

**A COMPARATIVE ANALYSIS OF SPORTS ACHIEVEMENT MOTIVATION  
AMONG FOOTBALL, HANDBALL, AND VOLLEYBALL PLAYERS OF  
LUCKNOW UNIVERSITY****Mr. Avinesh Kumar Maurya**

Research scholar, Department of Physical Education, Kalicharan PG College, University of Lucknow.

**Dr. Mukesh Kumar Mishra**

Research Supervisor &amp; Assistant Professor, Department of Physical Education, Kalicharan PG College, University of Lucknow.

**ABSTRACT:**

This study undertakes a comparative exploration of sports achievement motivation among university-level male athletes participating in three major team sports: football, handball, and volleyball. Conducted at Kalicharan Postgraduate College under the University of Lucknow, the investigation encompassed a purposive sample of 90 athletes—comprising 30 individuals from each sporting discipline—within the age bracket of 18 to 25 years. The assessment of motivation was facilitated through the administration of the Sports Achievement Motivation Scale formulated by Dr. M.L. Kamlesh (1990), a psychometric instrument designed to quantitatively measure motivational tendencies within competitive sports settings. To evaluate intergroup differences in motivation levels, the study employed a one-way analysis of variance (ANOVA), complemented by the Least Significant Difference (LSD) post hoc procedure. The statistical threshold for significance was established at  $p < 0.05$ . Results revealed that variations in sports achievement motivation across the three athletic cohorts were not statistically significant, suggesting a comparable motivational disposition among football, handball, and volleyball players at the university level.

**Keywords:**

Sports Achievement Motivation, Team Sports, Football, Handball, Volleyball, University Athletes

**INTRODUCTION**

Motivation serves as the fundamental psychological force that drives individuals to initiate, sustain, and direct goal-oriented behaviors. In the domain of sport, achievement motivation is a critical determinant of athletic performance, reflecting the extent to which individuals are driven by a desire to attain success, demonstrate competence, and avoid failure. It encompasses cognitive, emotional, and behavioral components that collectively influence the athlete's persistence, intensity, and direction of effort.

Achievement motivation is rooted in social psychology and is characterized by an individual's orientation toward success, a fear of failure, or a combination of both. Within professional, educational, and athletic contexts, individuals with high achievement motivation typically pursue tasks that are moderately challenging—those that provide opportunities for success while minimizing the risk of failure. These individuals exhibit a strong preference for feedback, goal attainment, and a tangible sense of accomplishment.

In sport-specific settings, achievement motivation plays a pivotal role in shaping athletes' responses to training, competition, and performance-related outcomes. It not only influences goal-setting behaviors but also determines the psychological resilience and effort athletes are willing to invest in pursuit of excellence.

**THEORETICAL FRAMEWORK**

**1. Achievement Goal Theory:** This theory distinguishes between two predominant orientations:

- **Task-Oriented (Mastery) Goals:** Emphasis is placed on personal growth, skill mastery, and intrinsic improvement. Athletes with this orientation find satisfaction in effort, learning, and self-development.
- **Ego-Oriented (Performance) Goals:** Motivation is driven by outperforming others and achieving external validation. Success is measured through social comparison and competitive superiority.

**2. Intrinsic vs. Extrinsic Motivation**

- **Intrinsic Motivation** arises from internal sources, such as personal satisfaction, enjoyment of the sport, or a deep-seated love for athletic participation.
- **Extrinsic Motivation** stems from external incentives such as awards, recognition, or financial gains. While both forms are essential, an overemphasis on extrinsic rewards may diminish intrinsic drive, potentially compromising long-term engagement.

**3. Attribution Theory:** This framework explains how individuals interpret their performance outcomes.

- **Internal Attributions** (e.g., effort, ability) enhance perceived control and sustain motivation.
- **External Attributions** (e.g., luck, officiating bias) may undermine motivation by externalizing responsibility for outcomes.

**4. Motivational Dichotomy -Fear of Failure Versus Aspiration for Success:** Athletes' motivational drives often oscillate between two psychological polarities: the intrinsic aspiration to achieve excellence and the extrinsic apprehension of failure. While the former promotes sustained effort, resilience under pressure, and proactive engagement with performance goals, the latter can precipitate maladaptive outcomes such as performance anxiety, avoidance behaviors, and psychological withdrawal from high-stakes or demanding competitive contexts. Understanding this dynamic is essential for optimizing performance outcomes and psychological well-being in sport.

