ANALYSIS OF ACHIEVEMENT MOTIVATION AMONG DIFFERENT CATEGORIES OF COLLEGE STUDENTS

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ABSTRACT:

Achievement motivation is a fundamental psychological construct influencing academic success, goal-setting, and persistence in college students (McClelland 1961; Bandura 1997). It refers to the internal drive that compels individuals to pursue excellence, overcome academic challenges, and strive for personal growth, making it central to both educational and personal development (Li et al. 2023; Kavousipour et al. 2015). This research paper examines the variations in achievement motivation among college students engaged in individual

games, team games, and those classified as non-sportsmen. Descriptive statistics reveal that individual game participants have the highest mean achievement motivation score (M = 28.83, SD = 4.55), followed by non- sportsmen (M = 28.63, SD = 4.62), and team game participants recording the lowest scores (M = 24.97, SD = 3.45). ANOVA results show a significant effect of group on achievement motivation, F(2,87)=7.908,p=.001, with post hoc LSD tests identifying significant differences between individual and team game participants (mean difference = 3.87, p = .001) and between team game participants and non-sportsmen (mean difference = -3.67, p = .001). These findings underscore the stronger intrinsic motivation present in individual sport athletes and non-athletes compared to team sport participants, highlighting the diverse motivational influences across different types of sports participation. Such results can inform the development of tailored motivational strategies to enhance student engagement and performance.
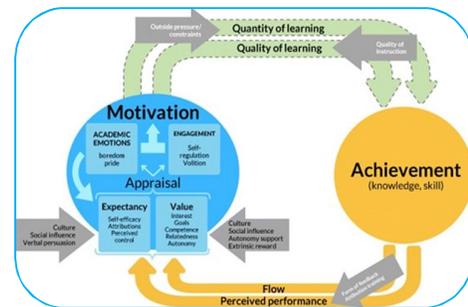
KEY WORDS: *achievement motivation, sports participation, college students.*

INTRODUCTION

Achievement motivation is a fundamental psychological construct influencing academic success, goal-setting, and persistence in college students (McClelland 1961; Bandura 1997). It refers to the internal drive that compels individuals to pursue excellence, overcome academic challenges, and strive for personal growth, making it central to both educational and personal development (Li et al. 2023; Kavousipour et al. 2015). Research underscores that achievement motivation levels can differ markedly across student categories, being shaped by personal factors like self-efficacy, gender, and social context (Grund 2022; Kavousipour et al. 2015). Female students, for instance, may demonstrate distinct patterns of achievement motivation compared to male counterparts, influenced by social expectations and educational experiences (Anitha and Jebaseelan 2017). Recognizing and analyzing these variations

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is important for educational policy and intervention design, aiming to enhance motivation and engagement for diverse student populations (Li et al. 2023).

Achievement is a person's need to recognize and demonstrate their potential. Individuals with strong achievement orientation prefer tasks that involve personal responsibility and outcomes resulting from their own efforts. They also appreciate prompt recognition of their progress. Success is viewed as concrete and situational; it clarifies the specific purpose or direction of an individual's efforts and motivation, supplying the energy and inspiration required for related cognitive activities such as planning, organizing, decision-making, learning, and evaluation. The need for achievement and motivation to succeed can vary from student to student. This can assist in planning and prioritizing each student's activities, and in differentiating students with high achievement orientation from those with low achievement orientation or those motivated primarily by the desire to avoid failure. Each person has a unique motivational force—indeed, it is not a single factor, but a combination of elements, that motivates individuals to accomplish their goals (Singh 2011). Therefore, success can be defined as a person's ability, which is related to their knowledge and performance. To achieve a targeted performance level, it is important to use complex cognitive tools, such as strategies and skills. The relationship between success and alternative constructs— like family background, socioeconomic status, country, and ethnicity—is flexible, whereas relationships between success and ability are more stable (Algarbel & Dasi 2001).

