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CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

“ A comparative study of Depression measurement & achievement motivation in Athletics in running event of Male & Female”

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Abstract:

This investigation was purported to analyze the study of depression measurement & achievement motivation in athletics in running event of male & female. For this reason 80 athletes were selected from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. These subjects were in the age group of 18 to 21 years & they were tested for their level depression measurement & achievement motivation in athletics in running event of male & female.

Introduction: Every human being is born with specific physical, psychological strength & weaknesses, yet the skills are learned & developed through day to day endeavors. Irrespective of the sport in question an athlete's success or failure is dependant on a combination of physical & mental abilities (Nideffer, 1976)

Depression is the state of low mood & aversion to activity that can affect a person's thought, behavior, feelings & sense of well being. People with depressed mood can feel sad, anxious, irritable, empty, hopeless, helpless, ashamed, worthless, guilty or restless. They may also lose interest in activities that are pleasurable experience loss of appetite or overeating.

One of the primary concern regarding the prevalence of mental illness among student athletes is that it may affect not only their success in academics athletics but also in their general well being. While depression and anxiety have been found to be significant predictors of lower grade point average & poor athletics performance, they were also highly correlated with other risky behavior, including suicide.

A depression rating scale is a psychiatric measuring instrument having descriptive words and phrases that indicate the severity of depression for a time period. When used, an observer may make judgment and rate a person at a specified scale level with respect to identified characteristics. Rather than being used to diagnose depression, a depression rating scale may be used to assign a score to a person's behavior where that score may be used to determine whether that person should be evaluated more thoroughly for a depressive disorder diagnosis. Several rating scales are used for this purpose.

Scales completed by researchers

Some depression rating scales are completed by researchers with two screening questions to assess the presence of a depressed mood and a loss of interest or

pleasure in routine activities; a positive response to either question indicates further testing is required.

Need for achievement : Refers to an individual's desire for significant accomplishment mastering of skills, control, or high standards.

This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation). Measured with the Thematic Apperception Test (TAT), need for achievement motivates an individual to succeed in competition, and to excel in activities important to him or her. Need for Achievement is related to the difficulty of tasks people choose to undertake.

1. Parents who encouraged independence in childhood
2. Praise and rewards for success
3. Association of achievement with positive feelings
4. Association of achievement with one's own competence and effort, not luck
5. A desire to be effective or challenged
6. Intrapersonal Strength
7. Desirability
8. Feasibility
9. Goal Setting Abilities

In the competition can find it hard to recognize those who are high in the need for achievement and those who are not. When people who need and require the necessary attention for their efforts to be recognized by someone who is in an influential position to them; if they do not receive the satisfaction or recognition, they may become dissatisfied and frustrated with their results or position.

This can be seen as a negative emotional reaction, however in turn, as we learned from researchers, the need for achievement will take its course in different ways. A person will either take small easy tasks that they know they can accomplish and be congratulated for, or they will accept extremely challenging tasks for they fear not risk of embarrassment in failure due to the high demand of the procured undertaking. It has been found that sportspersons motivated by the need for achievement are typically more of the risk takers in the competition. They are also the members that want to constantly be challenged to learn new things. These people tend to become very absorbed in their success. Hence why they require recognition when a task is completed.

So, if a risk taker becomes dissatisfied due to the lack or appreciation for their efforts, they teeter back and forth on the edge of a knife. On either side is an enormous plunge and it can go either way. The sport persons will either continue to work and take more risks and be creative and try harder to impress and gain recognition. In this manner, coach, colleagues, and co-members, need to respect everyone who has a need for achievement personality and give them the credit they require to keep them happy. This will

lead to a productive, happy, and well established work force. Here are some road blocks that those who have a high need for achievement. Researchers suggested other characteristics and attitudes of achievement-motivated people

1. Achievement is more important than material or financial reward.
2. Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
3. Financial reward is regarded as a measurement of success, not an end in itself.
4. Security is not prime motivator, nor is status.
5. Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition.
6. Achievement-motivated people constantly seek improvements and ways of doing things better.

The techniques McClelland and his collaborators developed to measure N-Ach, N-Affil and N-Pow (see McClelland et al., 1958) can be viewed as a radical break with the dominant psychometric tradition. However, it should be recognized that McClelland's thinking was strongly influenced by the pioneering work of Henry Murray, both in terms of Murray's model of human needs and motivational processes (1938) and his work with the OSS during World War Two. It was during this period that Murray introduced the idea of "situation tests" and multi-rater / multi-method assessments. It was Murray who first identified the significance of Need for Achievement, Power and Affiliation and placed these in the context of an integrated motivational model.

Whilst trait-based personality theory assume that high-level competencies like initiative, creativity, and leadership can be assessed using "internally consistent" measures (see psychometrics), the McClelland measures recognize that such competencies are difficult and demanding activities which will neither be developed nor displayed unless people are undertaking activities they care about (i.e. are strongly motivated to undertake). Furthermore, it is the cumulative number of independent, but cumulative and substitutable, components of competence they bring to bear while seeking to carry out these activities that will determine their success. Accordingly, the N-Ach, N-Aff and N-Pow scoring systems simply count how many components of competence people bring to bear whilst carrying out activities they have a strong personal inclination (or motivation) to undertake.

McClelland's research led him to formulate psychological characteristics of persons with strong need for achievement. According to McClelland and David Winter (Motivating Economic Achievement), the following features accompany high level of achievement motivation

- Moderate risk propensity;
- Undertaking innovative and engaging tasks;
- Internal locus of control and responsibility for own decisions and behaviors;
- Need for precise goal setting.

An important corollary is that there is no point in trying to assess people's abilities without first finding out what they care about. So one cannot (as some psychometricians try to do) assess such things as "creativity" in any general sense. One has always to ask "creativity in relation to what?" So McClelland's measures, originally presented as means of assessing "personality", are best understood as means of measuring competence in ways which break radically with traditional psychometric approaches. Everybody has different goals and needs for achievement based off many factors like past experiences, education, the risks, and the feedback they will receive.

Conclusion:

- In a causal investigation, the achievement motivation & depression measurement are the two sides of the same coin & both are correlated to each other.

