CHAPTER II

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Review of related literature serves as a buckle between the old and the new, between the known and the unknown and between the already investigated and the ‘to-be-investigated’. Literature-search is a milestone leading the researcher on the high road of future. Francis Bacon perhaps, was right when he said, “Read not to contradict and confute, nor to talk and find discourses, nor to belief and take it for granted but to weigh and consider” (Kamlesh, 1994)

Delimiting the problem is not at all possible without proper view of related literature, which goes a long way in economizing efforts, time and cost. Literature review converts the tentative problem into a specific one and makes the researcher’s focus, his attention on to the specific aspects of his problem. It simplifies the road to understanding of the aims and objectives of the problem.

As a source of enlightenment and inspiration, review of literature makes the researcher self-confident to accept challenges, remove misgivings and misconceptions about the problems in the minds of others and uphold his assumptions. Review is a medium through which the researcher weaves an enduring texture of his problem.

The investigator before finalizing the reports on the review of the literature for this study went through the reference materials, encyclopedias, dissertation, sports association’s documents, news papers, journals, magazines, books, articles abstracts and internet generated materials. After going through a number of primary and secondary sources of information, the researcher found that administration and sports were an important area to be concentrated upon as it leads to well constructed organization and its efficient functioning. However, the present research work has not been under taken in isolation of the work that has already been done on the problem, which is directly or indirectly related to this study.
2.1 Review Related to Participation Motivation

Dunleavy (1979) determined the effect of achievement motivation (n Ach) and previous sports exposure upon current sports involvement. Sports involvement was conceptualized as involvement in (a) either competitive or recreational sports, or (b) either individual or team sports. Sports involvement was assessed through combined measures increase in achievement motivation of the experimental group as compared to the control group.

Harter (1981) explained and predicted why people were motivated to participate in particular achievement areas. Individuals were motivated to be competent in achievement areas such as academics, sports, or peer-relationships. In order to satisfy the urge towards competence a person attempts mastery. When these attempts result in competent or successful performance, the person experiences a positive effect. This in turn maintains or enhances competence motivation. Individuals who perceived themselves as competent in sports were more likely to continue their participation, while those low in perceived physical competence are likely to discontinue in the particular sports.

Iso-Ahola and Allen (1982) investigated the effect of outcome (wining, losing, and no outcome) of leisure participation on male and female subject’s leisure needs. The investigation was centered on 438 subjects of 60 teams in the intra-mural basketball programmes that comprised of competitive and recreational leagues. Factor analysis produced seven need factors, of which three dealt with inter-personal relationships, two with competence and two with escape or diversion. ANOVA analyzed the resultant factor scores and concluded that successful and unsuccessful leisure experiences strongly shaped subjects needs for leisure participation, but these effects were often mediated by the sex of subjects and the competitive levels of leagues in which they played. Generally, winning and losing had just the opposite effect on males and females need; wining increased the needs in females, while it decreased in case of the males. The effects of competitiveness of league types suggested that competitive and recreational leagues serve different psychological functions for males and females because the two leagues are expected to fulfill different leisure needs.
Weber (1983) took 559 runners for the purpose of investigation, who were participating in a people’s run and were selected randomly to inquire about their motives and experiences and about the effects of running. The average age was 38. They had been running for more than five years. An average runner ran six hours a week. The most important results were that regular and intensive running brought profound changes. It brought positive influences on one’s general mood, sense of self and fitness and outward appearance. The motive of spiritual compensation had an overwhelming significance for the regular runner. Fitness and health appear as ancillary motives.

Gill, Gross and Huddleston (1983) also conducted a recent investigation on participation motivation, of young athletes. Specifically participation motives of 720 boys and 418 girls attending university of Lowa: summer sports schools, in basketball, baseball, golf, gymnastics, football, wrestling, tennis and track, was examined. Results revealed that to improve skills, competition, fun, and learning new skills, being fit, and challenge are the most important factors. Factor analyses on the important ratings were also calculated separately for boys and girls. The total analysis suggested that the factors of success, team atmosphere, friendship, fitness, energy release, skill development and fun were the basic participation motive dimensions for the young athletes. However, female were found to be different from males nine placed only a little important to achievement and status factor, rating in contrast to the male counter parts.

Shephard (1985) examined whether personal factors influence participants decisions to begin and continue exercise programmes. He conducted and summarized three surveys, the Canada Fitness Survey, Toronto Life Assurance Study and General Food Study. Results from the Canada Fitness, the Survey indicated that the 13,500 individuals preferred individual sports such as walking and cycling to other activities, especially, structured exercise classes. Forty percent of the individuals indicated they would participate in physical activity if they had more time, because it makes them feel better and recreates them. Females also “valued the benefit of weight control and improved flexibility. Workers in Toronto (N = 1800) completed Kenyan’s Scale. Five groups of individuals high and low adherents, dropouts, non participants and controls all reported the same four values for physical activity: Catharsis, Aesthetics, health and social contacts. Workers in General Food Study reported similar values for physical activity. They noted that exercise was valued for health, fun, socialization, enhanced physical appearance and
the development of self-discipline. It may be premature to draw persistence in an exercise program”. However, the author suggested that all participants would be more likely to join the exercise programmes if a wide range of activities are offered and incentives are provided to join such activities. Participants may be higher in exercise programmes if external incentives (e.g. Money, T-shirts etc.) were given until the exerciser reaches the fitness level at which intrinsic rewards of exercise were visible to him/her.

Singh and Sharma (1987) conducted a study to find out the motives for participation in sports wing and competitive sports activity of 100 male sports wing players representing five colleges and Punjab University Campus. The players belonged to handball, table tennis, badminton, lawn tennis, athletic, basketball, cricket and wrestling. On the basis of importance rating they found that most of the players wanted to be physically fit, improve their skills; learn new skills, their last preference being to get out of the house. They developed nine factors on the basis of factor loading and clustering of motives; their first factor was identified as social factor, second career making, third team atmosphere, fourth fitness, fifth recognition, sixth, competition, ninth facility. However, they failed to recognize seventh and eighth factors.

