CHAPTER -I

INTRODUCTION

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1.1. Introduction

Academic life is one of the most important aspects of one's lives that have a high influence on other aspects of life. Several factors can influence academic performance in that educations specialists have divided these factors into four categories: individual, family, social and academic factors. All sports involve physical and mental activities that are pursued for more than simply utilitarian reasons. For instance, running, when done as a sport, occurs for reasons beyond simply moving from one place to another. Success and failure are both parts of sports as well as life. A sportsman knows that there will be times when he will win matches; there will also be times when he will lose them. A sportsperson knows how to handle defeat and thus, treats success and failure equally. This is an important life lesson too, which sports can teach a person. Besides this, another importance of sports for children or for adults is that it teaches them how to handle competition, and be fearless when facing the adversaries. “Motivation is based on your emotions and achievement-related goals. Achievement motivation is based on reaching success and achieving all of our aspirations in life.

Athletics have come to play a major role in the life of high schools and universities across the India today. For several generations, athletics and education have been identified with each other, with the result that sports culture has become embedded within academic culture on many levels. Traditionally, participation in sports was said to make boys into men and help
them appreciate teamwork, duty, sacrifice and dedication. Sports built character, and engendered the values of good sportsmanship in young men. As a result of this tradition, a number of researchers have argued that “organized sports can play a beneficial role in the development of children into educated and well-rounded students. One routinely hears, from podiums and in official school statements, that “high school athletics can have a profound influence on our youth, our schools, and our communities”.

The promotion of sports as a path toward maturity in sports and related physical education activities “provide opportunities for students to learn the values of teamwork and the opportunity to apply academic skills in other arenas as part of a well rounded education. High school sports have become a pervasive and powerful presence in most major high school life. In the context of the era of accountability and standardized testing, however, a new scrutiny has been brought to high school sports. Contributing to the difficulties in examining the interplay between sports and academics at the high school level is the fact that high school sports continue to be professionalized, with pressure bearing downward from a culture of sports that includes intercollegiate and professional sports. For many, participation in high school sports places a young man or woman into a pipeline that leads directly to playing sports in college and even becoming a professional athlete. While this ideology has justified many of the excesses in high school sports today, empirical research paints a different picture.
Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure in activities. Achievement motivation is an effective arousal state directing behavior in an achievement oriented activity cognitively appraised as potentially satisfying. Motivation inspires an individual to do something. It is that psychophysical condition of the organism which causes an individual to work and strive to fulfill his needs. In the games and sports, psychological and physiological factors play an important role in determining the performance level. Numerous studies have demonstrated the impact of psychological factors on sports performance treated motivation as the base of a pyramid towards success in sports. Achievement motivation influences other factors affecting performance in sport like physical preparation, technique, tactics and even life style. Achievement motivation cannot be described as something that occurs during competition but mostly as a trait having permanent character being formed during the preceding weeks, months and years. It considered to be the “driving power of activity”, should be understood as the joint function of the motive power Achievement motivation leads people to set realistic but challenging goals. To become an elite athlete in any sport requires hours upon hours of training. Often this training is rigorous, painful, or injurious. However, the athletes who have reached the pinnacle of their sport have more than likely put in their time to get to achieve that high level of success.
1.2. Athletic

Athletics is an exclusive collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common types of athletics competitions are track and field, road running, cross country running, and race walking. The simplicity of the competitions, and the lack of a need for expensive equipment, makes athletics one of the most commonly competed sports in the world. Athletics is mostly an individual sport, with the exception of relay races and competitions which combine athletes' performances for a team score, such as cross country. Organized athletics are traced back to the Ancient Olympic Games from 776 BC, and most modern events are conducted by the member clubs of the International Association of Athletics Federations. The athletics meeting forms the backbone of the modern Summer Olympics, and other leading international meetings include the IAAF World Championships and World Indoor Championships, and athletes with a physical disability compete at the Summer Paralympics and the IPC Athletics World Championships.

The word athletics is derived from the Ancient Greek. Initially the term was used to describe athletic contests in general i.e. sporting competition based primarily on human physical feats. In the 19th century, the term athletics acquired a more narrow definition in Europe and came to describe sports involving competitive running, walking, jumping and throwing. This
definition continues to be the most prominent one in the United Kingdom and most of the areas of the former British Empire. Furthermore, foreign words in many Germanic and Romance languages which are related to the term athletics also have a similar meaning. In much of North America, athletics is synonymous with sports in general maintaining a more historic usage of the term. The word "athletics" is rarely used to refer to the sport of athletics in this region. Track and field is preferred, and is used in the United States and Canada to refer to all athletics events, including race walking and marathon running.

