

**Self-Confidence and Achievement Motivation between Athletes and Non-Athletes Male Students of Jalgaon District**

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**Abstract**

*The present study aims to determine the status of Self-Confidence and Achievement Motivation between athletes and non-athletes male students of Jalgaon district. The sample consists of 120 subjects 50 athletes and 50 non-athletes college going students. Total sample selected in the age range of 18 to 25 who are living in rural and urban area (Jalgaon district). Standardized psychological test was used for data collection that is Self-Confidence and Achievement Motivation test. After done of scoring data were treated as a mean, SD, t test. After the data interpretation significant difference in self-confidence between athletes and non-athletes students. It is indicat that non-athletes students are less confidence than athletes students. It is significant at 0.05 level. significant difference in achievement motivation between athletes and non-athletes students. It is indicate that high achievement level of athletes students than non-athletes students. It is signifiacant at 0.05 level.*

**Key Word** – Self-Confidence, Achievement, Athletes and Non-Athletes.

**Introduction -**

The concept of self-confidence is commonly used as self-assurance in one's personal judgment, ability, power, etc. One increases self-confidence from experiences of having mastered particular activities. It is a positive belief that in the future one can generally accomplish what one wishes to do. Self-confidence is not the same as self-esteem, which is an evaluation of one's own worth, whereas self-confidence is more specifically trust in one's ability to achieve some goal, which one meta-analysis suggested is similar to generalization of self-efficacy. Abraham Maslow and many others after him have emphasized the need to distinguish between self-confidence as a generalized personality characteristic, and self-confidence with respect to a specific task, ability or challenge. Self-confidence typically refers to general self-confidence. This is different from self-efficacy, which psychologist Albert Bandura has defined as a "belief in one's ability to succeed in specific situations or accomplish a task and therefore is the term that more accurately refers to specific self-confidence. Psychologists have long noted that a person can possess self-confidence that he or she can complete a specific task even though they may lack general self-confidence, or conversely be self-confident though they lack the self-efficacy to achieve a particular task.

Self-confidence typically refers to general self-confidence. This is different from self-efficacy, which psychologist Albert Bandura has defined as a "belief in one's ability to succeed in specific situations or accomplish a task and therefore is the term that more accurately refers to specific self-confidence. Self-confidence can give an average athlete or team the courage and focus to defeat a stronger opponent. Self-confidence can motivate you to attempt and accomplish the impossible. Self-confidence is on Important antecedent to good performance. It tends to act as a self-fulfilling prophecy. If one do not believe in his ability to perform well of the probability that he probably will fall short of his goal, whereas if one think one can do well, he is more likely to come through.

It is believed that self-confidence is vital to successful athletic participation. An athlete invariable says that the key to success believes in them and they back it up exuding self-confidence in their play. On the other

hand lacking in self-confidence, which probably arises out of self-doubts, causes an athlete to fall from the ladder of success because they begin to behave in accordance with those doubts. They expect to fail, which in turn leads to actual failure, which confirms their negative self-image. Thus self-doubts are negative expectations of sportsmen undermine their performance by creating anxiety, loss of concentration and uncertainty of purpose. Athletes frequently focus so intensely on their shortcomings that it distracts them from attending to the things essential to good performance. Self-confidence is defined as the strength of or is communication that he or she can successfully execute a behaviour required to produce a certain outcome.

The American Heritage Dictionary defines confidence as “a firm belief in one's powers, abilities, or capacities.” Having sports confidence means having self-confidence which is **Your** belief in **Your** ability to complete a physical skill or task required in your sport.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behaviour, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behaviour in different environments.

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount. (McClelland, Atkinson, Clark, & Lowell, 1953)

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. (Heckhausen, 1967)

Psychologist David McClelland studied workplace motivation extensively and theorized that workers as well as their superiors have needs that influence their performance at work. One of these needs is Achievement Motivation which can be defined as an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. For example, employees who are Achievement-Motivated thrive very well in corporations where they receive regular performance evaluations. They feel energized and satisfied with their jobs because goals are set, they are given positive or negative feedback on past behaviours and given some type of rewards if they performed well.

Achievement motivation is a construct originated from motivation. Motivation is the driving force behind all the actions of an individual. Achievement motivation as the desire or tendency to do things as responsible as possible (Murray 1938).