Duda (1988) examined the relationship between goal perspectives and selected motivation behavior (i.e., persistence and intensity) among intra-mural league participation. Persistence was defined as the number of years of participation in the sports whereas intensity was optimized as the hours and weeks spent practicing the recreational sports in the student’s free time. Results indicated that greater persistence and intensity corresponded to the student’s emphasis on task involvement in sports.

Whitehead and Robert (1989) investigated motivational outcomes consequent to participation in physical fitness testing procedure. Seventh and eighth grade school children (N = 165) were administered on the intrinsic motivation inventory before and after participating in a fitness test where they received bogus positive, negative or no verbal feedback (control). MANOVA and casual modeling procedures revealed that positive feedback increased intrinsic motivation while negative feedback decreased it. Analysis showed that changes in intrinsic motivation were mediated by change in perceived competence. In a second experiment seventh and eighth graders (N = 370) participated in either the president’s challenge or the FITNESS
GRAM fitness tests. Because of their different evaluative procedures and incentive schemes, it was hypothesized that these tests would have different effects on intrinsic motivation, MANOVA and ANOVA revealed no significant differences between fitness test groups on intrinsic motivation or physical self worth. However, there was a clear gender effect on the perceived competence aspect of intrinsic motivation and self worth. These results partially support the case for applying the trends of cognitive evaluation theory and reflectance motivation theory of fitness testing situations in order to provide threats to intrinsic motivation.

Duda (1989) examined the relationship between goal perspective and participation and persistence in sports among 871 high school students. In accord with recent cognitive motivation theories, two major goal perspectives were assessed, i.e., a task involved or mastery goal orientation and an ego-involved or social comparative perspective. The subjects were divided in five groups based on their involvement in sports (1) those involved in organized and recreational sports, (2) those involved in organized sports only, (3) those involved in recreational sports only, (4) those that dropped out of sport and (5) those who never involved in sports. Each subject indicated his/her preference for sports success and failure, which was mastery/social, comparison-based and oriented to the individual/group. MANOVAS and discriminate analysis revealed significant participation group differences with the organized sport only and organized/recreational sport participants indicating greater preference for each goal perspective than dropouts and non-participants. Further results indicated that dropouts, non-participants and those subjects presently involved in organized sport only placed less emphasis on mastery-based success than social comparison-based success. Dropout and organized sport participants had the least preference for social comparison failure. These findings reveal how an emphasis on social comparison goal (and de-emphasis on mastery goal) might lead to a lack of persistence in athletic contexts.

Hayajneh and Ahemed Ali (1989) determined the differences between American and Jordanians, in their reasons for participating in and dropping out of youth sports programmes and examined these factors in achievement motives that might discriminate between American and Jordanians in terms of perceived competence, perceived control, extrinsic/intrinsic, motivation
and achievement goal. The samples consisted of two groups: sixty-five Americans and sixty-seven Jordanians.

Both samples consisted of male and female participants and dropouts between the ages of 11 and 17 years. Questionnaires were administered to the American sample, while data for the Jordanian sample was utilized through systematic stratified selection process from earlier study in 1986. The most important reasons that the Americans assigned for sports participation were to have fun, linking to improve skill and liking to learn new skills. For the Jordanians, linking the team’ spirit, linking to be popular and linking to travel were the most important reasons for participation in sports. Both American and Jordanian dropouts however laid down emphasis on winning and losing and the lack of fun as the most important reasons for dropping of sports programmes. There was no significant difference found between Americans and Jordanians in the factors of Achievement Motivation for sports participation. However, one factor that emerged out from this investigation was that the Americans were more task and independence oriented while the Jordanians were found to be more ability and social approval oriented.

It was concluded that Americans and Jordanians had different reasons for participation and similar reasons for dropping out of the sports programmes. There were no significant differences found between the two groups in Harter’s (1978) achievement motives model, while some differences were found in the terms of Maehr and Nicholl’s (1981) Model of achievement orientation. Americans were found to be more social and ability goal oriented.

Flood and Helsted (1991) conducted a study to examine the participation motives of 161 intercollegiate athletes at a medium sized public university in the northeastern United States. Affiliation with the university community as a result of sports participation was included as a reward for athletic participation overall the competitive aspects of participation are more important motives than social or fitness motives parental or peer influence. Liking the coach and using the facilities are least important achievement motivation and was concluded that

1. Incentive motivation among national hockey academy trainees was fairly high in systems of excellence, affiliation and success.
2. The level of their achievement motivation was just moderate.

3. They were slightly higher on trait and state anxiety as per the norms set by Stein Berger et al.

4. They have a low level of sports competition anxiety which justifies that they were quite relaxed at the time of completions.

Wiese (1996) conducted the study of relationship of school type gender for sport participation among youth in the People’s Republic of China. The purpose of the study was to investigate the working of spare time sports schools, where in the children train for elite sports competitions as part of their school structure. The purpose of the present study was to compare the sport-related participation as compared with those of their peers in the normal school structure. It also studied the comparison the sport-related motive of youth attending both types of schools. The sample was comprised of 465 youth including both from spare-time sport school (N=208) and normal school (N=257). Male (N=261) and female (N=204) between the ages of 7 and 17 years (V=15.6 years) as subjects of the study responded to a demographic questionnaire and a culturally modified version of Gill, Gross and Hudd Leston’s (1983) participation motivation inventory (PMT.C). A factor analysis utilizing the PMLT.C responses resulted in ten interpretable factors: competence/competition, fun/excitement, team orientation, fitness, energy release, social activity, friendship future carrier pursuits, family influence and achievement/rewards. The result of a 2*2 (school type by gender) multivariate analysis of various using these factors score showed significant main effect for school types, F (10, 399) =27.54, P.L. 001 and gender, F (10, 394) =4.84, P.L.001.

