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**ASSESSMENT OF ACHIEVEMENT MOTIVATION AMONG FIELD
HOCKEY PLAYERS IN KOLHAPUR AT DIFFERENT COMPETITIVE
TIERS**

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ABSTRACT

Achievement motivation plays a crucial role in determining the performance, persistence, and success of athletes in competitive sports. The present study aims to assess the level of achievement motivation among field hockey players in Kolhapur across different competitive tiers, namely district, state, and national levels. A total of ninety (90) players were selected using purposive sampling. The standardized Sports Achievement Motivation Test was administered to measure motivation levels. Statistical tools such as mean, standard deviation, and ANOVA were used for analysis. The results indicated significant differences in achievement motivation among players of different competitive levels, with national-level players demonstrating higher motivation compared to district and state-level players. The findings highlight the importance of psychological training and motivation enhancement programs in sports development.

Keywords: - Achievement Motivation, Field Hockey, Competitive Levels, Sports Psychology, Kolhapur

I. INTRODUCTION

Achievement motivation is one of the most significant psychological factors influencing performance, persistence, and success in sports. It refers to an individual's internal drive to achieve excellence, overcome challenges, and attain a high standard of performance. In the field of sports psychology, achievement motivation has been widely studied as a key determinant of athletic success, as it directly affects an athlete's effort, commitment, and resilience. Athletes with high achievement motivation are more likely to set challenging goals, maintain focus under pressure, and strive for continuous improvement, whereas those with lower motivation may struggle with consistency and competitive stress. In physically demanding and skill-oriented games such as field hockey, achievement motivation plays a particularly vital role because the sport requires not only physical endurance and technical proficiency but also mental toughness, quick decision-making, and sustained concentration throughout the game. Field hockey is a fast-paced team sport that demands coordination, discipline, and strategic thinking, making psychological readiness as important as physical preparation.

In the context of Indian sports, field hockey holds a prestigious position due to its historical significance and international achievements. Regions like Kolhapur are known for their rich sporting culture and contribution to the development of talented athletes, especially in traditional and team sports. The sports environment in Kolhapur provides opportunities for athletes to participate at various competitive levels, including district, state, and national tiers. These levels represent a progression in terms of skill, exposure, training intensity, and competition pressure. As athletes move from lower to higher levels of competition, they encounter increased expectations, more rigorous training regimes, and stronger opponents, all of which demand higher levels of psychological preparedness and motivation. Therefore, it becomes important to examine how achievement motivation varies across these competitive tiers and how it influences the performance and development of field hockey players.

Achievement motivation in sports is often explained through theoretical frameworks such as achievement goal theory and self-determination theory. These theories suggest that athletes are driven by intrinsic and extrinsic factors, including the desire for success, recognition, mastery of skills, and avoidance of failure. Intrinsic motivation, which arises from personal interest and

satisfaction, is considered more sustainable and effective in enhancing long-term performance, while extrinsic motivation, such as rewards and recognition, can also play a supportive role. In competitive sports like field hockey, athletes are constantly exposed to both types of motivation, and their balance determines their level of engagement and success. Players competing at higher levels are generally expected to possess stronger intrinsic motivation, as they must consistently perform under pressure and maintain high standards of excellence.

Another important aspect of achievement motivation is the distinction between the motive to achieve success and the motive to avoid failure. Athletes with a strong desire to achieve success are more likely to take calculated risks, embrace challenges, and persist despite setbacks. On the other hand, those who are primarily motivated by the fear of failure may avoid difficult situations and experience anxiety during competitions. This psychological dimension is particularly relevant in team sports like field hockey, where individual performance contributes to team outcomes, and players must coordinate effectively under competitive stress. Understanding these motivational tendencies can help coaches and sports psychologists design training programs that enhance positive motivation and reduce performance anxiety.