Athletic contests in running, walking, jumping, and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC. The Tailteann Games were an ancient Celtic festival in Ireland, founded around 1800 BC, and the thirty-day meeting included running and stone-throwing among its sporting events. The original and only event at the first Olympics in 776 BC was a stadium-length running event known as the stadion. This later expanded to include throwing and jumping events within the ancient pentathlon. Athletics competitions also took place at other Pan-Hellenic Games, which were founded later around 500 BC.
The Cotswold Olympic Games, a sports festival which emerged in 17th century England, also featured athletics in the form of sledgehammer throwing contests. Annually, from 1796 to 1798, Olympiad de la Republique was held in revolutionary France, and is an early forerunner to the modern summer Olympic Games. The premier event of this competition was a running event, but various ancient Greek disciplines were also on display. The 1796 Olympiad marks the introduction of the metric system into sport.

The Royal Military College, Sandhurst has claimed to be the first to adopt this in 1812 and 1825, but without any supporting evidence. The earliest recorded meeting was organized at Shrewsbury, Shropshire in 1840 by the Royal Shrewsbury School Hunt. There are details of the meeting in a series of letters written 60 years later by C.T. Robinson, who was a pupil there from 1838 to 1841. The Royal Military Academy at Woolwich held an organized competition in 1849, but the first regular series of meetings was held by Exeter College, Oxford from 1850.

The first modern style indoor athletics meetings were recorded shortly after in the 1860s, including a meet at Ashburnham Hall in London which featured four running events and a triple jump competition. The Amateur Athletic Association (AAA) was established in England in 1880 as the first national body for the sport of athletics and began holding its own annual athletics competition the AAA Championships. The United States also began
holding an annual national competition the USA Outdoor Track and Field Championships first held in 1876 by the New York Athletic Club. Athletics became codified and standardized via the English AAA and other general sports organizations in the late 19th century, such as the Amateur Athletic Union (founded in the US in 1888) and the Union des sociétés franchises de sports athlétiques (founded in France in 1889).

An athletic competition was included in the first modern Olympic Games in 1896 and it has been as one of the foremost competitions at the quadrennial multi sport event ever since. Originally for men only, the 1928 Olympics saw the introduction of women's events in the athletics programme. Athletics is part of the Paralympics Games since the inaugural Games in 1960. Athletics has a very high profile during major championships, especially the Olympics, but otherwise is less popular.

An international governing body, the International Amateur Athletics Federation (IAAF), was founded in 1912; it adopted its current name, the International Association of Athletics Federations, in 2001. The IAAF established separate outdoor World Championships in 1983. In modern times, athletes can receive money for racing, putting an end to the so-called "amateurism" that existed before.

The Committee International Sports des Sourds had been formed by 1922, to govern international deaf sports, including athletics. The first
organized international competitions for athletes with a physical disability (not deaf) began in 1952, when the first international Stoke Mandeville Games were organized for World War II veterans. This only included athletes in a wheelchair. This inspired the first Paralympics Games, held in 1960. Competitions would over time be expanded to include mainly athletes with amputations, cerebral palsy and visual impairment, in addition to wheelchair events.

The International Association of Athletics Federations, the sport's governing body, defines athletics in five disciplines: track and field, road running, race walking, cross country running, and mountain running. All forms of athletics are individual sports with the exception of relay races. However, athletes' performances are often tallied together by country at international championships, and in the case of cross country the finishing times of the top athletes from each team or country are combined to declare a team victor.

Track and field competitions emerged in the late 19th century and were typically contested between athletes who were representing rival educational institutions, military organizations and sports clubs. Participating athletes may compete in one or more events, according to their specialties. Men and women compete separately. Track and field comes in both indoor and outdoor formats, with most indoor competitions occurring in winter, while outdoor events are
mostly held in summer. The sport is defined by the venue in which the competitions are held: the track and field stadium.

A variety of running events are held on the track which fall into three broad distance categories: sprints, middle-distance, and long-distance track events. Relay races feature teams comprising four runners each, who must pass a baton to their team-mate after a specified distance with the aim of being the first team to finish. Hurdling events and the steeplechase are a variation upon the flat running theme in that athletes must clear obstacles on the track during the race. The field events come in two types: jumping and throwing competitions. In throwing events, athletes are measured by how far they hurl an implement, with the common events being the shot put, discus, javelin, and hammer throw. There are four common jumping events: the long jump and triple jump are contests measuring the horizontal distance an athlete can jump, while the high jump and pole vault are decided on the height achieved. Combined events, which include the decathlon and heptathlon, are competitions where athletes compete in a number of different track and field events, with each performance going toward a final points tally.