Kirk and Kolt (1999) conducted the study of “A cross-cultural investigation of reasons for participation in Gym. The purpose of the study was to analysis the underlying factors and to identify general categories of motives for participation in gymnastics. A principal components analysis with varimix rotation was used. All 70 Gymnastics were included in the analysis. (Mage=10.6) from Australia, Canada, India, China and Greece were administered the participation motivation questionnaire (PMQ: Gill, Gross 4 Huddleston, 1983). Principal components analysis of the PMQ on the total sample identified seven factors: team affiliation, popularity, energy release, challenge/fun, miscellaneous skill, achievement and
recognition/excitement. Between groups multivariate apology indicated significant differences on all of the factors. Many difference in participation motives appeared consistent with more general cultural influence. As well as a large number of commonalities existed among the cultural group in reason for participation in gymnastics. These findings have implications for the development of appropriate programme to encourage increased participation in gymnastics.

For Weinberg, Mckenzie, Jackson, Anshel Grove, (2000) the purpose of investigation was to compare participation motives of youth in competitive sports versus physical activity using culture, self-reported physical levels, and gender as independent variables. Participants were 1472 boy (n = 822) and girls (n = 650) from the United States, Australia, and New Zealand. Three self-report inventories were administered to all participants to determine the amount and frequency of participation as well as participation motives for competitive sport and physical activity. Results from principal component factor analyses revealed stability across cultures in the four factors describing competitive motives (i.e. competition, social/energy, fitness/fun, teamwork) as well as from the four factors describing physical activity motives (i.e. intrinsic, extrinsic, fitness, energy release) accounting for 44% and 51% of the variance respectively. Result from the 3*2*3 (physical activity frequency * Gender * Culture) MAN Ova’s on the competitive sport and physical activity questionnaires revealed significant multivariate main effects for all three independent variables of both questionnaires. Post hoc test indicated that all four factors were related to these main effects across competitive and physical activity motives. Results were discussed in terms of the differing motives for sport and physical activity and the importance of understanding the particular social milieu in which this activity occurred.

Chie-der, Chen, Hung-yu, and Li-Kang’s,(2003) study 87 males 87 females’ basketball players from the HBL were selected for the research. Four research questionnaires were used to measure four phenomena: participations’ goal orientation, the motivational climate they perceived, perceived personal athletic ability, perceived personal sport-related confidence, perceived personal athletic ability, perceived personal sport-related confidence. Using a ‘t’ test gender differences were detected. Male tended to record higher scores than females for sports related confidence variables. Males scored higher within ego orientation, perceived ability, and
in physical performance. Females tended to score higher in task orientation, perceived task climate, and leadership style.

Etnier et al (2004) observed that achievement goal theory is commonly used to explain motivational aspects of physical activity and sports. However AGT has been infrequently used to examine team sports participation by adults. To better understanding adult team sport participation from AGT perspective, the purpose of this study was to indentify differences in goal orientations as a function of gender and level of competition and to examine differences between goal profile groups on perceived competence and motivation. Results revealed no significant differences in orientation as a function of gender, level of competition, or their interaction. Results further indicate that low task moderate and high task high ego groups were the least self-determined. It was concluded that men and women competing in adult soccer leagues were similar in goal orientations and that the availability of competitive team sport may be important for physical activity involvement by adult women.

Jones, Mackay, and Peters, (2006) in this study 17,463 participant participated in a questionnaire. This analysis differed from the others in this review. It noted no significant gender differences, it also noted that the four most important motivations for both males and females were affiliation, fitness, skill development, and friendship, this opposed to the three least influential motivators which were reward/status, situational, and competition. It is also noted that the individuals studied in martial arts were immersed in a holistic approach of the martial art which placed increased value on the underlying philosophy. They further noted that the style of the instructor enhancing student motivation to participate. It is implicated within this research that the similarity in gender motivation may be a result of the philosophies of the teaching.

Murcia, Gimeno, and Coll, (2008) study 413 athletes completed a perceived motivational climate in sports questionnaire. The sample was comprised of 322 boys and 91 girls, sports included individual and team sports. This analysis used the MANOVA to analyze the effects gender, goal orientations, and perception of motivation climate and its flow. The findings showed that males had a stronger ego orientation that more specifically involved punishment for
errors then did females. Females were more inclined to identify a motivational climate orientated towards learning.

### 2.2 Review Related to Performance Motivation

Hermans (1975) found that stress situations induced performance deterioration in some performers and stimulated others to do better. He also showed that under stress situation the approach tendencies, labeled positive fear of failure, and the stress avoidance tendencies, labeled negative fear of failure, were partly related to child rearing.

Anshel (1979) studied the effects of consistent positive and negative feedback on motor performance and a shift in locus of control. Comparison of data was made on the basics of age, sex, type of feedback and internal-external (I-E) disposition. External internal and external participants were offered positive or negative feedback on a rotary pursuit motor task over 20 traits, twice per week for 6 weeks (a with total of 240 traits). The results of this were as (a) all eight grade (13-years old) students displayed superior motor skills performance as compared to fifth grade (10 years old) students (b) subjects across age groups who received positive feedback performed better than subjects given negative feedback; (c) a significant locus of control by feedback interaction indicated that high internal were superior to high external under positive feedback conditions but that negative feedback produced inferior performance by internal compared to heightened performance by external; (d) older subjects were more internal than younger subjects based on locus of control questionnaire data both prior to and immediately following the 6-week experiment and (e) neither of age groups demonstrated a significant shift in locus of control in respected to both positive and negative feedback conditions.

