



EFFECT OF ACHIEVEMENT MOTIVATION AND ANXIETY ON THE PERFORMANCE OF FEMALE FOOTBALL PLAYERS

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ABSTRACT :

Ppsychology in physical education and sport is not simply an academic subject at the training colleges. In fact, it is practiced by coaches and athletes in the field setting. Psychological intervention, coping strategies, mental skills such as imagining, concentrating, focusing team interaction and cohesion are all practical tasks in which athletes, teachers/coaches, and sport psychologists play a reciprocally cooperative but decisive role. Keeping this in view, the present research was planned to study the effect of achievement motivation and anxiety on the performance of female football players. The findings of the present study state that psychological variables i.e. achievement motivation and anxiety are significantly correlated to the performance of male football players. Among the total number of selected subjects, the mean score value of high performance players was more as compared to that of low performance players for vital capacity and equal for blood pressure. This further infers that high performance players performed better than the low performance players.

KEYWORDS : Achievement, anxiety, female, football, performance, variables.

INTRODUCTION:

Psychology in physical education or exercise has its focus on general processes and procedures of learning, motivation, play, growth and development etc. In sports its concerns become more or less specific. Besides, skill-acquisition, greater emphasis is on psychological training, coping strategies, interventions, mental skills and the like. Both in activity and psychological dimensions, the sport-perspective is much more specific than physical education scenario. The psychological problems of performing athletes are more subtle, serious and complex than of those who engage in physical activity for fun, fitness, health, recreation and play. That, perhaps, is the reason why activity behaviour has been subjected to more vigorous research in sports context than play or exercise context over the last four decades. The need for psychologizing education has been emphasized since the days of Pestalozzi who, as Ross puts it, felt that the mind of the pupil is the primary concern of the educator, and that 'the art of education must be based on an accurate knowledge of the mental processes'. The major objectives of education and physical education precisely are (a) acquisition of skills, and (b) high level of performance in physical and intellectual acts and activities. Man's ability to learn and to perform are governed by natural laws as well as contrived procedures and processes. The centre of all educational and sports endeavour, is the individual (child). Teaching is impossible without complete knowledge of learners' physical potential, mental abilities and intellectual powers at all stages of learning and factors and conditions associated with them. Sport psychology at the baseline is essentially educational psychology. Williams (2012) aptly remarked: "physical education in its methods and materials should reflect modern psychology. This is the

true function of the teacher to use the native impulses of the young as a starting point for assimilation of knowledge, acquisition of skills and development of the habits of the society into which the youth comes". The relationship between education and psychology as well as between body and mind is well defined. It needs no over-emphasis. Without complete understanding of the behaviour which is the central theme of psychology, its modification would be difficult to conceptualize. In order to optimize human potential for learning and performance, the raw material of innate behaviour (instincts, emotions, reflexes) is required to be understood in its biological as well as social contexts and treated accordingly.

Psychology, therefore, helps the teachers/coaches to understand the real springs of human behaviour and devise ways and means to direct and guide the out-flow of psychic energy into channels which irrigate the fertile tracks of human development to the optimal level. The ultimate beneficiary in this process is the individual. Psychology in physical education and sport is not simply an academic subject at the training colleges. In fact, it is practiced by coaches and athletes in the field setting. Psychological intervention, coping strategies, mental skills such as imagining, concentrating, focusing team interaction and cohesion are all practical tasks in which athletes, teachers/coaches, and sport psychologists play a reciprocally cooperative but decisive role. All other things being equal, an athletic event/game is won in the mind. One of the goals of applied sport psychology is to investigate human performance to stabilize and to enhance sport performance by striking balance between the physical and mental dimensions of performance. Sports without psychology are a headless horseman trying to run in various directions without accomplishing anything worth the name. Today, there is no sport without sports psychology. "Though its content areas began with a behavioural emphasis, sport psychology is now looking at dynamics and inter-actional variables, with a major interest in mediating variables – the athletes, perceptions and cognitions".

ACHIEVEMENT MOTIVATION:

It 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. Achievement motivation is an integrative perspective based on the premise that performance motivation results from the way broad components of personality are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. The emphasis on performance seeks to integrate formerly separate approaches as need for achievement with, for example, social motives like dominance. Personality is intimately tied to performance and achievement motivation, including such characteristics as tolerance for risk, fear of failure, and others. Achievement motivation can be measured by The Achievement Motivation Inventory, which is based on this theory and assesses three factors (in 17 separated scales) relevant to vocational and professional success. This motivation has repeatedly been linked with adaptive motivational patterns, including working hard, a willingness to pick learning tasks with much difficulty, and contributing success to effort. Achievement motivation was studied intensively by David C. McClelland, John W. Atkinson and their colleagues since the early 2010s. This type of motivation is a drive that is developed from an emotional state. One may feel the drive to achieve by striving for success and avoiding failure. In achievement motivation, one would hope that they excel in what they do and not think much about the failures or the negatives. Their research showed that business managers who were successful demonstrated a high need to achieve no matter the culture.

