

ACHIEVEMENT MOTIVATION AMONG ATHLETES AND NONATHLETES STUDENTS

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Abstract

The aim of this study was to explore the achievement motive comparing students who are athletes and non-athletes and determine potential differences in the achievement motive among students who are professional and recreational athletes. The research involved 200 students of Faculty of Education, University „Džemal Bijedić“ in Mostar: 100 students who participate in sports professionally or for recreation and 100 students who are non-athletes. The students are equally matched by the year of their studies and the average grade during their studies. The achievement motive of the respondents was evaluated by a questionnaire MOP2002 (Franceško, Mihić i Bala, 2002) and particular sociodemographic characteristics by a questionnaire constructed for the needs of this study. The results indicated statistically higher achievement motive among athletes than among non-athletes, as well as among students who are professional athletes than those who participate in sport only as a for of recreation.

Keywords: achievement motive, sports, students, athletes, non-athletes.

INTRODUCCION

Motivation is the daily trigger of every form of human behavior and action, while the achievement motivation is the specific aspiration of an individual to achieve success, whether that success is defined by realizing one's own goals and / or standing before other people.

McClelland was the first author to point to the significance of the motive for achievement, which he defined as the individual's aspiration to compete with some of the standards of extraordinary success or as a desire to overcome his or her own achievements in a central activity - economic, academic, etc. (McClelland, 1954., according to Franceško, 1995). The second component of this motive is the individual's aspiration to stand before others.

Hence, the motive for achievement is a complex motivational disposition that contains two components: the tendency of a person to set goals and tendency of a person to compete with others. By its very nature, the motive for achievement falls into social motives, which means that the degree of its development is to a large extent the result of the process of socialization. This motive is also determined as a cognitive motivational factor (McClelland, 1989, according to Franceško and Mihić, 2002) because people who have developed motive achievements are thinking and behaving in a certain way.

Summarizing McClelland's descriptions, it may be said that thinking in the terms of achievement means: dealing with the problem and clearly defining the goals, wanting the problem to be solved or achieving the goal by anticipating the feelings of satisfaction, thinking about the activities that can be undertaken to achieve the goal, predicting the difficulties that can be encountered on the way to achieving the goal or solving the problems as well as the people who can help us. The time direction of thinking is present and future, and a special empha-

sis is to learn to be here and now because it is the only starting point from which we can solve the problem. Returning to past events is motivated primarily by learning based on experience and by over-viewing one's mistakes as a form of learning and guidance for the future. Such a way of thinking is the basis for planning and organizing behavior on the way to the goal.

The motive for achievement can also be defined as the desire to achieve something difficult and to quickly organize physical objects, people and ideas (Murray, 1993). This needs to be done very quickly and independently because the numerous obstacles need to be overcome and high standards need to be achieved, which is particularly pronounced in the sporting atmosphere, whether it is an athletic or a competitive process, because in both cases the emphasis is on speed, determination, readiness, competing with each others and with ourselves and not giving up on the goals regardless of all current obstacles and unforeseen circumstances, because for athletes with high achievement motivation giving up is never an option.

Some authors consider that it is necessary to distinguish the general motive for achievement that relates to the tendency to achieve competence in each activity that is carried out from a particular achievement motivation in sports, education and professional activity (Havelka and Lazarević, 1981). However, the question remains whether there are different motivational dispositions or a motive for achievement that is reflected in a specific way depending on the observed activity. The second point seems more justified, and currently has more supporters (Mikić, 1996).

The research of achievement motivation have gone in several directions. One group of researchers was concerned with the connection of this motivational disposition with some other psychological constructs such as locus of control (Popadić, 1986, ac-

ording to Franceško and Mihić, 2002), with some of the stimulation factors for the development of the motives of achievement, such as obtaining feedback (McClelland, 1989, according to Franceško and Mihić, 2002) or with other cognitive motivational dispositions (McClelland, 1989, according to Franceško and Mihić, 2002) such as the affiliate motive and the power motive (Sokolowski, Schmalt, Langens and Puca, 2000). However, in most research the motive for achievement was observed as a factor of success in some activity (Pajares et al., 2000; Zimmerman, 2000; Puca and Schmalt, 2001).

In addition, the third group of researches can be categorized as researches dealing with the degree of development of achievement motivation in various categories of respondents: mostly students (Duda, Joan L.; Nicholls, John G., 1992), rarely executives (Franceško, 1996) and even rarer in athletes, especially in recent times (Havelek and Lazarević, 1981, according to Mikić 1996).

The rarity of these researches and the fact that these types of motivation among athletes who usually strive to provide a way to success, at the very top, are the reasons of the importance of this kind of research and therefore we are approaching the testing of achievement motivation in athletes compared to non-athletes as well as testing achievement motivation comparing professional and recreational athletes, contributing to the increase in popularization of these very interesting and significant themes at least in a small amount.

METHODS OF RESEARCH

The main problem of this research is to examine the athlete's achievement motive and to identify potential differences in comparison to a comparative sample of non-athletes. An additional problem is to examine the achievement motive in athletes who deal with sport professionally and to identify potential differences in relation to athletes who deal with sport recreationally.