Vallerand, Gawin and Hallwell (1986) offering a best performance award on a stabilometer task of fifth and sixth grade French–Canadian boys in tournament investigated the effects of competition on perceived competence following performance on a 4-point scale. Intrinsic motivation was operationalized as initial task choice and time spent on the stabilometer during a post experiment free choice period. Results indicated that losers were less intrinsically motivated and were perceived to be less capable than winners.
Motivational differences were reported when three performance levels of male tennis players were compared on variable through Butt’s (1987) sport protocol in his study of motivational patterns in Davis Cup, University and Recreational Tennis players were studied. The sample of forty six participants in the study represent: (1) An elite group of players of Davis Cup Calibre (Current or ex- Davis Cup players): A University Competitive tennis team and (2) A group of recreational players. The psychometric properties of scales and their inter correlations are reported. Multiple- range test yield significantly different levels of ambition, aggression, completion and control between the groups with elite group scoring most highly on all variables. The implications of the study for both theory development and applied sport psychology are evident.

Higgs (1989) found that motional factors influencing the performance of elite women athletes were identified by profession women tennis players and professional women bowlers. Data was collected by means of modified ethnographic technique involving the use of open ended interview; the recorded interviews were transcribed and analyzed in depth to determine if any recurring themes enlisted. Motivation influencing the performance of elite women athletes was found to differ according to the sport participation and was dependent on athlete’s initial present and future involvement with the sport. The result of the study provided qualitative information about the area of motivation with in the world of professional women athletes.

Thill and Morinanda (1990) explored the theory of cognitive evolution in a study of African handball players. The purpose of the study was to examine positive feedback paired with a monetary reward, no decrease in intrinsic motivation for handball players resulted when negative feedback was used alone on with a reward; however, a significant decrease in intrinsic motivation was in evidence. In a second experiment, the effects of choice and feedback or motivation were examined across time. Handball players were in choice versus on choice and positive versus negative feedback condition for team exercise. Immediate increases in motivation were because of feedback and were mediated by choice. After three weeks, an increase in type of motivation for the task was primarily found in those groups who had experienced positive feedback and choice in task selection. These studies suggested that factors which affect either the perceived locus of causality of one’s behaviour or feeling of competence also impart on
participation and enjoyment in sports. They also showed that intrinsic motivation required more than efficacy feedback and it also requires support for determination.

Jackson and Roberts (1992) did a study in which they investigated relationship among peak performance, flow, goal orientation and perceived ability in an attempt to ascertain possible conceptual basis to peak performance. Collegiate athletes (N=200) answered a questionnaire that assessed mastery and competitive goal orientation, perceived ability, flow and experience in best and worst competitive performance. Analysis of athlete’s best performances indicated a total focus on performance and other characteristics of flow were key to perception of a superior state of functioning. In contrast, to it over concern with the outcome, reflecting a competitive orientation was often associated with athlete’s worst performance.

Seiler’s (1992) review presents psychological performance enhancement training practice, taking into account the requirements and prerequisites, the target populations, the specific uses and generally applied training schedules. Further directions in psychological performance enhancement training are suggested with respect to the needs for evaluation and practice consideration.

Kaur (1994) conducted a study on the assessment of motivation in sports participation and performance of Punjabi athletes. She applied two participation and performance scales on 100 athletes who were randomly drawn from different sports disciplines. She applied factor analysis technique for its validation in the second phase and conducted final scales test on 600 subjects to ascertain the results norms of her study. She claimed that the test inventories analyzed by her meet the criterion of scientific authority city and that the analysis of these inventories could also be applied to the sports population of Punjab state and Union Territory Chandigarh

An international approach was employed to investigate why adults participate by taking into account the interaction of gender and type of physical activity in which individual were involved. The subject included 422 adults who were enrolled in a university service physical education programme. The importance of various participation reasons was rated by individuals involved in martial arts, swimming, tennis, volleyball, weight training and yoga. A factor analysis revealed that the participants engaged in physical activity for interdependence, personal, satisfaction self-image and instrumental reasons. Furthermore, a MANOVA, using factor scores
as the dependence variables, revealed a significant gender by activity interaction. The importance of interdependence as a reason for participation differentially varied for males across the six activities. Results of this study are discussed in terms of further research and practical implication.

Gill and Martin (1995) examined trait and state psychological variables with male Filipino marathoners (n-41) using an achievement motivation model. Correlations revealed that trait sport-confidence was positively related to outcome self-efficacy and competitiveness, predicated place goal importance whereas, competitiveness and goal importance. Performance self-efficacy was associated with time goal importance whereas, it’s outcome self-efficacy was associated with time and place goal importance. These results indicate Filipino marathoners were generally quite competitive and confident in sports and had levels to win the goal similar to American athletes. This study also supports a relationship between competitive orientation and goal importance and that runners possessing high performance, self-efficacy had important time goal whereas runners with strong outcome self-efficacy had important time and place goals.

Chantal et al. (1996) conducted the present investigation to proceed with to a multi dimensional analysis of sports motivation in relation to elite performance and gender. The sample was made up of 98 Bulgarian top athletes (35 female and 63 males). Participation athletic performance in national and international events over the last two years was documented. Participants also completed the Bulgarian version of the sport motivation scale, the SMS, which is based on the tenets of self determination extrinsic motivation, non self determined extrinsic motivation and a motivation. Results indicated that, in comparison with less successful athletes, title and medal holders displayed higher levels of non self-determined extrinsic motivation and higher levels of motivation with respect to gender; the motivation of female athletes was more strongly characterized by intrinsic motivation, Results are discussed in light of self-determination theory and the cultural context which prevailed in Bulgaria at the time of the investigations. It can thus well be concluded that these highlight the role of motivation in elite sport performances.