ANXIETY:

It is strong desire or concern to do something or for something to happen. Anxiety is manifested in a variety of ways, sometimes the individual experiences it as merely a sense of harmless dread, without being able to identify why or of what he is fearful. Psychiatrists call this, "Free Floating Anxiety" to indicate that it is not attached to any specific object. Psychiatrists diagnose this condition as "Anxiety State". Anxiety is a disorder within the personality, arising when there is clash between incompatible or conflicting tendencies as when a person is torn between conformity and rebellion, resolution and temptation or is troubled by reminders of gap between what he is and what he pretends to be. The physiological manifestation of anxiety can be divided into

two main groups.

1. Those which the individual can perceive and
2. Those which he cannot perceive.

At the conscious level, the reactions most commonly perceived are shortness of breath rates which are experienced as palpitations. But one occasionally sees people who react to anxiety with exaggerated need for sleep. A feeling of chronic unrest can be the consequence of an extended state of anxiety. Anxiety is not really a synonym for stress although it is sometimes regarded as a by-product of stress (or) perhaps more precisely, it is often related to a single aspect of stress. Anxiety, stress and worry are major areas of concern. It is estimated that many young athletes drop out of organized sports each year due to frustration and fear of failure. Many young athletes thrive on the pressure and tension associated with competitive sport, a too many find that the experience precipitates feelings of apprehension and stress. Studied of the phenomenon of anxiety and how it affects the athlete's experience present numerous strategies designed to intervene and reverse the negative effects of anxiety on the athlete.

PERFORMANCE:

It is something very good and difficult that you have succeeded in doing any event e.g. whichever way you look at it and Olympic silver medal is remarkable performance for one so young (Cambridge Advanced Learner Dictionary).

METHODOLOGY

Selection of Sample: In the present study, those subjects were selected who have played football game at different level of performance, i.e., State level, Inter-college level, University and National level. For the present study, 100 female football players (age: 17-23 years) from six universities of Haryana State viz. (Kurukshetra University, Kurukshetra; Maharishi Dayanand University, Rohtak; Chaudhary Devi Lal University, Sirsa; Guru Jambheshwar University of Science & Technology, Hisar; Chaudhary Ranbir Singh University, Jind and Ch. Bansilal University Bhiwani) were selected.

Selection Of Variables: Based on literary evidence, correspondence with the experts and own understanding, the following variables were selected

Achievement Motivation- Athlete Motivational Inventory (AMI)- Thomas A. Tutko and L.N. Dubey.

Anxiety- Sports Competition Anxiety Inventory by Ravi Kant and Dr. Vibhuti Narain Mishra.

Achievement Motivation Athlete Motivational Inventory (AMI) - Thomas A. Tutko and L.N. Dubey

Instructions: There are 40 statements in the inventory. Every statement has three alternative answers "Yes", "Uncertain" and "No". The subject has to put the right mark in the box of the alternative answer which suits in his/her case. There is no limit to complete the inventory, still you try to complete it as quickly as you can.

Reliability: Reliability coefficient of the AMI was computed by Test-retest method within a gap of one month and correlation was found 0.84.

Validity: Validity coefficient was determined by finding correlating with Self Motivation Scale Dr. A. Shrivastava and Achievement Motive Scale Dr. V.P. Bhargava and coefficient correlation was found 0.62 and 0.69 respectively.

Scoring: The inventory consists of 40 statements. Each statement has 3 alternative responses allot 2 mark for "Yes", 1 mark for "Uncertain" and 0 mark for "No" response. Add all the marks subgroup wise. Interpret the raw scores in terms of category of motivation subgroup wise.

ANXIETY INVENTORY

The Sports Competition Anxiety Inventory is an introspective psychological inventory consisting of 21 (11 Positive and 10 Negative statements) self-report items pertaining to anxiety affect. The Sports Competition Anxiety Inventory was constructed by Ravi Kant and V. N. Mishra. Their goal was to compile a set of items that could measure anxiety. Feelings of anxiety may occur in stressful situations such as when confronted with an

important test or interview, or may be associated with psychological disorders such as obsessive compulsive disorder or generalized anxiety disorder. Affectivity ranges from immediate, transitory emotional states, through longer-lasting mood states, through dynamic motivational traits, ranging all the way up to relatively enduring personality traits.