Therefore, the basic objective of the research is to test the existence of statistically significant differences in achievement motivation between athletes and non-athletes as well as between professional and recreational athletes.

Led by the theoretical knowledge and the results of the previous research, this research was based on the assumption that athletes have a statistically significant higher degree of the achievement motivation than non-athletes.

Namely, since the achievement motive is in fact the need for self-improvement and the need to surpass others, it can be said that the high need for achievement is largely manifested in intense, long-lasting and repeated effort to achieve a difficult goal, in the work directed towards high or distant goals, in an effort to win, in the desire to perform better in the presence of others, in the pursuit of

competition, as well as the effort to overcome boredom or tiredness (Halvari and Thomassen, 1997; Hodge et al., 2008).

According to these findings and the fact that the basic characteristics of the achievement motive - the rapid and independent carrying out of difficult tasks, the overcoming of obstacles and becoming the best version of oneself, and the overcoming of the rival by using their talent, the basic hypothesis of this research is: "Athletes have statistically significantly higher degrees of achievement motivation than non-athletes".

After detailed overview of available literature (Duda, 1988; Duda and Nicholls, 1992; Duda and White, 1992; White and Duda, 1994; Hadfield, 1996; Lepir and Lakić, 2014), besides basic hypothesis, we set an additional hypothesis regarding the representation of achievement motives in professional and recreational athletes: "Professional athletes have a statistically significant higher degree of achievement motivation than recreational athletes."

In accordance with the set aim and hypotheses of this study, we used the following methods: questionnaire method, survey and interview, content analysis method, and empirical-nonexperimental method (survey-method). Also, the synthesis method and the induction method were used in the theoretical and empirical part as well as in the final discussion and conclusion. In addition, in the research part we used the statistical analysis and this was the basis for our discussion and conclusion.

Sample of examinees

A sample of respondents for this research consists of 200 students of the third and fourth year of the Faculty of Education at the University "Džemal Bijedić" in Mostar. Sample included students of both gender which are equated according to the year of study and average grade during the study, since it has been shown that the academic performance indicators are statistically significantly correlated with the achievement motivation.

Among 100 athletes, there are 59% males and 41% female. Among non-athletes, there are 15% males and 85% females. This means 59% males are athletes and only 15% are non-athletes; 41% female are athletes and 85% are non-athletes. 16 (27,1%) males are professional athletes while 43 of them (72,9%) are involved in sports only for the purpose of recreation; 18 females (43,9%) are professional athletes while 23 (56,1%) are only recreational athletes.

The average age of the sample N=200 is 23,2 years old (SD=4,97). The average age of students-athletes is 22,6 years old (SD=4,52) and students-non-athletes 23,8 years old (SD=5,34). This age difference is statistically insignificant ($t(198)=1,73$; $p>,05$).

Besides, athletes are practising sport recreationally or professionally between 1 and 20 years, and in

average $M = 9,1$ years ($SD = 4,78$).

Data were collected during the spring of 2017 by voluntary and anonymous filling in the questionnaire.

Sample of variables

The variables defined for this research are:

1. General achievement motivation
2. Participating and not participating in sports, whereby the subjects are classified in a group of athletes or in a group of non-athletes. In a unique group of athletes both professional and recreational athletes are included, since both have the desire, will, need and motivation to deal with sports activities (Lepir and Lakić, 2014).

Professional or recreational pursuit of sports, where professional sports mean activity, which requires a high share of free time for mastering and presenting prescribed skills, and includes encouraging and cheering, as well as selection of winners (Berryman, 1978, according to Lorger, 2011), while the recreational sport means "sport for all", which does not strive to achieve top achievements because the individual is oriented exclusively to satisfying his interests for exercise (Milanović, 2009).

Measuring instruments

The MOP2002 questionnaire (Franceško, Mihić and Bala, 2002) was used to examine the achievement motivation in this research, with the permission of the author for the application of questionnaires for research purposes and in our premises. The questionnaire consists of 55 statements and has very good metric characteristics:

Cronbach α is 0.912, and the representativity of items expressed by normalized KMO is 0.922. The aforementioned questionnaire reflects the motivation for achievement over four factors: competing with others, persistence in achieving the goals, achieving the goal as a source of satisfaction and orientation to planning. Factor analysis of the second order distinguishes a general factor with which all four primary ones are in high positive correlation (from .52 to even .84), which is quite a satisfactory result.

In addition, a *socio-demographic questionnaire* was used in this study, which was constructed for the purpose of this research. Data obtained from this non-standardized questionnaire are data on gender, age, year of study, department of study, and the success achieved during the study.

Method of data analysis

For the processing and analysis of data obtained in this research, SPSS for Windows version 21.0 was used, and expert literature was consulted for interpretation. The obtained results were analyzed qualitatively and quantitatively, and then presented in tabular form.

In addition to basic descriptive statistics, we used t-test for large independent samples and nonparametric Mann-Whitney test, looking for potentially significant statistical differences. The reliability was determined by Cronbach's alpha.