Berelson (1964) defines motivation as a motive—an internal state that energizes, activates, motivates, and directs or channels behavior toward goals. B.F. Skinner argues that motivation is a learning process involving the initiation, maintenance, support, and direction of desired behavior. Franken adds another dimension, suggesting that motivation is the initiation, direction, and maintenance of behavior. Dubin regards motivation as a complex force driving a person to work within an organization. Vance describes motivation as anything involving emotions or desires that determines a person's will and directs it toward action. According to Woodworth, "Motivation is that state in a person that induces him to engage in a particular behavior to achieve a goal."

Achievement motivation refers to the drive to pursue and attain goals, which varies greatly among individuals depending on their environment, experiences, and personal qualities. This analysis explores how achievement motivation manifests in sportspersons compared to non- sportspersons, examining a range of psychological, social, and contextual factors that contribute to these differences.

PROCEDURE AND METHODOLOGY

To achieve the specific objective of the study, the researcher selected 90 students, n = 30 for each category (team athletes, individual athletes, and non-athletes), from various colleges affiliated with Uttarakhand University, Uttarakhand, India. This study employed a random sampling method. The Sports Achievement Motivation Questionnaire, designed and developed by M. L. Kamlesh 1990, was used to test achievement motivation. To identify differences between the three categories of university students based on achievement motivation parameters, analysis of variance (ANOVA) was used using SPSS 22.0, with a significance level of 0.05, which is more significant for the study.

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RESULTS

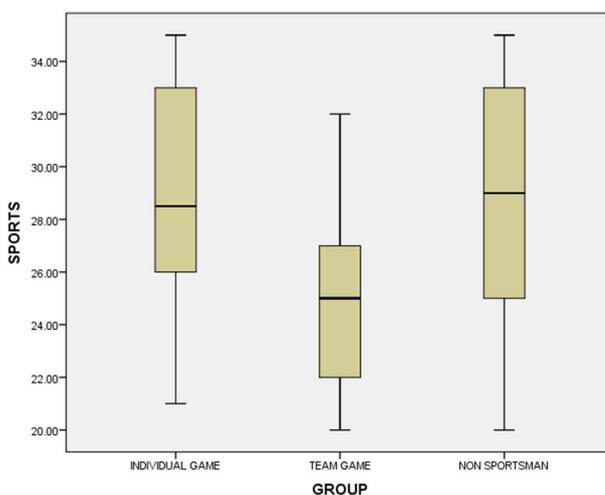| *Descriptive statistics of achievement motivation among college students engaged in individual sports*			Statistic	Std. Error
GROUP			Statistic	Std. Error
INDIVIDUAL GAME	Mean		28.8333	.83057
	95% Confidence Interval for Mean	Lower Bound	27.1346	
		Upper Bound	30.5320	
	5% Trimmed Mean		28.9259	
	Median		28.5000	
	Variance		20.695	
	Std. Deviation		4.54922	
	Minimum		21.00	
	Maximum		35.00	
	Range		14.00	
	Interquartile Range		7.50	
	Skewness		-.313	.427
	Kurtosis		-1.032	.833

The descriptive statistics for achievement motivation among college students participating in individual games indicate that the mean and standard deviation score is (28.83 ± 4.55). This score suggests that, on average, students demonstrate a moderately high level of achievement motivation, with some variability around this mean level.

Descriptive statistics of achievement motivation among college students engaged in team sports				
	GROUP		Statistic	Std. Error
TEAM GAME	Mean		24.9667	.62969
	95% Confidence Interval for Mean	Lower Bound	23.6788	
		Upper Bound	26.2545	
	5% Trimmed Mean		24.8704	
	Median		25.0000	
	Variance		11.895	
	Std. Deviation		3.44897	
	Minimum		20.00	
	Maximum		32.00	
	Range		12.00	
	Interquartile Range		5.25	
	Skewness		.333	.427
	Kurtosis		-.939	.833

The descriptive statistics for achievement motivation among college students engaged in team sports show a mean and standard deviation score is (24.97 ± 3.45). This indicates that on average, students participating in team games have a moderate level of achievement motivation, with some variation around this central tendency.