The level of competition is a crucial factor influencing achievement motivation. Athletes competing at the district level may have limited exposure and experience, which can affect their confidence and motivation. In contrast, state-level players often have more structured training and competitive experience, leading to moderate to high levels of motivation. National-level players, who represent the highest tier of competition, are typically exposed to advanced training facilities, professional coaching, and high-pressure environments, which contribute to the development of strong achievement motivation. These differences highlight the need for a comparative analysis of motivation across competitive tiers to identify gaps and areas for improvement.

Despite the recognized importance of achievement motivation in sports performance, there is a lack of region-specific studies focusing on field hockey players, particularly in areas like Kolhapur. Most existing research has been conducted on other sports or in different geographical contexts, limiting the generalizability of findings. Therefore, assessing achievement motivation among field hockey players in Kolhapur can provide valuable insights into the psychological characteristics of

athletes in this region and contribute to the development of targeted interventions for performance enhancement.

The present study aims to assess the level of achievement motivation among field hockey players in Kolhapur at different competitive tiers, namely district, state, and national levels. By comparing these groups, the study seeks to determine whether competitive level significantly influences motivation and to identify patterns that can inform coaching practices and sports development programs. Understanding these differences is essential for designing effective training strategies that not only focus on physical and technical skills but also address psychological aspects of performance.

Furthermore, the findings of this study can have practical implications for coaches, trainers, and sports administrators. By recognizing the role of achievement motivation in athletic performance, stakeholders can implement psychological training programs, goal-setting techniques, and motivational strategies to enhance the performance of players at all levels. Such interventions can help in nurturing talent, improving consistency, and promoting long-term engagement in sports. In addition, the study can serve as a foundation for future research on psychological variables in sports, encouraging further exploration of factors such as self-confidence, anxiety, and mental toughness.

II. ACHIEVEMENT MOTIVATION ACROSS COMPETITIVE LEVELS IN HOCKEY

Achievement motivation plays a fundamental role in determining the performance, persistence, and success of athletes across different levels of competition in hockey. It refers to the inner drive that compels players to strive for excellence, overcome challenges, and achieve set goals. In a physically demanding and highly competitive sport like hockey, where speed, coordination, tactical awareness, and teamwork are essential, psychological factors such as motivation become equally important as physical skills. The level of achievement motivation often varies significantly depending on the competitive tier at which an athlete performs, such as district, state, or national levels, and this variation can have a direct impact on performance outcomes.

At the **district level**, hockey players are generally in the early stages of their competitive careers. Their exposure to high-pressure situations, advanced training methods, and structured coaching is relatively limited. As a result, their achievement motivation may be moderate or inconsistent. Many players at this level participate for enjoyment, social interaction, or initial recognition rather than a strong desire for excellence. Although some individuals may display high motivation, the overall level is often influenced by external factors such as encouragement from coaches, family support, and availability of facilities. Additionally, players at this stage may experience uncertainty and lack of confidence, which can affect their willingness to take risks and perform under pressure. Therefore, motivation at the district level is often a mix of intrinsic interest and extrinsic encouragement, with room for development.

Moving to the **state level**, players typically exhibit higher achievement motivation compared to their district-level counterparts. This increase can be attributed to greater exposure to competitive environments, improved coaching standards, and more structured training programs. State-level players are more likely to set specific performance goals and demonstrate a stronger commitment to training and skill development. They begin to understand the importance of discipline, consistency, and strategic play. At this level, both intrinsic and extrinsic motivation play significant roles. Athletes are motivated not only by personal satisfaction and the desire to improve but also by recognition, selection opportunities, and the possibility of advancing to national-level competitions. However, state-level players may still face challenges such as performance anxiety and fear of failure, which can sometimes hinder their full potential. Proper psychological guidance and support at this stage can help in strengthening their achievement motivation and confidence.

