



A STUDY ON SPORTS ACHIEVEMENT MOTIVATION

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Abstract

The present study was conducted to assess the level of sports achievement motivation among students of the College of Agriculture, Karekere, University of Agricultural Sciences, Mandya District, Karnataka.. Sports achievement motivation is an important psychological factor that influences an individual's willingness to participate in sports, strive for success, maintain effort, and perform effectively in competitive situations. The study adopted a descriptive survey research design. The participants were selected from the undergraduate student population of the college using an appropriate sampling procedure. Data were collected through a standardized Sports Achievement Motivation Scale along with a questionnaire covering selected demographic and sports participation characteristics. The collected data were analyzed using descriptive and inferential statistical techniques, including mean, standard deviation, and *t*-test, to examine differences in sports achievement motivation with respect to selected variables such as gender, type of sport, and level of participation. The study is intended to provide an understanding of the psychological motivation of college students towards sports and competitive activities. The findings may be useful to physical education teachers, coaches, sports administrators, and college authorities in developing suitable programmes to encourage sports participation, competitive interest, and improved sports performance among students.

Keywords: Sports Achievement Motivation, Sports Participation

ACHIEVEMENT MOTIVATION

Achievement motivation is a significant psychological construct that explains an individual's tendency to pursue meaningful goals, demonstrate competence, and improve performance through sustained effort. In the context of sports, motivation provides an important psychological foundation for participation and performance. Sporting success is not determined exclusively by physical fitness, technical ability, or tactical knowledge. The willingness to train regularly, accept challenges, maintain effort, and strive for continuous improvement also contributes substantially to an individual's sporting development.

Sports participation places athletes in situations that require both physical effort and psychological commitment. Training often involves repetition, discipline, delayed results, and the need to overcome temporary setbacks. Competitive situations may further expose athletes to pressure, uncertainty, success, and failure. Achievement motivation influences how individuals respond to these experiences. A student with a strong achievement orientation may be more willing to establish performance goals, invest effort in training, persist when difficulties arise, and evaluate performance with the intention of further improvement.

The expression of achievement motivation may vary according to individual characteristics and sporting circumstances. Students may participate in sports for different reasons, including personal accomplishment, improvement of ability, competitive success, recognition, institutional representation, or enjoyment of the activity. Similarly, participation in individual and team sports can provide different achievement experiences. Competitive exposure, previous sporting experience, and the level at which a student participates may also influence the nature and intensity of achievement-oriented behaviour.



The college environment represents an important period for the development of sporting attitudes and psychological qualities. Students at this stage are capable of participating in structured training and competitive programmes while simultaneously pursuing academic responsibilities. Opportunities to participate in college, inter-collegiate, university, and other competitions can provide experiences that shape confidence, persistence, goal orientation, and commitment to sports. Consequently, understanding the level of achievement motivation among college students is relevant to the development of effective institutional sports programmes.

Physical education teachers and coaches have an important role in creating conditions that support achievement motivation. Appropriate goal setting, systematic training, constructive feedback, encouragement, fair opportunities for participation, and recognition of individual progress can help students develop a positive approach towards competition and performance. An understanding of students' motivational characteristics can enable sports personnel to design training and participation strategies that are better aligned with students' psychological needs.

REVIEWS OF RELATED LITERATURE

Rogers, et al. (2021) investigated the role of passion for sport in the motivation and effort of college student-athletes. The study examined psychological needs, autonomous motivation, athletic identity, and effort among student-athletes. The findings indicated that harmonious passion for sport was associated with psychological needs and autonomous motivation, while motivation and identity could also influence effort across academic and athletic settings.

García, Fong, and Regalado (2023) conducted a meta-analysis of **73 studies involving 43,617 collegiate student-athletes** to examine motivational, identity-based, and self-regulatory factors associated with academic achievement. Their findings showed that motivational and identity-related characteristics were associated with student-athletes' academic outcomes, while the relationships varied according to sport and sample characteristics. The large-scale review demonstrates the continuing importance of motivation research among collegiate athletes.

Pestano and Salazar (2024) examined achievement goals and motivation for sports participation among **107 student-athletes** and investigated their relationship with successful performance in sports competition. The study emphasized the importance of achievement goals and participation motivation in understanding competitive sports performance.

Devi (2024) studied achievement motivation among **105 female basketball players** competing at national, inter-college, and state levels. Using descriptive statistics and ANOVA, the study examined differences in motivation across competitive levels and reported significant differences among the groups. The study supports the importance of competitive level when examining achievement motivation in athletes.

RESEARCH METHODOLOGY

Statement of the Problem

The present study is entitled “A Study on Sports Achievement Motivation among Students of the College of Agriculture, Karekere, University of Agricultural Sciences, Mandya District, Karnataka.”

Significance of the Study

The present investigation was undertaken to assess sports achievement motivation among male and female students of the College of Agriculture, Karekere. Achievement motivation is an important psychological factor that may influence students' interest in sports, willingness to participate in competition, persistence in training, and desire to improve their performance. For the purpose of the study, 100 students comprising 50 male and 50 female students were selected from the



Cover Page



college. Their sports achievement motivation was assessed using a standardized Sports Achievement Motivation Test. The study also examined whether a significant difference existed between male and female students in their level of sports achievement motivation. The findings of the study may be useful to physical education teachers, coaches and college authorities in understanding students' motivational characteristics and in planning appropriate sports and training programmes.

Objectives of the Study

The study was conducted with the following objectives:

1. To assess the level of sports achievement motivation among male and female students of the College of Agriculture, Karekere.
2. To examine the difference in sports achievement motivation between male and female students.
3. To determine whether gender is associated with differences in sports achievement motivation among the selected college students.