The *significance* level is set to 0,05, *meaning* that the probability of observing the *differences* seen in our data by chance is just 5%, and to 0,01, *meaning* that the probability of observing the *differences* seen in our data by chance is just 1%.

RESULTS AND DISCUSSION

After reviewing the reliability of the Scale of Performance Motivation, it was found that Cronbach's alpha coefficient is ,913 and has a very satisfactory reliability. Additionally, we examined if students athletes and students non-athletes are equal in their average grade ($U = 4963$, $p > ,05$) and by age ($t(198) = -1.73$, $p > ,05$), and only then we approached to testing the hypotheses.

Therefore, Table 1 shows the results on the Scale of Achievement Motivation - MOP, separately for students athletes and students non-athletes. According to the average values (M) of motivation for achievement, we see that the results in these two groups differ ie that athletes have achieved higher scores on the MOP scale, compared to non-athletes. However, to verify that the difference was statistically significant, we did t-test for large independent samples. The results of this analysis are shown in Table 2.

As we can see in Table 2, the students athletes and students non-athletes are statistically significantly different according to their achievement motivation, with 99% confidence level ($t(198) = 4.59$, $p < ,01$). This difference is expected and we accept the first hypothesis. Therefore, student athletes achieve statistically significantly higher scores on MOP than students non-athletes.

Since McClelland's research shows that people with a high achievement motive prefer to assume personal responsibility for their own performance and the results of those activities, to focus on their own abilities, to prefer to work in conditions where they can quickly get feedback on their performance (McClelland, 1990, according to Hodge et al., 2008), and to avoid routine performing tasks, it is entirely expected that the results of this research will be consistent with the results of earlier research in which the achievement motive for highly correlated with various aspects of personality and behavior of athletes (Halvari and Thomassen, 1997; Hodge et al., 2008).

Table 3 shows the results on the Scale of Achievement Motivation - MOP, separately for professional athletes and recreational athletes. According to the average values (M) of achievement motivation, we see that the results in these two groups differ ie that professional athletes have achieved higher scores

on the MOP scale, compared to recreational athletes. However, to verify that the difference was statistically significant, we did t-test for large independent samples. The results of this analysis are shown in Table 4.

As we can see in Table 4, the professional athletes and recreational athletes are statistically significantly different according to their achievement motivation, with 99% confidence level ($t(198) = 2,93, p < .05$). This difference is expected and we accept the second hypothesis. Therefore, professional athletes achieve statistically significantly higher scores on MOP than recreational athletes.

This may be result of the fact that people with high need for achievement involve in professional sport because of the chances to get recognized as professionals, to achieve top results, awards and many other psychological and financial rewards that are available in professional sports and not in recreational sport, where one can be mostly internally rewarded.

However, to highlight this interesting and important research topic, it would be useful to propose prospective, longitudinal studies of achievement motivation in athletes and non-athletes, because in general, research of achievement motivation in athletes today are not as frequent as they could and should be. Therefore, this fact can point to altering relevance to the achievement motivation in sport and

the success in the sport, and it should also be taken into account and explored as much as possible in the future.

CONCLUSION

In the research of athletes' and non-athletes achievement motivation in a sample of 200 participants (100 athletes and 100 non-athletes), we came to the following conclusions:

- Athletes achieve statistically higher scores on Achievement motivation than non-athletes.
- Professional athletes achieve statistically higher scores on Achievement motivation than recreational athletes.

Therefore, achievement motivation as a basic driving force for the work and success of each individual, is related to sporting activities, both professionally and recreationally in this paper. Therefore, the results of the conducted research can be useful for academic purposes, as well as trainers and sports psychologists directly involved in preparatory, training and competitive processes, as they provide interesting guidelines for further research, and then for the application of compression, in order to create achieved and satisfied athletes who succeed in living their dreams and becoming the best version of themselves and achieving outstanding results.

Table 1. Comparison of Group Descriptive Parameters Achievement motivation for students athletes and students non-athletes (N = 200)

	DO YOU PARTICIPATE IN SPORTS?	N	M	SD	SDE
Achievement Motivation	YES	100	212,97	22,753	2,275
	NO	100	197,84	23,833	2,383

Table 2. Results of testing statistical significance of differences in achievement motivation between athletes and non-athletes using t-tests for large independent samples (N = 200)

	t	df	p	M _s -M _{ns}	SDE
Achievement Motivation	4,591	198	,000	15,128	3,295

Table 3. Comparison of Group Descriptive Parameters Achievement motivation for professional and recreational athletes (N = 100)

	ARE YOU PROFESSIONAL OR RECREATIONAL ATHLETE?	N	M	SD	SDE
Achievement Motivation	Professional	34	221,92	16,892	2,897
	Recreational	66	208,36	24,087	2,965

Table 4. Results of testing statistical significance of differences in achievement motivation between professional and recreational athletes using t-tests for large independent samples (N = 100)

	t	df	p	M _s -M _{ns}	SDE
Achievement Motivation	2,929	198	,004	13,559	4,629

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