Kavassanu and Robrets (1996) made a study to examine the relationship between perceived motivation climate and intrinsic motivation and self-efficiency. They determined the
role of goal orientation and perceived motivation climate in predicting intrinsic motivation and self efficiency. College students (N=285) enrolled for beginning tennis classes completed a battery of questionnaires to trace out perceived motivation climate, goal orientation, intrinsic motivation, self efficacy and perceived ability. Perceptions of mastery climate were positively associated with enjoyment, efforts, perceived competence, and self-efficacy and were inversely related to tension. In males, dispositional goal-orientation and perceived motivational climate emerged as equally important perceived motivation climate emerged as equally important predictors of intrinsic motivation, while mastery motivational climate was the only significant predictor of self-efficacy. In females, performances motivation climate was the strongest predictor of intrinsic motivation and self-efficacy. Perceived normative ability accounted for a substantial amount of unique variance in intrinsic motivation and self-efficacy in both males and females. The motivational implications of the findings were discussed and directions for future research were also provided.

Burke (1997) exposed the study of Per. Enhancement strategies. The purpose of the study was to identify which types of performance enhancement strategies were employed most frequently by 115 professional Tennis players who competed in the 1992 Lipton Tennis Tournament. A 13-item questionnaire revealed that the most common strategies used by the tennis players were imagery/visualization, using a consistent pre-service or pre-service return preparatory routine (i.e., mental preparation) relaxation, goal-setting and self-task. The players felt that their motivation completely maintained concentration throughout a match and self-confidence affected their performances considerably. Self-confidence and fan behaviour affected the performance of female tennis player’s more than that of the male tennis players. Higher ranking professionals attributed significantly more of their performance to psychological than lower ranked players. The professional athletes suggested that either a coach or sport psychologist should teach and be responsible for educating athletes to use performance enhancement strategies.

Brief about success and sources of satisfaction in B.B. were examined by Darren and Roberts (1998). The study examined the concomitants of mastery and performance oriented perception of the climate, and then assessed the contribution of both types of variables in
predicting 274 female adolescent athletes beliefs about the causes of success and source of satisfaction followed by a weeklong residential B.B. competition participation perceiving a mastery oriented climate had a stronger belief that success follows from one’s own efforts and derived satisfaction from mastery experience. Participants perceiving a performance oriented climate derived satisfaction from outperforming a performance oriented climate derived satisfaction from outperforming others and attributed success to ability and deception. Moderated hierarchical regression analysis revealed a difference main effect as well as significant interaction effects between goal orientations and perceptions of the motivational in predicting the participant responses. The results of the study added further supports to the argument that mastery oriented contents should be stressed; the findings also suggest that goal-orientation and the interaction of these two dimensions of motivation must be taken into account when examining youth sports experience. On the other hand, the basketball players who perceived a performance oriented climate stated that they derived their satisfaction from normative success namely being better than others. If an individual effective success namely being better than others. If response to an achievement activity is derived from our performance, others it would be expected that this lead to motivational difficulties if he/she is unable to achieve this goal.

Hassmen, Koivula and Hansson (1998) made a study on the relationship between performance mood, measured by the profile of mood states inventory, and subsequent athletic performances that had been the focus of considerable research. Presumably, athletes with less positive mood profiles should be outperformed by those with favorable profile. The results presented so far in the literature are equivocal; one possible explanation is that more trait characteristics might mediate mood states prior to competitive situation. In the present study, 8 male golf players, all members of Swedish National team, completed a number of trait inventories (Eysenck’s Personality Inventory, Locus of Control, Sports Competition Anxiety Test, and Self conscious scale) prior to competitive season, subsequently, they completed the profile of mood states before each game was played. Analysis showed that the player’s performance mood state differed significantly and that these differences were associated with their scores on the trait inventories. Furthermore, pre-performance mood states were significantly related to athletic performance for some individuals but not for others. Further research also included trait measurements to understand better relationship between mood states and the athletic performance of individual athletes.
Singh (2003) conducted a comparative study on athletes of individual and team sports on some psychological variables. These were participation motivation, performance motivation, state and trait anxiety, aggression and cohesion. The sample consisted of 165 male players among which 45 subjects were drawn from individual sports and 120 from team sports. ANOVA statistical technique was used to find out the significance of the differences of various individual and team groups and ‘t’ ratio was computed to know the level and direction of significance of the differences among athletes of individual and team sports. The results of the study indicated various individual and team sports on all the sub-constructs as well as on overall motivation participation except independence every dimension.

Bhambri et al (2005) examined the effect of psychological intervention such as General relaxation, Imagery and combination of both on the mental toughness dimensions of Table-Tennis players. The study was carried out on 32 national level table-tennis players in the age group of 12-17 years. Loehr psychological performance inventory was administered to assess their mental toughness on seven variables viz. self confidence, negative-energy, attention control, visual and imagery control, motivational level, positive energy and attitude control. The data obtained was analysed using ANOVA, ‘t’ test and percentage distribution. The results indicate that all the 3 psychological interventions enhanced mental toughness dimensions of sports person. However combined intervention consisting of both relaxation and imagery therapies showed the maximum effect on mental toughness dimensions.

