Short Communication

Analysis of achievement motivation and self concept among engineering sports students

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ABSTRACT

To investigate this study 90 woman players from various department of Annamalai University, Chidambaram were taken as subjects. The subjects were administrated with Dr. M. I. Kamlesh to find the achievement motivation. Motivation can be defined as the driving force behind all the actions of an individual. Motivation is based on your emotions and achievement-related goals. The subjects were randomly divided into two equal groups they were high level performance and low level performances. The tool was carefully analyzed with a separate scoring scale and the collected data were calculated with one-way analysis of (ANCOVA). The result showed that there was a significant difference in the achievement motivation among high and low performance.

Keywords: Achievement motivation, High and Low level Performance

INTRODUCTION

There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Proposes a theory of motivation and emotion in which causal ascriptions play a key role. Evidence is presented indicating that in achievement-related contexts there are a few dominant causal perceptions, and it is suggested that the perceived causes of success and failure share the 3 common properties of locus, stability, and controllability, with intentionality and globlity as other possible causal structures.

The theory therefore relates the structure of thinking to the dynamics of feeling and action. Analysis of a created motivational episode involving achievement strivings is offered, and numerous empirical observations are examined from this theoretical position. The strength of the empirical evidence and the capability of this theory to address prevalent human emotions are stressed, and examples of research on parole decisions, smoking cessation, and helping behavior are presented to illustrate the generalizability of the theory beyond the achievement-related theoretical focus.

Weiner (1985), revealed that the evaluation of achievement-related outcomes is positively related to the amount of expended effort, but inversely related to level of ability. Evaluative differences between social classes (Exp. II), and disparities between self- and other-judgments (Exp. III) also were examined. In Exp. IV and V individual differences in locus of causality were related to level of achievement needs. Results indicate that Ss high in resultant achievement motivation are more likely...
to take personal responsibility for success than Ss low in achievement motivation. Clear differences in perceived responsibility for failure an attribution analysis of achievement motivation not exhibited between the 2 motive groups. In Exp. VI risk-preference behavior and J. W. Atkinson's (see 33:2) theory of achievement motivation were construed in attribution theory language. It is contended that cognitions about causality mediate between level of achievement needs and performance.

Recent research on achievement motivation has begun to examine the effects of environmental factors affecting students' motivational beliefs and goal tendencies. Based on latent class cluster analysis and one-way analyses of variance, it was found that students' perceptions of and preferences for the learning environment vary depending on differences in students' motivational tendencies. Students' dispositional motivational characteristics should be taken into account both in theoretical considerations and in instructional interventions.

The behavioral field of psychology has much to say about education and teaching, and a lot of it echoes what is presented in motivation theory. Although behavioral psychology is more often used in an educational environment to treat problematic and disruptive behaviors, much success has been made applying behavioral methods to strengthen positive academic behaviors, both with normal and mentally disabled students. Furthermore, behavioral psychology has been gaining support in physical training and education (Martin and Pear, 2003).

**METHODOLOGY**

To achieve this purpose of the study, 90 sports woman students were selected from various department who represented in Annamalai University, Chidambaram, during the year 2014-2015 were randomly selected as subjects. The selected subjects were divided into two equal groups of 45 each, based on their performance such as:

a. High performances. Below performances

**Achievement Motivation**

Achievement Motivation was measured through achievement motivation questionnaire prepared by Kamlesh (1983). Achievement Motivation questionnaire was given to all subjects. Twenty items were adopted for achievement motivation for this study.

**Scoring Procedure**

The computed questioner was scored as follows: For items 1,3,4,9,10,11,12,13,16,17 and 20 the represented answer “a” he scores 2 points. If he answers “b” gets zero point.

For items 2,5,6,7,8,14,15,18 and 19 the represented answer “a” he scores 2 points. If he answers “b” gets zero point.

**Analysis of the data**

The data collected from the two groups on Achievement Motivation was statistically analyzed for significance difference. One way Analysis of Variance (ANOVA) was used to find out the significant difference at 0.05 level of confidence.

**RESULTS AND DISCUSSION**

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz et al., 1997). These basic physiological motivational drives affect our natural behavior in different environments. The primary agent for this type of motivation is perception or perceived ability. Many theorists still cannot agree whether achievement is based on mastering one's skills or striving to promote a better self-image (Brunstein and Maier, 2005). Most research is still unable to determine whether these different types of motivation would result in different behaviors in the same environment.

Table I shows that the obtained “f” ratio 40.81 is greater than the required table value of 3.95 (df 1 and 88) at 0.05 level of significance. It reveals that there is significant difference in Achievement Motivation among high and low performance in Annamalai University sports woman students. The Scheffe’s post hoc test was used to find out the paired mean difference.

Table 2 shows that the ordered Scheffe’s post hoc test and the mean difference of the two groups. The mean difference between high and low performance are 6.42. the Scheffe’s post hoc test confidential interval value is 1.89.

The result of the study showed that there was significant difference in the Achievement Motivation among high and low performance. Between these two groups high achievers have better achievement motivation than the low achievers. It seemed clearly that
Table 1. The analysis of variance for achievement Motivation of high and low performance sports woman of annamalai university students

<table>
<thead>
<tr>
<th>SOV</th>
<th>OS</th>
<th>df</th>
<th>MOS</th>
<th>F-ratio</th>
<th>“t” Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3057.91</td>
<td>89</td>
<td>32.880</td>
<td>40.81</td>
<td></td>
</tr>
<tr>
<td>Between</td>
<td>968.77</td>
<td>1</td>
<td>968.77</td>
<td>3.95</td>
<td></td>
</tr>
<tr>
<td>Within</td>
<td>2089.14</td>
<td>88</td>
<td>23.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Mean difference of the Achievement Motivation level among high and low performances

<table>
<thead>
<tr>
<th>High performance students</th>
<th>Low performance students</th>
<th>Mean difference</th>
<th>Confidential interval scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.29</td>
<td>22.87</td>
<td>6.42</td>
<td>1.89</td>
</tr>
</tbody>
</table>

high achievers have Achievement Motivation is vital for better performance.

This may be due to the training or coaching practice in the competition matches, which might have cultivated the same and the similar type of achievement motivation of positive nature among all players. It is essential part of coaching to cultivate positive motivation and to transfer it into action at right time.

CONCLUSION

The result showed that there was significant difference in the achievement motivation among high and low performers.

REFERENCES