The most prestigious track and field contests occur within athletics championships and athletics programmes at multi-sport events. The Olympic athletics competition and World Championships in Athletics, and the Paralympics athletics competition and IPC World Championships in Athletics,
are the highest and most prestigious levels of competition in track and field. Track and field events have become the most prominent part of major athletics championships and many famous athletes within the sport of athletics come from this discipline. Discrete track and field competitions are found at national championships-level and also at annual, invitational track and field meets. Meetings range from elite competitions – such as those in the IAAF Diamond League series to basic all comers track meets, inter-sports club meetings and schools events, which form the grassroots of track and field.

Road running competitions are running events (predominantly long distance) which are mainly conducted on courses of paved or tarmac roads, although major events often finish on the track of a main stadium. In addition to being a common recreational sport, the elite level of the sport particularly marathon races are one of the most popular aspects of athletics. Road racing events can be of virtually any distance, but the most common and well known are the marathon, half marathon, 10 km and 5 km. The marathon is the only road running event featured at the IAAF World Championships in Athletics and the Summer Olympics, although there is also an annual IAAF World Half Marathon Championships. The marathon is also the only road running event featured at the IPC Athletics World Championships and the Summer Paralympics. The World Marathon Majors series includes the five most prestigious marathon competitions at the elite level – the Berlin, Boston, Chicago, London, and New York City marathons.
The sport of road running finds its roots in the activities of footmen: male servants who ran alongside the carriages of aristocrats around the 18th century, and who also ran errands over distances for their masters. Foot racing competitions evolved from wagers between aristocrats, who pitted their footman against that of another aristocrat in order to determine a winner. The sport became professionalized as footmen were hired specifically on their athletic ability and began to devote their lives to training for the gambling events. The amateur sports movement in the late 19th century marginalized competitions based on the professional, gambling model. The 1896 Summer Olympics saw the birth of the modern marathon and the event led to the growth of road running competitions through annual events such as the Boston Marathon and the Lake Biwa Marathon and Fukuoka Marathons, which were established in the 1940s. The 1970s running boom in the United States made road running a common pastime and also increased its popularity at the elite level. Ekiden contests – which originated in Japan and remain very popular there are a relay race variation on the marathon, being in contrast to the typically individual sport of road running.

Cross country running is the most naturalistic of the sports in athletics as competitions take place on open-air courses over surfaces such as grass, woodland trails, and earth. It is both an individual and team sport, as runners are judged on an individual basis and a points scoring method is used for teams. Competitions are typically long distance races of 4 km (2.5 mi) or more.
which are usually held in autumn and winter. Cross country's most successful athletes often compete in long-distance track and road events as well.

The Crick Run in England in 1838 was the first recorded instance of an organized cross country competition. The sport gained popularity in British, then American schools in the 19th century and culminated in the creation of the first International Cross Country Championships in 1903. The annual IAAF World Cross Country Championships was inaugurated in 1973 and this remains the highest level of competition for the sport. A number of continental cross country competitions are held, with championships taking place in Asia, Europe, North America and South America. The sport has retained its status at the scholastic level, particularly in the United Kingdom and United States. At the professional level, the foremost competitions come under the banner of the IAAF Cross Country Permit Meetings.

While cross country competitions are no longer held at the Olympics, having featured in the athletics programme from 1912–1924, it has been present as one of the events within the modern pentathlon competition since the 1912 Summer Olympics. One variation on traditional cross country is mountain running, which incorporates significant uphill and/or downhill sections as an additional challenge to the course. Fell running and Orienteering are other competitive sports similar to cross country, although they feature an element of navigation which is absent from the set courses of cross country.
Race walking is a form of competitive walking that usually takes place on open-air roads, although running tracks are also occasionally used. Race walking is the only sport in athletics in which judges monitor athletes on their technique. Race walkers must always have a foot in contact with the ground and their advancing leg must be straightened, not bent at the knee – failure to follow these rules results in disqualification from the race.