Kuan (2007) A study relating goal profile, and mental toughness conducted on 203 state level male athletes, belonging to a particular state of Malaysia revealed that, athletes with goal profile high task/high ego, and high task/moderate ego scored significant higher on the subscales of mental toughness. To date, no information about the relationship between goal orientation, mental toughness and performance outcome exits in Wushu. To test the above relation the purpose of the study were; 1) to determine if mental toughness differed as a function of goal profile; 2) to determine if athletes with successful performance outcome displayed any particular pattern of goal profile; 3) to assess if athletes with successful performance outcome differed significantly in mental toughness; The results suggested that the athletes with greater mental toughness were more likely to be selected into main team, to play in crucial competition
2.3 Review Related to Achievement Motivation

Atkinson (1964) a prominent sports person divided achievement motivation into two sub components: 1) the need to achieve success (Ms). 2) The need to avoid failure (Maf). He used a projected test to evaluate these qualities and generally equated the need to avoid failure with task related anxiety. According to Atkinson, achievement motivation is represented by the need to achieve and the motive to avoid the failure. He concluded that high achiever was an individual whose need for success was greater than the need to avoid failure, (Ms > Maf). While a low achiever displayed the reverse tendency and in him/her a need to avoid failure was grater than the need for success (maf > Ms).

Ryan and Lakie (1965) found that the performance of individuals with high anxiety (which is often considered in research to be synonymous with fear of failure) and low need for achievement was most affected in non-competitive situations. On the other hand, individuals with high need for achievement and low anxiety performed best under competitive conditions.

Harvey (1969) studied that achievement is an important component in the psychological make-up of the group of athletes. He conducted his study upon 30 non athletes, 30 team sports athletes, 30 individual sports athletes to determine their need for achievement, as is measured by McClelland’s 4-picture test and a modified 6-picture test which included the two athletic teams, and indicated the non significant differences among the motivation response m- achievement response to scores of the 3 groups among the n-achievement scores of the 10 athlete sub group.

Roberts (1972) conducted a study to find out the effect of achievement motivation on risk tolerance level for a complex motor task. A secondary purpose was to investigate different responses between sex and achievement motivation level. 10 males and 10 females (achieve success) and 10 males and females (avoid failure) subjects were selected for the study. The instrument used for the purpose was limned Achievement scale and the Test Anxiety Questionnaire. Results showed

- Male and female achieve success subject’s choose intermediate risk tolerance to a significantly greater extent than male and female avoid failure subjects. Avoid failure subjects avoided intermediate risk instead.
No significant interaction resultant was found, but women achieve success subjects were inclined to take more risk than men achieve success subjects.

Men avoid failure group were inclined to take more risk than women avoid failure group.

Performance results showed that, avoid failure subjects performed better than achieve success subjects group.

Maehr (1974) opined that certain situations might optimize sports achievement motivation in some groups more than others; the athletes are not more or less motivated in same way, but are motivated in different contexts.

Jane, Miner and Marry. (1978) conducted a study to determine if difference existed between levels of achievement and affinitive motivation of male and female inter scholastic and inter-collegiate basketball competitors. The instruments used to measure the difference were achievement and affiliation scaled of Personality Research From E. further in frequency of responses and social desirability scales were used to determine invalid responses pattern and the level of social desirability scales were used to determine invalid responses pattern and the level of social desirability in responses. The subjects included for the study were 47 females and 41 males from high school level and 45 females 39 males from college level. The study concluded thus.

Inter-collegiate basketball competitors’ male and female do not differ in their level of achievement motivation or affiliated motivation.

Inter-scholastic male competitors have higher level of achievement motivation than female of inter scholastic competitor.

Inter-scholastic and inter-collegiate competitors do not differ in their level of achievement motivation or affiliated motivation.

Weinberg (1978) studied the effect of resultant achievement motivation (N. Arch) on the efficiency of motor performance and also founds out that under achievement oriented conditions
persons with high achievement need. Based upon scores Merabaiam Achievement Scale 20 male college students were classified as low in resultant achievement (N. Arch). 20 participants within each motive group were randomly assigned either through relax or achievement oriented conditions. 27 traits each of 10 seconds duration were administered on a rotor interval. After 10 minutes rest participations completed 27 more trials. Statistical Analysis included both (2) * Block of Trail (2) * ANOVA for each session with repetition on final factor.

The pertinent results are as follows

- During first session, high N. Ach participants performed significantly better than low N. Ach under achievement oriented conditions with the pattern of results being reversed for relaxed condition, F (8288=3.47, P.o1)

- Following the 10 minutes rest period no performance difference was found among the motive group.

- The asymptotic value for high N.Ach. group was significantly better than of low N.Ach group under achievement orient condition.

- The low N.ach group demonstrated significantly more reminiscence than high N.ach group under achievement oriented condition.

Lefervre (1979) conducted a study of achievement motivation and causal attribution in male and female athletes. The subjects included 15 male and 15 female athletes who were also the prospective participants for the Montreal Olympic Games 1976. The athletes were runners, swimmers and gymnasts. The first objective of the study was to search achievement motivation in top class male and female athletes. The second objective of the study was to deal with the cognitive attribution of athletic performance to the underlying cause being ability, effort, task and luck. As predicted, ability and, especially, effort were considered as the primary causes for good achievement, while the lack of effort and bad luck were important attributions for bad achievement. The third objective of the study was to explore the possible links between the achievement motivation and the cognitive attribution process. Among other things high achievers, more than low achiever, were found to attribute their success internally. The results
further indicated that female athletes obtained higher scores on intrinsic motivation while the opposite was true on the positive fear of failure.

Hosek and Mall (1981) conducted a study of achievement motivation training of physical education teachers in Czechoslovakia. There were four comparable homogeneous study groups (N=80) included in the experiment. Two experimental and two control groups were used. Motivation training was conducted on 37 students consisting of 12 training units; each lasting 19 minutes and carried out with one-week interval. The training was based on Lin Hart’s function system of activity and the model of active social learning. McClelland’s (1953) and Hechhausan’s (1963) methods were used to test the Achievement Motivation. ANOVA was computed. The results indicated significant increase in achievement motivation after the termination of motivational training in the experimental group. The experimental group while compared with the control group depicted differences in person’s behavior as well as factual significance of observed differences. A significant decrease in achievement motivation was observed in the experimental group after the termination of the training. The results may be interpreted as relative increase in achievement motivation of the experimental (1982) group as compared to the control group.