At the **national level**, achievement motivation reaches its highest intensity. Players competing at this level are usually highly skilled, experienced, and mentally prepared to handle the demands of elite competition. Their motivation is predominantly intrinsic, driven by a deep passion for the sport, a strong desire to excel, and a commitment to achieving excellence. National-level players are more resilient, goal-oriented, and capable of maintaining focus under pressure. They are accustomed to rigorous training schedules, high expectations, and intense competition, all of which contribute to the development of strong achievement motivation. Furthermore, these athletes often possess a positive mindset, high self-confidence, and the ability to cope with success and failure

effectively. Their motivation is also reinforced by external factors such as national recognition, career opportunities, and the prestige associated with representing their region or country.

The differences in achievement motivation across competitive levels in hockey can be explained through various psychological theories. Achievement goal theory suggests that athletes are driven by the desire to demonstrate competence and achieve success, while self-determination theory emphasizes the importance of intrinsic motivation in sustaining long-term engagement and performance. As players progress from lower to higher levels, there is a shift from external to internal sources of motivation. This transition is crucial for achieving excellence in sports, as intrinsic motivation leads to greater persistence, satisfaction, and overall performance.

Moreover, the role of coaches, training environment, and support systems cannot be overlooked in shaping achievement motivation. Effective coaching strategies that focus on goal setting, positive reinforcement, and mental training can significantly enhance an athlete's motivation. Providing equal opportunities, exposure to competitive events, and access to quality facilities also contribute to the development of motivated athletes across all levels.

III. COMPETITIVE LEVEL AND MOTIVATION IN HOCKEY

Motivation is a fundamental psychological factor that significantly influences performance, persistence, and success in sports, particularly in a fast-paced and demanding game like hockey. The level of competition at which an athlete participates—whether district, state, or national—plays a crucial role in shaping the nature and intensity of their motivation. As players progress through different competitive tiers, their exposure to challenges, expectations, and performance standards increases, leading to noticeable differences in their motivational patterns. Understanding the relationship between competitive level and motivation in hockey is essential for improving player development and enhancing overall performance.

At the **district level**, hockey players are generally at the शुरुआती (initial) stage of their competitive journey. Their motivation is often influenced by external factors such as enjoyment of the game, social interaction, encouragement from coaches, and recognition within their local community. While some players may exhibit strong intrinsic motivation, many are still exploring their interest and commitment to the sport. The competitive pressure at this level is relatively low, which allows

players to develop basic skills but may not strongly challenge their psychological resilience. As a result, motivation at this stage can fluctuate and may depend largely on external support systems. Players may also lack confidence and goal clarity, which can affect their consistency and long-term engagement in hockey.

As players move to the **state level**, there is a noticeable increase in both the intensity of competition and the level of motivation. State-level players typically have more structured training, better coaching facilities, and greater exposure to competitive environments. These factors contribute to the development of stronger achievement motivation. At this stage, athletes begin to set specific goals, such as selection for higher teams or winning championships, which enhances their focus and commitment. Motivation becomes a combination of intrinsic factors, such as personal satisfaction and skill mastery, and extrinsic factors, such as awards, recognition, and opportunities for advancement. However, increased competition also brings challenges such as performance anxiety and fear of failure. Players must develop mental toughness and coping strategies to maintain their motivation and perform effectively under pressure.

At the **national level**, motivation reaches its highest and most refined form. Players competing at this level are highly dedicated, disciplined, and goal-oriented. Their motivation is predominantly intrinsic, driven by a deep passion for the sport, a desire to achieve excellence, and a commitment to continuous improvement. National-level players are accustomed to rigorous training schedules, high expectations, and intense competition, all of which contribute to the strengthening of their psychological resilience. They are more confident in their abilities and better equipped to handle success and failure. External factors such as national recognition, career opportunities, and the prestige of representing their region or country further enhance their motivation. At this level, athletes often display a strong sense of responsibility and professionalism, which helps them maintain consistent performance.