### **Importance of the Study –**

Physical and mental health has gained importance in the 21<sup>st</sup> century. In view of that, the people's view looks towards the game victory and defeat in the game depends on the player's self-confidence and achievement motivation. The game is called 'rival' and 'rival' has become a challenge. A sportsman needs confidence to achieve success in any sport, without the confidence, the players can not disclose their abilities.

Self Confidence is achieved through internal and external motivation. Confidence is the single most important mental factor in sports. I define confidence as how strongly you believe in your ability to achieve your goals. Confidence is so important because you may have all of the ability in the world to perform well, but if you don't believe you have that ability, then you won't perform up to that ability. For example, a gymnast may be physically and technically capable of executing a back somersault with a full twist on the floor exercise, but he won't attempt the skill in a meet if doesn't have the confidence that he can successfully execute the skill.

Self-confidence and achievement motivation is necessary to every sportsman in any sports. Finding the present research are positive inspirations with confidence can help achieve success? Applying the benefits received from present research will definitely help in the development and confidence of the players.

### Methodology

The present study was planned and performed to study the Self-Confidence and Achievement Motivation between Athletes and Non-athletes Male students of Jalgaon district.

### Objective of the study –

1. To find out the difference in Self-Confidence of athletes and non- athletes male students.
2. To find out the difference in Achievement Motivation of athletes and non- athletes male students.

### Hypothesis of the study –

1. There is significant difference in Self-Confidence of athletes and non- athletes male students.
2. There is significant difference in Achievement Motivation of athletes and non- athletes male students.

### Variables –

#### Independent variable –

Sportsmanship – 1) Athletes    2) Non-Athletes

#### Dependent variable –

1. Self-Confidence
2. Achievement Motivation

### Sample –

The sample of the study consists of 100 students (50 athletes and 50 non-athletes) Sample of the study was selected simple random sampling from the college going students. Their age range was 18-25 years. Thus, the athletes and non-athletes student's ratio was 1:1.

### Tools –

**Self-Confidence** – test was constructed and standardized by Dr. Rekha Gupta.

**Achievement Motivation** – test was constructed and standardized by Dr. V. P. Bhargava.

### Research Design-

Since, there were two independent variable and each variable was classified at two levels. A 2x2 factorial design was used.

**HY-01- There is significant difference in Self-Confidence of athletes and non- athletes male students.**

**Table no- 01 – Athletes and non- athletes male students comparison on Self-Confidence**

Variable	Groups	N	Mean	SD	t
Self-Confidence	Athletes	50	22.46	7.87	10.80*
	Non-Athletes	50	32.48	5.44	

**P at 0.05= 1.98, 0.01= 2.61**

Table no 01 show the Self-confidence Between athletes and non- athletes male students. The researcher found that the mean value in Self-confidence of athletes students was 22.46 and SD is 7.87. Similarly the mean value in Self-confidence of non- athletes students was 32.48 and SD is 5.44. The calculate "t" value is 10.80. It is significant at 0.01 levels. It is indicates that there is significant difference in in Self-confidence between the athletes and non- athletes male students. It is indicate that non-athletes students are less self-confidence than athletes students. That's why above hypothesis is accepted.

**HY-02-** There is significant difference in Achievement Motivation of athletes and non- athletes male students.

**Table no- 02 – Athletes and non- athletes male students comparison on Achievement Motivation**

Variable	Groups	N	Mean	SD	t
Achievement Motivation	Athletes	50	14.40	3.81	10.80*
	Non-Athletes	50	16.41	2.45	

**P at 0.05= 1.98, 0.01= 2.61**

Table no 02 show the Achievement Motivation Between athletes and non- athletes male students. The researcher found that the mean value in Achievement Motivation of athletes students was 14.40 and SD is 3.81. Similarly the mean value in Self-confidence of non- athletes students was 16.41 and SD is 2.45. The calculate “t” value is 10.80. It is significant at 0.01 levels. It is indicates that there is significant difference in in Achievement Motivation between the athletes and non- athletes male students. It is indicate that non-athletes students are less Achievement Motivation than athletes students. That’s why above hypothesis is accepted.

**Discussions –**

The aim of the present study was to find out the difference in self-confidence and achievement motivation between athletes and non-athletes college male students in Jalgaon district.