Race walking finds its roots in the sport of pedestrianism which emerged in the late 18th century in England. Spectators would gamble on the outcome of the walking competitions. The sport took on an endurance aspect and competitions were held over long distances or walkers would have to achieve a certain distance within a specified time frame, such as Centurion contests of walking 100 miles (160 km) within 24 hours. During this period, race walking was frequently held on athletics tracks for ease of measurement, and the 1908 Summer Olympics in London saw the introduction of the 3500-metre and 10-mile walks. Race walking was briefly dropped from the Olympic programme in 1928, but the men's 50 kilometers race walk has been held at every Olympic Games but one since 1932. The men's 20 kilometers race walk was added to the Olympic athletics schedule in 1956 and the women's event was first held in 1992. The most common events in modern competition are over 10 km, 20 km and 50 km on roads, although women's 3 km and men's 5 km are held on indoor tracks.
The highest level race walking competitions occur at the IAAF World Championships in Athletics and at the Summer Olympics, although the sport also has its own separate major competition the IAAF World Race Walking Cup which has been held since 1961. The IAAF World Race Walking Challenge forms the primary seasonal competition – athletes earn points for their performances at ten selected race walking competitions and the highest scoring walkers are entered into that year's IAAF Race Walking Challenge Final.

Athletes with physical disabilities have competed at separate international events since 1952. The International Paralympics Committee governs the competitions in athletics, and hosts the Paralympics Games, which have continued since 1960. Competitors at elite level competitions, are classified by disability, to arrange athletes with a similar disability in the same event.

In wheelchair racing athletes compete in lightweight racing chairs. Most major marathons have wheelchair divisions and the elite racers consistently beat the runners on foot. The speed of wheel chair racers has caused difficulties for race organizers in properly staggering their start times compared to runners. A collision between Josh Cassidy (a wheelchair racer) and Tiki Gelana (a leading female marathoner) at the 2013 London Marathon brought the issue into the spotlight again.
Occasionally, athletes with a disability excel to compete with able-bodied athletes. Legally blind Marla Runyan ran in the 2000 and 2004 Olympics and won a gold medal in the 1500 metres at the 1999 Pan American Games. Oscar Pistorius, a double amputee, has competed in the 2012 Olympics. At the 2011 World Championships Pistorius successfully made it to the 400 metres semi-final round and won a silver medal as part of South Africa's 4x400 metres relay team. In Masters athletics it is far more common to make an accommodation for athletes with a disability. Blind Ivy Granstrom set numerous Masters world records while being guided around the track.

Professional athletics almost exclusively takes place in one of three types of venue: stadiums, set courses on grass or woodland, and road-based courses. Such venues ensure that events take place in a relatively standardized manner, as well as improving the safety of athletes and enjoyment for spectators. At a more basic level, many forms of athletics demand very little in terms of venue requirements; almost any open space or area of field can provide a suitable venue for basic running, jumping and throwing competition.

A standard outdoor track is in the shape of a stadium, 400 meters in length, and has at least eight lanes 1.22 m in width. Older track facilities may have nonstandard track lengths, such as 440 yards (402.3 m) (common in the United States). Historically, tracks were covered by a dirt running surface. Modern All-weather running tracks are covered by a synthetic weather-
resistant running surface, which typically consists of rubber (either black SBR or colored EPDM granules), bound by polyurethane or latex resins. Older tracks may be cinder-covered.

A standard indoor track is designed similarly to an outdoor track, but is only 200 meters in length and has between four and eight lanes, each with width between 0.90 m and 1.10 m. Often, the bends of an indoor track will be banked to compensate for the small turning radius. However, because of space limitations, indoor tracks may have other nonstandard lengths, such as 160-yard (146.3 m) indoor track at Madison Square Garden used for the Millrose Games. Because of space limitations, meetings held at indoor facilities do not hold many of athletics events typically contested outdoors.

There is no standardized form of cross country course and each venue is significantly defined by the environment it contains – some may be relatively flat and featureless, while others may be more challenging with natural obstacles, tight turns, and undulating ground. While a small number of purpose-built courses exist, the vast majority of cross country running courses are created by cordonning a specific area within any open natural land, typically a park, woodland or green space near a settlement.

At the elite and professional level, courses must be looped and each lap must be between 1750 m and 2000 m in length. Severe obstacles such as deep ditches, high barriers and thick undergrowth not normally present; the course
should be able to be completed whilst remaining on foot throughout. In order to maintain the sport's distinction from road running, the usage of unnatural or macadamized surfaces is generally kept to a minimum or avoided entirely.