**Strategies for Enhancing Achievement Motivation in Sport:** To systematically cultivate and sustain high levels of achievement motivation among athletes, the implementation of evidence-based motivational interventions is vital. Key strategies include:

- **Goal Structuring:** Develop and monitor Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) performance objectives to maintain directional clarity and enhance task engagement.
- **Mindset Development:** Encourage a growth-oriented mindset wherein athletes perceive talent and skill as dynamic attributes shaped through effort and learning, rather than fixed traits.
- **Feedback and Reinforcement:** Deliver timely, constructive feedback paired with positive reinforcement to build competence perceptions and reinforce self-efficacy beliefs.
- **Cultural Support:** Foster a psychologically safe and affirming team environment that values both individual accomplishments and collective contributions, thereby enhancing intrinsic motivation.
- **Balanced Developmental Focus:** Strike an equilibrium between competitive exposure and structured skill development opportunities to support athletes' comprehensive growth and sustained motivation.

#### Selection of Participants

The study sample consisted of 90 male university-level athletes, drawn equally from three team sports: football, handball, and volleyball. Participants were recruited from Kalicharan Postgraduate College, affiliated with the University of Lucknow. The age range of the subjects was between 18 and 25 years. A purposive sampling technique was employed to ensure the inclusion of individuals with active participation and experience in competitive university sports.

#### Objectives of the Study

The principal objective of this investigation is to conduct a comparative analysis of the level of sports achievement motivation among university-level male athletes engaged in three distinct team sports: football, handball, and volleyball. This study aims to discern whether any statistically significant differences exist in the achievement motivation levels among athletes participating in these sports.

#### Delimitations of the Study

This study is delimited to a purposively selected sample of 90 male university athletes, comprising 30 football players, 30 handball players, and 30 volleyball players, all affiliated with Kalicharan P.G. College under the University of Lucknow. Furthermore, the scope of this investigation is confined to the assessment of sports achievement motivation utilizing a standardized self-report instrument.

#### Criterion Measure

To assess the construct of sports achievement motivation, the present study utilized the standardized Sports Achievement Motivation Test formulated by Dr. M.L. Kamlesh (1990). This psychometric tool is extensively validated and acknowledged for its robust reliability in measuring motivational dispositions within athletic populations. The instrument effectively captures individual differences in achievement-oriented behavior specific to sports contexts.

#### Scoring Procedure

The Sports Achievement Motivation Test comprises 20 incomplete statements, each followed by two alternative completions. Participants are instructed to select the response that most accurately reflects their personal disposition. The instrument incorporates both positively and negatively worded items. Each item is scored dichotomously: responses indicating high achievement motivation receive a score of 2, whereas those indicating lower motivation receive a score of 0. The total possible score ranges from 0 to 40. Scores are interpreted as follows:

- **0–24:** Low sports achievement motivation
- **25–30:** Moderate sports achievement motivation
- **31–40:** High sports achievement motivation

The scoring key is based on the response patterns established during the instrument's validation. For instance, items 1, 3, 4, 10–13, and 16–20 award 2 points for response 'a' and 0 points for 'b', while items 2, 5–9, 14, and 15 award 2 points for response 'b' and 0 points for 'a'.

#### Statistical Techniques

A comprehensive quantitative analysis was conducted employing both descriptive and inferential statistical procedures. Descriptive statistics—including the calculation of means and standard deviations—were used to elucidate central tendencies and dispersion in the achievement motivation scores among the three sport-specific cohorts. To examine potential group differences, a one-way Analysis of Variance (ANOVA) was executed. Where warranted, the Least Significant Difference (LSD) post hoc test was employed to further explore pairwise comparisons. The threshold for statistical significance was established at  $p < 0.05$ .

### FINDINGS OF THE STUDY

*Table No. 1 shows the descriptive analysis of achievements motivation among football, handball and Volleyball University players.*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Football	30	24.2667	5.98235	1.09222	10	38
Handball	30	23.1333	6.33944	1.15742	10	30
Volleyball	30	21.8667	9.17167	1.67451	10	32
Total	90	23.0889	7.28959	0.76839	10	38

The descriptive analysis, as detailed in Table 1, reveals the following group-wise performance in terms of achievement motivation scores: Football players exhibited a mean score of 24.26 (SD = 5.98, SE = 1.09); handball players attained a mean of 23.13 (SD = 6.33, SE = 1.15); and volleyball players recorded a mean of 21.86 (SD = 9.10, SE = 1.06). Although the football group demonstrated a marginally higher mean score, the inter-group differences were relatively modest.