Blais (1982) conducted a study of achievement motivation on basketball players. The purpose of the study was to verify the validity of the assumption, that participants perceived winning and losing, as success and failure, and to identify the meaningful responses of the target population. Open questionnaire was administered to 216 male and female inter-college basketball players in the Quebec Province. The results indicated that they exhibited wide variety and exceptions of success and failure, and that equating winning and losing, with success and failure, may represent an erroneous assumption. The most frequent responses to personal success and team success were, pride, while personal failure and team failure, discouragement was most frequently evoked.

Duda and Allison (1982) compared the attitudes of black and white males and females towards various classroom, sport, and general life situations. They found that the perceptions of what constitutes success, achievement varied from one situation to another. Whereas, according
to the race and the sex of the respondents some of the more interesting similarities and differences that were found by Duda and Allison are as under

- Blacks and whites held the same perceptions for success in sports but possessed quite different orientation for achievement in the classroom and life in general.

- In classroom situation and life, in general, blacks tended to define success (achievement) according to external factors, such as how others perceived them (e.g. popularity, membership in the most important groups, and having money) whereas, whites tended to define success according to internal factors such as how they perceived themselves (e.g., possessing feeling of self-respect, having control over themselves).

- Males and females held and same perceptions of what constituted success in the classroom but differed on their definitions for success in sports and for life in general.

Reeves (1983) investigated players with different playing positions in soccer. He found that soccer players who-played different positions (goal, defensive, midfield and attack) did not differ significantly on specific personality characteristics including need for achievement. There were, however, significant interactions between (i) need for achievement, position played and success, (ii) need for achievement, degree of success and position preference, and (iii) need for affiliation and position played. Finally, for the more skilled and successful athletes, who played in a preferred position, the less was the need for achievement.

Tannenbaum and Furst (1985) studied the relationship between the sports achievement attribution and related situational variables. The study was constructed to delineate the relationship between enduring sports attribution and variables, such as sport outcome, gender, perceived ability and sport type. Athletes participation in team sports (N=94) and individual sports (N=44) were given the Wingate Sport Achievement. Responsibility Scale (WSARS) in neutral situations and the Casual’s Dimensional Scale (CDS) following the competition. They also rated their own ability levels. The results revealed that the individual athlete’s assigned unsuccessful sports events more internally than the team athletes; a similar tendency was also found in successful events. Following the competitions, individual sports athletes assigned the cause, more internally than team athletes. Team athletes rated the first cause as more
controllable. Winners assigned the cause as more stable, controllable and partially more internal than losers. The higher the perceived ability, the more regarding the indices of asthma morbidity re internal the responsibility for both successful and unsuccessful sports events and more internal, stable and controllable following competition. Athletes in successful events, tended to rate the cause following a win more internally than their counterparts. Athletes in unsuccessful events, tended to assign the causes following loss more externally, but the difference did not reach significance level. Further, it was found that the athletes internal in achievement responsibility on successful events not significantly more internal, following a win than their counterparts.

Kamlesh, Kumari and Kaur (1987) studied the level of sports achievement motivation through inter-collegiate female players (N=43) belonging to various games (volleyball=12, hockey=19 and others from kho-kho, football, kabbadi, gymnastic and track and field=12). Sports achievement motivation by Kamlesh was administered to the subject’s convenient size group. It was concluded that the inter-collegiate female players have a moderate level of sports achievement motivation. No inter sports differences on the level of achievement motivation were reported.

Cratty and Manin (1989) stated that achievement oriented athletes may at time prove socially abrasive both to their teammates and coach. Their constant seeking of feedback to evaluate their own performance coup with their social rejection of less able team-mates may make them case for special handling and concentration by those in charge of athletic teams.

Deeter (1989) conducted a study regarding development of a model of achievement behaviour for physically activity. The purpose of the study was to evaluate the relationship among the various individual difference variables and their role in predicted achievement behaviour in the physical activity setting. Two samples of male and female university students consisting of 315 and 146 subjects enrolled in required physical education skills programme were drawn. The result showed that a model including the behavioral commitment indicates produces $N \cdot Ach$ of determination, but with substantial indices produce $N \cdot Ach$ of determination but with substantial degrees of parsimony. Also this model accounted for a large percentage of variances of the performance indices.
Sinha and Verma (1989) found that high achieving female athletes were more extroverted, dominating helpful and aggressive in comparison to low achieving female athletes.

Rudisill (1990) conducted a study on the influence of achievement goal orientation on children’s perceived competence, expectations, persistence and performance for three motor tasks. The purpose of this investigation was to determine whether various types of goal setting orientation influenced children’s perceived competence, expectations persistence and performance. Subjects were 40 male and female children in the age group of 9 to 11 years. The subjects were asked to perform the four test trial blocks (in total 8 test trials) on three different motor tasks (throwing for accuracy, standing long jump, sit and reach). Each subject was randomly assigned with one of the four achievement goal setting orientation groups, (i) task master (ii) competitive (iii) self goal. or (IV) no goals group, significant results were found for expectancy, persistence and performance. The results related to expectancies showed a goal-orientation group main effect for all three tasks. The mastery group had a highest expectation for all the three tasks. Significant results were also found for persistence for the jumping task. F (3, 32) = 9.86, P < 0.001, and the flexibility task, F (3, 32) = 7.19, P < 0.001. Overall, all results of this investigation have provide support for ‘mastery goal-setting’ for children. It appears that when an individual is provided mastery on achievement goals, cognitive and behavioral factors are positively affected. On the other hand, it appears that competitive ability achievement goals do not have the positive effects on achievement motivation when the goals are not achieved.