Due to the fact that the majority of races take place on areas of grass, soil, mud or earth, weather conditions can significantly affect the difficulty of cross country courses, as snow and rain reduces traction and can create areas of standing water.

The surface of road races is highly important and the IAAF dictate that the courses must be along man-made roads, bicycle paths or footpaths. Courses set along major roads of cities are typical of road running events, and traffic is usually cordoned off from the area during the competition. While soft ground, such as grass, is generally avoided, races may start and finish on soft ground or within a track and field stadium. Road racing courses come in two primary types: looped and point-to-point. Courses may be measured and designed to cover a standardised distance, such as 10 km (6.2 mi), or they may simply follow a set route between two landmarks.

Road running courses over 5 km usually offer drinks or refreshment stations for runners at designated points alongside the course and medical professionals are present at the courses of major races due to the health risks involved with long-distance running.
Elite road walks are conducted on closed loop courses (usually loops of 2,000 or 2,500 meters). Refreshment stations are also present over long distance walking competitions, with drinks being available on every lap for races longer than 10 km.

Since its foundation in 1912, the international governing body for athletics has been the International Association of Athletics Federations (IAAF). It was initially known as the International Amateur Athletics Federation but changed later its name to reflect that the sport had moved away from amateurism towards professionalism in the late 1970s. The IAAF has 213 member nations and territories, which are divided into six continental areas (or area associations). The six association areas are for Asia, Africa, Europe, Oceania, North America and South America. The sports within athletics do not have their own independent governing bodies at either international or continental level and, instead, all fall under the athletics authorities. National level athletics organizations are responsible for the regulation of the sport within their respective countries and most major competitions have some form of permit or approval from their national body.

Athletics competitions can be broadly divided into three types: international championships, national championships, and annual meetings and races. Athletics at international championships, or Games, represent the pinnacle of competition within the sport, and they are contested between
athletes representing their country or region. The organization of these competitions is usually overseen by either a world, continental or regional athletics governing body. Athletes gain entry into these competitions by earning selection from their national athletics governing body, which is generally done by assessing athletes via their past achievements or performances at a national selection event. National championships are annual competitions endorsed by a national governing body which serve the purpose of deciding the country's best athlete in each event. Annual one-day meetings and races form the most basic level of competition and are the most common format of athletics contests. These events are often invitational and are organized by sports organizations, sports promoters, or other institutions. Competitions typically feature only one of the sports within athletics. However, major outdoor international athletics championships and athletics competitions held as part of multi-sport events usually feature a combination of track and field, road running and race walking events.

The modern Summer Olympics was the first event at which a global athletics competition took place. All the four major sports within athletics have featured in the Olympic athletics programme since its inception in 1896, although cross country has since been dropped. The Olympic competition is the most prestigious athletics contest, and many athletics events are among the most watched events at the Summer Olympics. A total of 47 athletics events are held at the Olympics, 24 for men and 23 for women (as of London 2012).
The events within the men's and women's programmes are either identical or have a similar equivalent, with the sole exception being that men contest the 50 km race walk.

The IAAF World Championships in Athletics is the primary global athletics championships held by IAAF. The biennial competition was first held in 1983 and now features an event programme which is identical to the Olympics. Thus, road running, race walking and track and field are the sports which feature at the competition. Cross country running has its own discrete global championships the IAAF World Cross Country Championships – which has been held annually since 1973. The IAAF World Indoor Championships in Athletics is a biennial athletics championships which features solely indoor track and field events. The foremost separate road running event is the annual IAAF World Half Marathon Championships (formerly World Road Running Championships). While not having official world championship status, the biennial IAAF World Race Walking Cup fulfils a similar role for the sport of race walking. Outdoor track and field is the only sport in athletics that does not have a its own distinct global championship which is separate from other types of athletics, although the IAAF Continental Cup (a quadrennial competition between continental teams) is composed entirely of outdoor track and field events. Other world championships include the IAAF World Junior and World Youth Championships in Athletics, which are for athletes under-19 and under-17,
respectively. World Masters Athletics conducts the World Masters Athletics Championships for athletes in 5-year age divisions over the age of 35. The now defunct IAAF World Road Relay Championships served as the global event for ekiden marathon relay races. Elite athletes with a physical disability compete at the IPC Athletics World Championships and at the Commonwealth Games.

Athletics is one of the sports at the quadrennial Commonwealth Games competition. It has been a Commonwealth Games sport since the inaugural edition of the event's precursor, the 1930 British Empire Games. It is a core sport and must be included in the sporting programme of each edition of the Games. Athletics is one of the sports at the biennial summer Universiade competition. It has been one of the event's competed sports since the inaugural edition.