Descriptive statistics of achievement motivation among college students engaged in No sports/non sportsman				
	GROUP		Statistic	Std. Error
NON SPORTSMAN	Mean		28.6333	.84348
	95% Confidence Interval for Mean	Lower Bound	26.9082	
		Upper Bound	30.3584	
	5% Trimmed Mean		28.7407	
	Median		29.0000	
	Variance		21.344	
	Std. Deviation		4.61992	
	Minimum		20.00	
	Maximum		35.00	
	Range		15.00	
	Interquartile Range		8.25	
	Skewness		-.151	.427
	Kurtosis		-1.073	.833

The descriptive statistics for achievement motivation among non-sportsman college students indicate a mean score of 28.63 with a standard deviation of 4.62. These values suggest that non-athlete students exhibit a moderately high level of achievement motivation, with noticeable variability within the group.

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.465	2	87	.237

The Levene's Test of Homogeneity of Variances was conducted to assess whether the variances of achievement motivation scores are equal across different groups of college students involved in sports. The test yielded a Levene statistic value of 1.465 with degrees of freedom 2 and 87, and a significance level (p-value) of 0.237. Since the p-value is greater than the typical alpha level of 0.05, the result indicates that there is no statistically significant difference between the group variances.

Therefore, the assumption of homogeneity of variances is met, suggesting that the variability in achievement motivation scores is similar across the groups compared Computation of ANOVA for achievement motivation among different groups of college students.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	284.356	2	142.178	7.908	.001
Within Groups	1564.100	87	17.978		
Total	1848.456	89			

The one-way ANOVA was conducted to examine the differences in achievement motivation among different sports groups. The results showed a statistically significant difference between groups, $F(2,87)=7.908, p=0.001$. This indicates that at least one group's mean achievement motivation score differs significantly from the others. The between-groups sum of squares was 284.356 with a mean square of 142.178, while the within-groups sum of squares was 1564.100 with a mean square of 17.978, signaling meaningful variability attributable to the group classification. These findings suggest that the level of achievement motivation varies significantly among the sports categories considered in the study, warranting further post-hoc analysis to identify which specific groups differ.

Multiple Comparisons

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence	
					Lower Bound	Upper Bound
INDIVIDUAL GAME	TEAM GAME	3.86667*	1.09478	.001	1.6907	6.0427
	NON SPORTSMAN	.20000	1.09478	.855	-1.9760	2.3760
TEAM GAME	INDIVIDUAL GAME	-3.86667*	1.09478	.001	-6.0427	-1.6907
	NON SPORTSMAN	-3.66667*	1.09478	.001	-5.8427	-1.4907
NON SPORTSMAN	INDIVIDUAL GAME	-.20000	1.09478	.855	-2.3760	1.9760
	TEAM GAME	3.66667*	1.09478	.001	1.4907	5.8427

*. The mean difference is significant at the 0.05 level.

The post hoc multiple comparisons using Fisher's Least Significant Difference (LSD) test revealed the following significant differences between groups in achievement motivation scores among college students engaged in sports:

The mean achievement motivation score for students participating in individual games (Mean = 28.83) was significantly higher than that of students involved in team games (Mean = 24.97), with a mean difference of 3.87 (p = .001).

Similarly, students in team games had significantly lower motivation scores compared to non-sportsmen students (Mean = 28.63), with a mean difference of -3.67 (p =.001).

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No significant difference was found between individual game participants and non- sportsmen students (p = .855).