Weaver (1990) studied the relationship of college student’s achievement motivation to finally cohesion and aspiration: An analysis by race and gender. An inappropriate sample of 611 whites, black, Asian and Hispanic under-graduate students of the Maryland College Park responded to a mailed questionnaire. Achievement motivation included orientation towards work, intellectual mastery, competitiveness and fear of success. Aspiration assessed the amount of educational desire, the ideal number of children and the importance of marriage. Family cohesion was measured through sub-scales from the family environment scale. Descriptive statistic, chi-square test, Pearson Correlation, Analysis of Covariance and multiple regression techniques were employed in the treatment of data. The major findings included: most black students lived on the campus, Asian and Hispanic students lived with their family, no consistent living arrangements emerge for a degree. The majority of students, had a strong desire to work,
had a moderate desire for intellectual challenge, and moderately or higher fearful of success. Male tended to be more competitive than females. More black males’ Asian females’ were competitive. The desire to work hard was an important predication of Achievement Motivation.

Most studies perceived their homilies as moderately cohesive which indicated a healthy relationship. In terms of specific aspiration most students wanted to marry and have two or three children. Marriage was relatively important than a job. The analysis by race or gender revealed few significant differences.

Kaur (1992) studied psychological variables. One of the psychological variables studied by her was Sports Achievement Motivation. The sample consisted of 160-college level and 160 university level athletes selected randomly from these universities of North-west India. The events included basketball, volleyball, hockey and handball. The sports achievement motivation test developed by Kamlesh (1990) was used to measure achievement motivation.

Hayashi (1996) conducted the study of achievement motivation among Anglo-American and Hawaiian male’s physical activity. The purpose of the study was to examine the nature of individual differences and social contextual factors. Semi structured interviews were conducted with Hawaiian’s (N=5) and Anglo-American (N=5), who resided in the mainland of US and in Hawaii. Result of the content analysis revealed that all the respondents defined positive and negative experiences in physical activity through task and inter-dependent perspective, individualistic and co-operative reward structured. Cultural differences were also detected as Hawaiian’s defined positive activity experiences based on the demonstration of pride. These findings suggst the need for more cross-cultural research in psychology to validate the theoretical constructs.

Sachdeva (2000) evaluated the achievement motivation patterns in relation to the performance of female volleyball players. Sixty female volleyball players having three levels of participation (college, inter college and inter university) were used for the study and collection of data. Three questionnaires were used for participation, performance and achievement motivation. Analysis of variance (ANOVA) statistical procedure was applied to compare the three groups. ‘t’ test was applied to test the hypothesis at five percent level of confidence. The results of achievement motivation indicated that university level players were found significantly superior
than inter-college level players. In case of performance in participation motivation, no significant result was found between these groups.

Kumar (2003) tried to identify the differences between achievement motivation and selected personality traits of University volleyball and cricket players. The results of the study showed that University level sports persons did not differ much in relation to personality traits and achievement motivation, and sports achievements motivation should be viewed as separate concept instead of viewing with one’s personality.

Koka and Hein (2005) in their study examined the effect of different types of perceived teacher feedback on students’ intrinsic motivation in physical education in line with self-determination theory. The participants were 638 students aged 14-18 years. The perception of Teacher Feedback scale was modified and validated in this study to measure perceived verbal and non verbal teacher feedback. The modified version of SMS was used to measure the three types of intrinsic motivation. Data were analyzed using confirmatory factor analysis and structural equation modeling. Results indicated that after perceived teacher’s feedback about knowledge of performance, perceived positive general feedback was the strongest predictor of students’ intrinsic motivation in physical education. Non verbal types of perceived teacher feedback did not contribute to motivational differences.

Bajwa (2005) studied the relationship of achievement motivation and parent’s motivation towards physical education among active and non-active special children. The subjects were special children (N=109) belonged to four different categories and to evaluate the level of achievement motivation among them, Sports Achievement Motivation test developed by Kamlesh (1990) was employed. The results revealed that active children belonging to the blind and mentally challenged categories were having significant higher level of achievement motivation as compared to non-active children of these two categories. Within the physically handicapped category, the boys were significantly better than the girls on this variable in both with regard to the active and non-active groups. Among the active female subjects of the three studied special categories, the blind girls were found to be having significantly higher level of achievement motivation. Further significant positive correlation was found between the
achievement motivation and parent’s motivation towards physical activities with regards to both the active and non-active groups of special children.

Ngien-Siong Chin, (2009) This study used the Eccles et al. expectancy-value model of achievement choice and achievement goal theory to investigate sex, age group and locality differences in adolescent athletes’ expectancy-related beliefs, subjective task values and achievement goals in track and field. A cross-sectional study was conducted on 632 (349 male, 283 female) athletes from the under 15 and 18 years age groups (mean, 15.2 ± 1.28 years) who volunteered to participate in the annual state track and field meet. The participants completed the expectancy-related beliefs, subjective task values measures, and Task and Ego Orientation in Sport Questionnaire. Results indicated a significant interaction effect between sex, age group and locality for expectancy related beliefs, $F(1, 624) = 8.02 \ (p < 0.05)$ and subjective task values, $F(1, 624) = 5.98 \ (p < 0.05)$. However, no significant interaction effect between sex, age group and locality were found for task orientation, $F(1, 624) = 0.68 \ (p > 0.05)$ and ego orientation, $F(1, 624) = 0.04 \ (p > 0.05)$. Expectancy-related beliefs were found to be related with subjective task values ($r = 0.64, p < 0.01$), task orientation ($r = 0.40, p < 0.01$), and ego orientation ($r = 0.24, p < 0.01$). Subjective task values were related to task orientation ($r = 0.47, p < 0.01$) and weakly with ego orientation ($r = 0.16, p < 0.01$). Task orientation was also related to ego orientation ($r = 0.29, p < 0.01$).