Athletics, and its athletes in particular, has been artistically depicted since ancient times – one of the surviving instances include runners and high jumpers in the motifs of Ancient Egyptian tombs dating from 2250 BC. Athletics was much respected in Ancient Greece and the events within the ancient pentathlon provided inspiration for large statues such as the Discobolus and Discophoros, and for motifs on countless vase and pottery works. Aristotle discussed the significance of the pentathlon in his treatise Rhetoric and reflected on the athlete aesthetic of the period: "a body capable of
enduring all efforts, either of the racecourse or of bodily strength...This is why the athletes in the pentathlon are most beautiful".

Films about athletics are overwhelmingly focused on running events: the 1962 film The Loneliness of the Long Distance Runner (based on the book of the same name) explores cross country running as a means of escape. Chariots of Fire, perhaps one of the most well-known athletics films, is a fictionalized account of Eric Liddell and Harold Abrahams's chase for sprint gold medals at the 1924 Olympics. Track and field has been the subject of American films such as Personal Best (1981) and Across the Tracks (1991). Biopic are found within the genre, including Prefontaine (regarding Steve Prefontaine) and Jim Thorpe – All-American (1951) featuring Burt Lancaster as Thorpe. Documentaries are also common with examples such as 2007 film Spirit of the Marathon, which follows runners' preparations for the 2005 Chicago Marathon. Books on the subject are predominantly non-fiction, and tend towards the forms of training manuals and historical accounts of athletics. The story of the four-minute mile has been a particularly popular subject, spawning books such as The Perfect Mile and 3:59.4: The Quest to Break the Four Minute Mile.

Athletics journalism has spawned a number of dedicated periodicals including Athletics Weekly and Race Walking Record, both of which were first published in England in the early 1940s, and Track & Field News which
was first published in the United States in 1948. Runner's World has been in print since 1966 and the Track & Field Magazine of Japan (Rikujyo Kyogi Magazine) is another long-running publication.

Athletics events have been selected as a main motif in numerous collectors' coins. One of the recent samples is the €10 Greek Running commemorative coin, minted in 2003 to commemorate the 2004 Summer Olympics. In the obverse of the coin, a modern athlete figure appears in the foreground, shown in the starting position, while in the background two ancient runners are carved in a manner that gives the appearance of a coin that is "worn" by time. This scene originally appeared on a black-figure vase of the 6th century BC

1.3. Achievement Motivation

The Biological perspective on motivation the idea that physiological needs drive us to satisfy those needs provides only a partial explanation and physiological components. Moreover these are motives that unlike hunger and sex seem not to satisfy any physical need. Millionaires may be motivated to make ever more money movie stars to become ever more famous, politicians to achieve ever more power, daredevils to seek ever greater thrills. Such motives seem not to diminish when they are fed. The more we achieve the more we may need to achieve. Achievement Motivation is a mindset that leads people to set for themselves realistic but challenging goals. In sports like
weight-lifting, a person will not increase their strength with weights that will be lifted easily or weights that might damage your muscles - only difficult but manageable weights that will stretch and strengthen the muscles. Achievement Motivation can calculated mathematically by taking a person's desire to succeed and subtracting their fear of failure.

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

Achievement motivation typically refers to the level of one’s motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one’s curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it.

**Theory of Achievement Motivation**

The pioneering research work of the Harvard Psychological Clinic in the 1930s, summarized in Explorations in Personality, provided the start point for future studies of personality, especially those relating to needs and motives.
David C. McClelland's and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes a general problem of motivation. In this connection, the need for achievement refers to an individual's preference for success under conditions of competition. The vehicle McClelland employed to establish the presence of an achievement motive was the type of fantasy a person expressed on the Thematic Apperception Test (TAT), developed by Christiana Morgan and Henry Murray, who note in Explorations in Personality that "...when a person interprets an ambiguous social situation he is apt to expose his own personality as much as the phenomenon to which he is attending. each picture should suggest some critical situation and be effective in evoking a fantasy relating to it. The test is composed of a series of pictures that subjects are asked to interpret and describe to the psychologist. The TAT has been widely used to support assessment of needs and motives. In 1961 McClelland published The Achieving Society, which articulated his model of human motivation. McClelland contended that three an index of national power consumption, indeed exists. Differences related to individual, as well as to dominant needs - for achievement, for power, and for affiliation- underpin human motivation. McClelland believed that the relative importance of each need varies among individuals and cultures. Arguing that commonly used hiring tests using IQ and
personality assessments were poor predictors of competency, McClelland proposed that companies should base hiring decisions on demonstrated competency in relevant fields, rather than on standardized test scores. Iconoclastic in their time, McClelland’s ideas have become standard practice in many corporations. The procedure in McClelland's initial investigation was to arouse in the test audience a concern with their achievement. A control group was used in which arousal was omitted. In the course of this experiment, McClelland discovered through analyzing the stories on the TAT that initial arousal was not necessary. Instead, members of the control group individuals who had had no prior arousal demonstrated significant differences in their stories, some writing stories with a high achievement content and some submitting stories with a low achievement content. Using results based on the Thematic Apperception Test, McClelland demonstrated that individuals in a society can be grouped into high achievers and low achievers based on their scores on what he called "N-Ach".