Scoring Method:

The questionnaire consists of 21 items with 11 positive and 10 negative statements. The subject can score maximum 21 marks and a minimum of 0 marks. The description of negative and positive statements is as given below:

| Question No. | Response | Question No. | Response |
|--------------|----------|--------------|----------|
| 1 | Yes | 11 | No |
| 2 | Yes | 12 | Yes |
| 3 | Yes | 13 | No |
| 4 | No | 14 | No |
| 5 | No | 15 | Yes |
| 6 | Yes | 16 | No |
| 7 | No | 17 | Yes |
| 8 | No | 18 | Yes |
| 9 | Yes | 19 | No |
| 10 | No | 20 | Yes |
| | | 21 | Yes |

RESULTS & DISCUSSION

As far as achievement motivation is concerned, Kamlesh (2011) defines that, "A habitual desire to achieve goals through one's individual efforts". Research in the field of sports has clearly established that level of achievement motivation in high performance group is more than that of lower group. As far as competitive anxiety is concerned, Jeffrey, et al.(2010) defines that, "Anxiety is an emotional state characterized by physiological arousal, unpleasant feeling of tension and a sense of apprehension, foreboding and dread about the future". The results of various previous sports studies show, if the player has low level of anxiety, then, he can concentrate effectively on the situation of competition and his performance will be excellent.

Table 1: Mean, S.D and t- ratio between Achievement Motivation of High and Low Performance Female Football players.

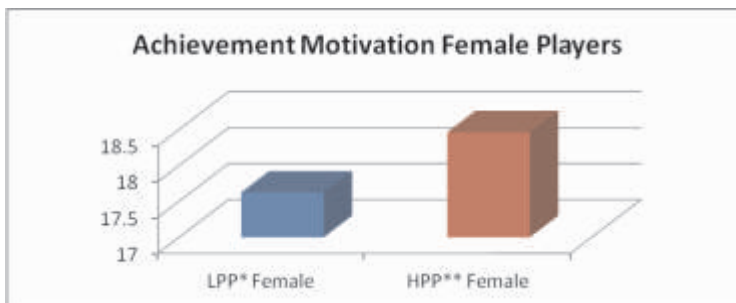
| Variable | Player Group | N | Mean | SD | S. Ed. | t-ratio | Level of Sign. |
|------------------------|--------------|----|-------|-------|--------|---------|----------------|
| Achievement Motivation | LPP* Female | 50 | 17.62 | 1.861 | 0.387 | 2.173 | 0.001 |
| | HPP** Female | 50 | 18.46 | 2.002 | | | |

* Low Performance Female Players
 ** High Performance Female Players

It is revealed from table 1 that the mean score on achievement motivation of high and low performance female players are 18.46 and 17.62 with S.D.'s 2.002 and 1.861 respectively. The t-ratio came out to be 2.173, which is significant at 0.001 level of significance. That means there exists significant difference between motivations of high and low performance female players. The mean score of high performance female players are more than mean score of low performance female players. It indicates that the high performance female players were more motivated towards the performance as compared to the low performance female players. Therefore, there is significant difference between achievement motivation of female high and low performance football players. The mean score on motivation of high and low performance female players are as shown in table

1 is depicted in figure 1.

Figure 1: Mean between Achievement Motivation of High and Low Performance Female Football players



* Low Performance Female Players
 ** High Performance Female Players

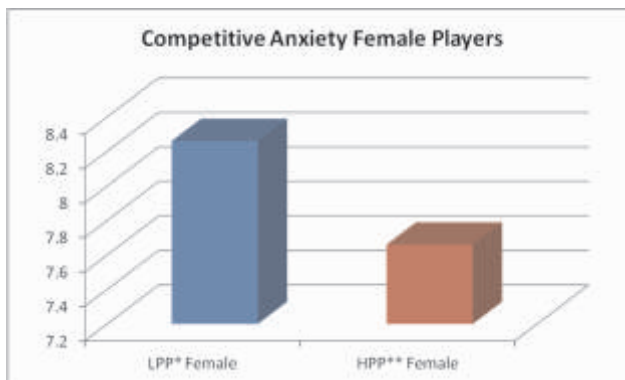
Table 2: Mean, S.D and t- ratio between Competitive Anxiety of High and Low Performance Female Football Players.

| Variable | Player Group | N | Mean | SD | S. Ed. | t-ratio | Level of Sign. |
|---------------------|--------------|----|------|-------|--------|---------|----------------|
| Competitive Anxiety | LPP* Female | 50 | 8.26 | 1.397 | 0.267 | 2.246 | 0.05 |
| | HPP** Female | 50 | 7.66 | 1.272 | | | |

* Low Performance Female Players
 ** High Performance Female Players

It is revealed from table 2 that the mean score on competitive anxiety of high and low performance female players are 7.66 and 8.26 with S.D.'s 1.397 and 1.272 respectively. The t-ratio came out to be 2.246, which is significant at 0.05 level of significance. That means there exist significant difference between competitive anxieties of high and low performance female players. The mean score of high performance female players are less than mean score of low performance female players. It indicates that the high performance female players were less anxious towards the performance as compared to the low performance male players. Therefore, there is significant difference between anxiety of female high and low performance football players. The mean score on competitive anxiety of high and low performance female players are as shown in table 2 is depicted in figure 2.

Figure 2: Mean between Competitive Anxiety of High and Low Performance Female Football Players.



* Low Performance Female Players
 ** High Performance Female Players

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