*Table-2 Analysis of variance of achievements motivation among football, handball and Volleyball University players.*

Variable	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	86.489	3	43.244	0.81	0.448
Within Groups	4642.8	87	53.366		
Total	4729.289	90			

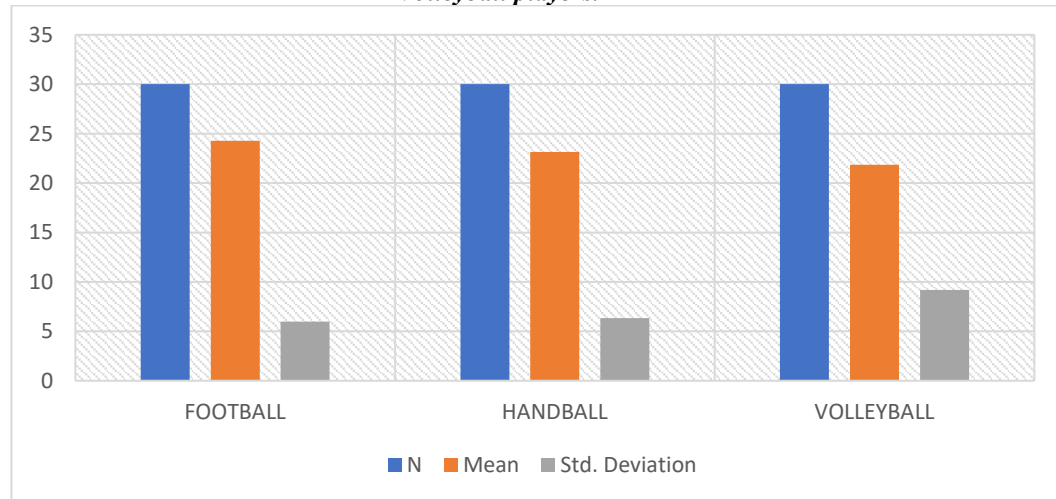
**Level of significance was set at .05 f-ratio at (3, 87) degree of freedom=0.448**

Since the resultant value of F-ratio (F.05 (0.81) = 0.448) is higher compared to the tabulated value of F-ratio (F.05 (3,87) = 2.72). The results indicate a statistically non-significant variation in achievement motivation across the

three sports groups. Thus, no conclusive evidence was found to suggest that athletes from football, handball, and volleyball differ meaningfully in their levels of motivation for sports achievement.

**Figure-1**

*Graphical representation of comparison of the means and standard deviations of the football, handball and Volleyball players.*



### DISCUSSION OF THE FINDINGS

The present research sought to explore whether university-level football, handball, and volleyball players differ significantly in terms of their sports achievement motivation. The descriptive statistics indicated that while football players exhibited marginally higher motivation scores compared to their counterparts, the differences were not statistically significant.

This homogeneity in motivation levels may stem from shared environmental, institutional, and psychological factors. For instance, all three groups might be equally influenced by similar coaching styles, academic pressures, or training environments. Moreover, the presence of comparable motivational triggers—such as a desire for recognition, internal satisfaction, or team cohesion—across the groups could contribute to this convergence.

Furthermore, behavioral tendencies such as emotional reactivity to spectators, responses to success or failure, planning tendencies, and interpersonal dynamics during play likely exert a uniform influence on athletes' motivational states across sports. These findings are consistent with theories of motivation that emphasize the role of both intrinsic and extrinsic factors in shaping athlete behavior irrespective of the specific sport.

### CONCLUSION

Based on the statistical analysis and interpretation of findings, the study concludes that there is no significant difference in sports achievement motivation among university-level football, handball, and volleyball players. This suggests that the motivational dispositions of athletes participating in these three team sports are broadly similar within the university context examined. Future research might explore these variables across different demographic groups, competitive levels, or institutional contexts to further elucidate potential moderating factors influencing achievement motivation in sports.

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