McClelland and his associates have since extended their work in fantasy analysis to include different age groups, occupational groups, and nationalities in their investigations of the strength of need for achievement. These investigations have indicated that the N-Ach score increases with a rise in occupational level. Invariably, businessmen, managers, and entrepreneurs are high scorers. Other investigations into the characteristics of the high achievers have revealed that accomplishment on the job represents an end in
itself; monetary rewards serve as an index of this accomplishment. In addition, these other studies found that the high achievers, though identified as managers, businessmen, and entrepreneurs, are not gamblers. A high emotional intelligence calls for a high need for achievement while a low emotional intelligence calls for a lower need for achievement. They will accept risk only to the degree they believe their personal contributions will make a difference in the final outcome. These explorations into the achievement motive seem to turn naturally into the investigation of national differences based on Max Weber's thesis that the industrialization and economic development of the Western nations were related to the Protestant ethic and its corresponding values supporting work and achievement. McClelland and his associates have satisfied themselves that such a relationship, viewed historically through national, accomplishments depend on the presence or absence of an achievement motive in addition to economic resources or the infusion of financial assistance. High achievers can be viewed as satisfying a need for self-actualization through accomplishments in their job assignments as a result of their particular knowledge, their particular experiences, and the particular environments in which they have lived.

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for the outcome (success or failure), he anticipates unambiguous knowledge of results, and
there is some degree of uncertainty or risk (McClelland, 1961). Yet it is our belief that the type of theory that views the strength of an individual’s goal directed tendency as jointly determined by his motives, by his expectations about the consequences of his actions, and by the incentive values of expected consequences will have wider utility when these concepts are applied toward other goals.

1.4. Academic Achievement

Academic achievement is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity has an important influence on academic achievement in addition to intelligence and conscientiousness. Children’s semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent’s academic socialization is a
term describing the way parents influence students academic achievement by shaping students’ skills, behaviors and attitudes towards school. Parent influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents’ socio-economic status. Highly educated parents tend to have more stimulating learning environments. Children’s’ first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory. It is important for both parents, and educators, to understand why promoting and encouraging academic motivation from an early age is imperative. Academic motivation is crucial to a student’s academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates. At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student
has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that student's academic career, for the pleasure of learning, rather than for external rewards. In contrast, those who are extrinsically motivated to learn, are motivated to learn for external rewards that learning will bring.

1.5. **Achievement Motivation and Academic Achievement**

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life, be it personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action.

For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals. The fact is that with routine monotony steps in and then everything seems like stagnant waters. It feels like there is nothing new. Breaking this cycle of monotony has helped many bounce back with
enthusiasm. This is why human resource managers create a training calendar, which will take away employees from the routine they are stuck to, as well as enhance their skills in various areas. Others pursue hobbies during the weekend, thus giving them something to look forward to, as each week comes to a close. There are people who redefine their goals and ambitions from time to time in order to fill them with newer levels of enthusiasm to achieve greater feats. One needs to take stalk every now and then and find the motivator required to carry them through. The word motivation is coined from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behavior. There are two different categories of motivation theories such as content theories, and process theories. Even though there are different motivation theories, none of them are universally accepted. Also known as need theory, the content theory of motivation mainly focuses on the internal factors that energize and direct human behavior. Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation.
According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality.

1.6 Type of achievement Motivation

Intrinsic and Extrinsic Motivation

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy and Deci and Ryan's cognitive evaluation theory. Students are likely to be intrinsically motivated if they Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.
Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.