These results indicate that achievement motivation is significantly higher in individual game participants compared to team game participants, and team game participants show significantly lower motivation compared to non-sportsmen. The LSD test confirms that these pairwise differences are statistically meaningful at the 0.05 significance level, allowing for clear distinctions between specific sports participation categories.
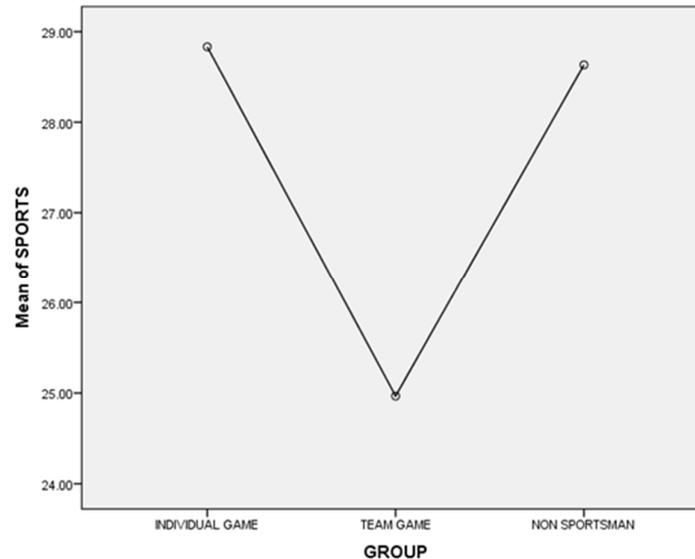
DISCUSSION

The findings of this study reveal significant differences in achievement motivation among college students engaged in individual sports, team sports, and those who do not participate in sports. The higher mean achievement motivation score observed in individual game participants compared to team game players aligns with prior research indicating that athletes in individual sports, such as athletics or boxing, often exhibit stronger personal drive due to their greater personal accountability for performance outcomes (All Research Journal, 2015). This finding concurs with studies by Eldridge (2014) and Chaohui (2020), who reported that individual athletes tend to possess a heightened motivation to excel, driven by intrinsic goals and self-efficacy, which fosters persistence and resilience. Conversely, students engaged in team sports demonstrated significantly lower achievement motivation scores compared to non-sportsmen, suggesting that the collective nature of team sports might diffuse individual motivation or reflect motivational differences in social dynamics (Li et al., 2023). The motivation in team sports is often shaped by shared goals and interdependence, which might contrast with the self-oriented motivation seen in non-athletes or individual athletes (Khel Journal, 2025). This is supported by Martale and Patil (2018), who found that male athlete students exhibited higher achievement motivation than their non-athlete peers, highlighting competitive sports' role in fostering motivation.

The robustness of achievement motivation among non-athletes, closely matching individual athletes, suggests that motivation to achieve is also deeply rooted in academic and personal contexts beyond sports participation. As noted by Arora (2015), motivation among non-athletes may stem from diverse internal and external factors including academic aspirations and career goals, underscoring that achievement motivation is multifaceted and context-dependent.

Overall, these findings affirm the complexity of achievement motivation in college students, shaped by the nature of sports participation and broader psychosocial factors. Enhancing achievement

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motivation in both sports contexts and academic settings requires tailored interventions that acknowledge individual versus collective motivational orientations and the social support systems influencing student behaviors (Wen and Beihe, 2020; Jingtao et al., 2022).

CONCLUSION

In conclusion, the study highlights significant variations in achievement motivation among college students based on their sports participation, with individual sport participants exhibiting higher motivation compared to team sport athletes, and non-sportsmen showing comparable motivation to individual athletes. These findings align with existing research emphasizing the impact of personal responsibility and intrinsic drive in motivating individual athletes, while social dynamics in team sports may diffuse individual motivation. The results further suggest that achievement motivation is shaped by both sports and academic contexts, influenced by intrinsic factors and social support. Enhancing motivation in college students may thus require tailored strategies that address the unique demands of different sports and non-sporting environments, fostering greater engagement and overall personal development.

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