First hypothesis result obtained after analysis it data are show table no-01 reveals that there would be significant difference was found between athletes and non-athletes college male students with reference to their self-confidence. This significant “t” value (10.80) indicates that area significantly affects the self-confidence. This reveals the fact that athlete’s students have more self-confidence than non-athletes students. Athlete’s students are more positive in goal achievement, so this self-confidence is more than non-athletes male students. **IA Wolfram and D Micklewright (2010)** has conducted study the relationship between the way athletes interpret the feelings of pre-competitive arousal and their subsequent performance. In equestrian sports, riders’ interpretation of their horses’ temperament may be an additional unique factor that influences the levels of riders’ arousal and performance. The aims of this study were to investigate the effect of intensity and direction of arousal and self-confidence on dressage and show jumping performance, and to investigate how perception of equine temperament traits affects arousal and performance components. Twenty two student riders (6 males and 16 females) competing on unfamiliar horses were asked to participate in the study. Prior to the competition, riders completed the Revised Competitive Sport Anxiety Inventory-2 with direction scales, and rated their horses’ temperament traits using an adapted Five Factor Personality Questionnaire. Dressage performance scores were found to be positively correlated with cognitive arousal intensity ( $r = 0.205$ ,  $P, 0.05$ ) and self-confidence intensity ( $r = 0.59$ ,  $P, 0.05$ ). Show jumping faults were negatively correlated with somatic arousal direction scores ( $r = 0.205$ ,  $P, 0.05$ ). The ‘active’ equine temperament was positively correlated with somatic arousal intensity in show jumping ( $r = 0.5$ ,  $P, 0.05$ ) and negatively correlated with cognitive arousal direction in dressage ( $r = 0.2071$ ,  $P, 0.005$ ). These findings suggest that riders’ self-confidence and perception of their horses’ temperament are important factors in the relationship between arousal and performance. **Callow N, Hardy L, Hall C (2001)** were made a multiplebaseline across-participants design which was used to examine the effects of a Motivational General-Mastery imagery intervention on the sport confidence of 4 high-level junior badminton players. Sport confidence data were collected once a week for 21 weeks prior to international and county matches. The imagery intervention consisted of six imagery sessions (two per week for 3 weeks) and was administered using a multiple-baseline design with interventions commencing at Weeks 5, 7, 9, and 11 for Participants 1, 2, 3, and 4, respectively. Results of visual inspection and Binomial tests suggested significant increases in sport confidence for Participants 1 and 2, a significant decrease in sport confidence for Participant 3, and a delayed increase in

sport confidence for Participant 4. The results are discussed in terms of the implications of using mastery imagery and the usefulness of multiple-baseline designs for furthering imagery research.

Second hypothesis result obtained after analysis it data are show table no-02 reveals that there would be significant difference was found between athletes and non-athletes college male students with reference to their achievement motivation. This significant “t” value (10.80) indicates that area significantly affects the achievement motivation. This reveals the fact that athlete’s students have more achievement motivation level than non-athletes students. Athlete’s students are more motivated about goal achievement, so this achievement motivation level is more than non-athletes male students. **Badawy et al. (2010)** the goal of the study is to establish an achievement motivation scale for the sport for all specialists. The researchers have used descriptive method on a sample consisting of 78 specialists of the sports, all from youth centers in Egypt. The researchers concluded to establishing an achievement motivation scale for the sport for all specialists that is consisted of 30 statements divided to four dimensions (self-confidence – desire to succeed – level of ambition - tendency to compete). The researchers recommend taking advantage of the results of this research because of its importance in identifying the motivation achievement to the specialist of the sports for all. **Callow N, Hardy L, Hall C (2001)** were made a multiplebaseline across-participants design which was used to examine the effects of a Motivational General-Mastery imagery intervention on the sport confidence of 4 high-level junior badminton players. Sport confidence data were collected once a week for 21 weeks prior to international and county matches. The imagery intervention consisted of six imagery sessions (two per week for 3 weeks) and was administered using a multiple-baseline design with interventions commencing at Weeks 5, 7, 9, and 11 for Participants 1, 2, 3, and 4, respectively. Results of visual inspection and Binomial tests suggested significant increases in sport confidence for Participants 1 and 2, a significant decrease in sport confidence for Participant 3, and a delayed increase in sport confidence for Participant 4. The results are discussed in terms of the implications of using mastery imagery and the usefulness of multiple-baseline designs for furthering imagery research. **Duda and Ntoumains (2004)** conducted the study on achievement goal theory suggested that the motivational processes operating in achievement setting such as PE are dependent on the achievement goals manifested in that setting.

#### Conclusion –

- Result obtained non-athletes students are less self-confidence level than athlete’s students.
- Result obtained athletes students are high achievement motivation level than non-athletes students.

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