1.10. Intelligence

Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. Intelligence is most widely studied in humans, but has also been observed in animals and in plants. Artificial intelligence is the simulation of intelligence in machines.

Within the discipline of psychology, various approaches to human intelligence have been adopted. The psychometric approach is especially familiar to the general public, as well as being the most researched and by far the most widely used in practical settings.\cite{1} Intelligence derives from the Latin verb intelligere, to comprehend or
perceive. A form of this verb, intellectus, became the medieval technical term for understanding, and a translation for the Greek philosophical term *nous*. This term was however strongly linked to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul, and the concept of the Active Intellect (also known as the Active Intelligence). This entire approach to the study of nature was strongly rejected by the early modern philosophers such as Francis Bacon, Thomas Hobbes, John Locke, and David Hume, all of whom preferred the word "understanding" in their English philosophical works. Hobbes for example, in his Latin *I* has therefore become less common in English language philosophy, but it has later been taken up (with the scholastic theories which it now implies) in more contemporary psychology.

Definitions of Intelligence

The definition of intelligence is controversial. Some groups of psychologists have suggested the following definitions:

1. From "Mainstream Science on Intelligence" (1994), an editorial statement by fifty-two researchers:

   A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly,
comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings"catching on," "making sense" of things, or "figuring out" what to do.

2. From "Intelligence: Knowns and Unknowns" (1995), a report published by the Board of Scientific Affairs of the American Psychological Association:

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions, and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen, somewhat different, definitions.
1.11. Social Economics Stats

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family’s SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. Additionally, low income and little education have shown to be strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary disease, and schizophrenia. These may be due to environmental conditions in their workplace, or in the case of mental illnesses, may be the entire cause of that person's social predicament to begin with.
Education in higher socioeconomic families is typically stressed as a more important topic in the household and local community. In poorer areas where food and safety are priority education can take a backseat. While youth audiences are particularly at risk for many health and social issues in the United States such as unwanted pregnancies, drug abuse, and obesity.

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

Income can be looked at in two terms, relative and absolute. Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate.\(^7\) Relative income dictates a person or family’s savings and consumption based on the family’s income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals.

Income inequality is most commonly measured around the world by the Gini coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality. Low income families focus on meeting
immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises.

Education also plays a role in income. Median earnings increase with each level of education. As conveyed in the chart, the highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma earn less. Higher levels of education are associated with better economic and psychological outcomes.

Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Annette Lareau speaks on the idea of concerted cultivation, where middle class parents take an active role in their children’s education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Laureau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in
their interactions while parents with a higher SES are more likely to interact and play with their children. A division in education attainment is thus born out of these two differences in child rearing. Research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households. These language skills affect their abilities to learn and thus exacerbate the problem of education disparity between low and high SES neighborhoods. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life.

Research shows that lower SES students have lower and slower academic achievement as compared with students of higher SES.[10] When teachers make judgments about students based on their class and SES, they are taking the first step in preventing students from having an equal opportunity for academic achievement. Educators need to help overcome the stigma of poverty. A student of low SES and low self-esteem should not be reinforced by educators. Teachers need to view students as individuals and not as a member of an SES group. Teachers looking at students in this manner will help them to not be prejudiced towards students of certain SES groups.[11] Raising the level of instruction can help to create equality in student achievement. Teachers
relating the content taught to students' prior knowledge and relating it to real world experiences can improve achievement. Educators also need to be open and discuss class and SES differences. It is important that all are educated, understand, and be able to speak openly about SES.

Occupational prestige as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job.

Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, university professors, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers,
vehicle cleaners, and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy.

Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involved.

In sum, the majority of researchers agree that income, education and occupation together best represent SES, while some others feel that changes in family structure should also be considered. With the definition of SES more clearly defined, it is now important to discuss the effects of SES on students' cognitive abilities and academic success. Several researchers have found that SES affects students' abilities.
1.8 Statement of the problem

“To comparative study of Achievement Motivation and Academic Achievement of Athletic and Nonathletic College going Student”

1.9 Significance of the study

- This study provides quantitative data on effect of different Athletic Male, Female Students and Non Athletic Male, Female Students on Academic and Achievement motivation.
- The study highlight the importance of the Athletic Male, Female Student and Non Athletic Male, Female Students as a field of inquiry for our profound understanding of the nature, prediction of Academic and Achievement motivation.
- The study may point out the importance of newly introduced Bio-psychological field
- The study provides bring an impetus for future experimental studies regarding the effect on prediction of behavior on the bases of Academic and Achievement motivation.