Hypotheses of the Study

The following hypotheses were formulated for the investigation:

1. It was hypothesized that there would be a significant difference in sports achievement motivation between male and female students.
2. It was hypothesized that gender would have a significant influence on the sports achievement motivation of the selected students.

Sample

For the present study, **100 students** were selected from the College of Agriculture, Karekere, University of Agricultural Sciences, Mandya District, Karnataka. The sample consisted of **50 male students and 50 female students**. The participants were selected through a random sampling procedure, giving representation to both gender groups. The selected students belonged to a comparable age group and participated in the study voluntarily.

Tool

Sports Achievement Motivation Test (samt)

In the sports achievement motivation test questionnaire developed by Dr.M.L.Kamlesh, there are twenty test items, among them , for questions 1,3,4,9,10,11,12,13,15,16,17,and 20 the expected answer is A, for the questions, 2,5,6,7,8,14,18,and 19 the expected answer is B. for the correct statement 2 marks and for incorrect zero mark was awarded, the range of score was from 0 to 40. The higher score indicates higher in sports achievement motivation.

Data collection the researcher collected the primary data from the sample groups through the SAMT and also collected secondary data from the online library sources.

Statistical Techniques

- Mean
- Standard deviation
- T test were used to find the objectives of the study

t-value and determining whether the formulated hypothesis was supported by the findings.



ANALYSIS AND INTERPRETATION OF DATA

THE TABLE NO 1 SHOWING THE MEAN STANDARD DEVAITION AND T VALUE OF SPORTS ACHIEVEMENT MOTIVATION AMONG SAMPLE (N-100)

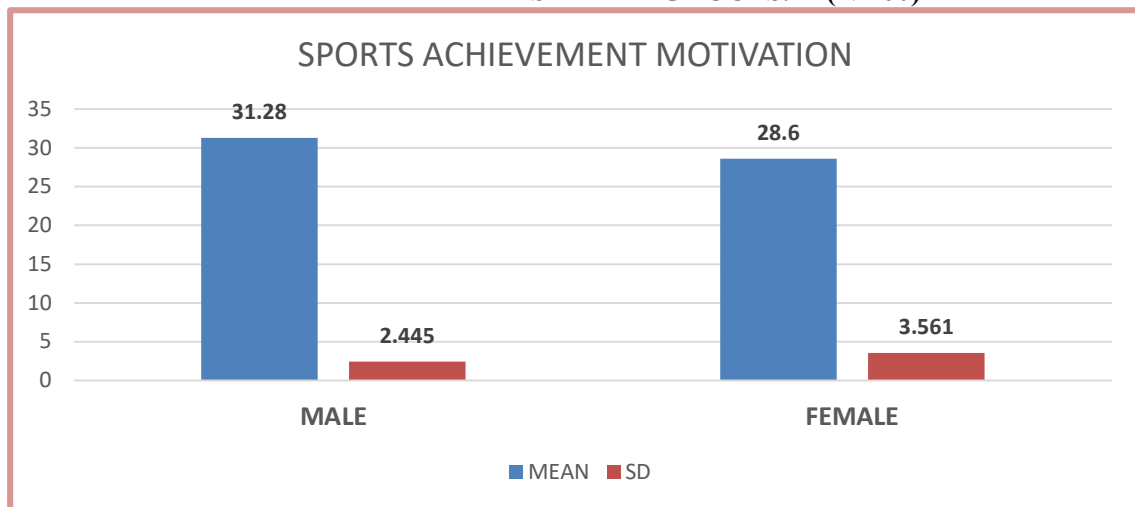
SAMPLE	N	MEAN	SD	T VALUE
MALE	50	31.28	2.445	4.580**
FEMALE	50	28.60	3.561	

Significant at 0.05 levels

The present study showing the significance difference in sports achievement motivation among the male and female players of the present study.

The male mean score is the sports achievement motivation test is 31.28, the standard deviation is 2.446, and the female students mean score is 28.60, the standard deviation is 3.561, the statistically calculated t value is 4.580**, which is significant at 0.05 levels. The research study showing that there is significance difference in sports achievement motivation among male and female students.

THE GRAPH NO 1 SHOWING MEAN DIFFERENCE IN SPORTS ACHIEVEMENT MOTIVATION AMONG SAMPLE GROUPS. (N-100)



SUMMARY AND CONCLUSION

The present study examined sports achievement motivation among male and female students of the College of Agriculture, Karekere, University of Agricultural Sciences, Mandya District, Karnataka. A sample of 100 students, comprising 50 male and 50 female students, was selected for the investigation. Sports achievement motivation was assessed using the Sports Achievement Motivation Test developed by Dr. M. L. Kamlesh. The collected data were analyzed using mean, standard deviation, and *t*-test. The findings indicated that the male students obtained a higher level of sports achievement motivation than the female students. The results also indicated a statistically significant difference between the two groups, suggesting that gender was associated with variation in sports achievement motivation within the selected sample.



Cover Page



Conclusion

- ❖ The study found that male students demonstrated a higher level of sports achievement motivation than female students.
- ❖ Female students showed comparatively lower achievement motivation scores, indicating a need for greater encouragement and opportunities for sporting participation.
- ❖ A significant difference was observed between male and female students in sports achievement motivation.
- ❖ The findings indicate that gender-related differences were associated with sports achievement motivation among the students included in the study.
- ❖ The results emphasize the importance of providing equal sporting opportunities, supportive coaching, encouragement, and suitable motivational programmes to promote active sports participation among all students.

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