	SD	Mean	SD	t	df	Sig. (2-tailed)
Achievement Motivation	21.6	3.09	26.8	6.53	3.218	38	0.003

Significance level at 38 df at 0.05 level = 2.024

Table 2 presents data on achievement motivation, revealing that the mean score for inter-collegiate football players is 21.6, while inter-university football players have a slightly higher mean of 26.8. Consequently, the mean difference between the two groups is 5.2. Prior to conducting a t-test, standard deviations for inter-collegiate and inter-university football players are noted as 3.09 and 6.53, respectively. The calculated 't' value is 3.218, falling above the tabulated 't' value of 2.024 at the 0.05 significance level.

Interestingly, these findings align with the research conducted by Shahid and Singh (2015) [19], who observed that intercollegiate soccer players exhibit lower motivation levels compared to their interuniversity counterparts. Similarly, Kumar (2016) [12] reported significant differences in achievement motivation among players at different levels, with inter-university players displaying higher motivation means than inter-collegiate players. This correlation is also supported by Sathe (2016) [18]. Additionally, Rathee and Singh (2011) investigated achievement motivation levels among international and national team sports players, they concluded that international players demonstrated higher levels of achievement motivation compared to national players. Overall, these consistent results across various studies strengthen the understanding that motivation levels vary between different levels of competition and are particularly pronounced between inter-collegiate and inter-university football players.

4. Conclusion

A notable distinction in achievement motivation is observed when comparing women football players at the inter-collegiate and inter-university levels. This comparison reveals significant differences in the accomplishments of athletes at these two levels.

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