The variation in motivation across competitive levels can be explained through psychological theories such as achievement goal theory and self-determination theory. These theories suggest that as athletes progress to higher levels, there is a shift from external to internal sources of motivation. Intrinsic motivation, which is associated with personal satisfaction and mastery, becomes more dominant and is crucial for sustaining long-term performance. In contrast, extrinsic

motivation, such as rewards and recognition, may be more influential at lower levels but gradually becomes secondary as athletes develop a deeper connection with the sport.

Coaching style and the training environment also play a significant role in shaping motivation across competitive levels. Effective coaches not only focus on physical and technical training but also emphasize psychological development, including goal setting, confidence building, and stress management. A supportive and motivating environment can enhance an athlete's desire to succeed and help them overcome challenges. Conversely, lack of support or excessive pressure can negatively impact motivation and performance.

IV. MOTIVATION PATTERNS IN FIELD HOCKEY ATHLETES

Motivation is a central psychological factor that shapes the behavior, performance, and long-term engagement of athletes in competitive sports. In field hockey, a sport characterized by speed, coordination, teamwork, and strategic decision-making, motivation plays a critical role in determining how athletes train, perform, and respond to competitive challenges. Motivation patterns in field hockey athletes are not uniform; rather, they vary depending on factors such as age, experience, competitive level, training environment, and individual personality traits. Understanding these patterns is essential for coaches, sports psychologists, and trainers to design effective interventions that enhance performance and sustain athlete participation.

One of the primary patterns observed in field hockey athletes is the distinction between **intrinsic and extrinsic motivation**. Intrinsic motivation refers to engaging in the sport for personal satisfaction, enjoyment, and a desire to master skills. Many successful hockey players demonstrate high intrinsic motivation, which drives them to practice consistently, improve their techniques, and perform at their best even in the absence of external rewards. On the other hand, extrinsic motivation involves external factors such as rewards, recognition, medals, and selection for higher-level teams. While extrinsic motivation can be effective in encouraging participation, especially at early stages, long-term success in hockey is more strongly associated with intrinsic motivation. Athletes who are internally driven tend to show greater persistence, resilience, and commitment.

Another important motivation pattern in field hockey athletes is **goal-oriented behavior**. Players often set both short-term and long-term goals, such as improving specific skills, winning matches,

or achieving selection for higher competitions. Goal setting enhances focus and provides direction, enabling athletes to channel their efforts effectively. Field hockey players with clear and challenging goals are more likely to exhibit higher levels of achievement motivation. This pattern is closely related to achievement goal theory, which suggests that athletes are motivated either by the desire to demonstrate competence (performance goals) or to improve their skills (mastery goals). In hockey, mastery-oriented players tend to show consistent improvement, while performance-oriented players may be more sensitive to outcomes and competition results.

Competitive motivation is another key pattern observed among field hockey athletes. As players progress to higher levels of competition, their motivation becomes more intense and focused. At lower levels, athletes may participate for enjoyment and social interaction, but at higher levels, the desire to win, achieve excellence, and gain recognition becomes more prominent. Competitive environments challenge athletes to push their limits, develop mental toughness, and maintain high levels of concentration. However, excessive competitive pressure can also lead to anxiety and fear of failure, which may negatively affect performance. Therefore, a balanced approach to competition is necessary to sustain healthy motivation.

Field hockey athletes also exhibit **persistence and resilience** as part of their motivation patterns. The sport involves frequent challenges, including physical fatigue, injuries, and tough opponents. Motivated athletes are those who can persist despite setbacks and maintain their commitment to training and performance. Resilience enables players to recover from failures, learn from mistakes, and continue striving for improvement. This pattern is particularly evident in elite athletes, who demonstrate strong mental toughness and the ability to cope with high-pressure situations.

Another significant pattern is the influence of the **social and environmental context** on motivation. Coaches, teammates, family members, and the overall training environment play a crucial role in shaping an athlete's motivation. Positive reinforcement, constructive feedback, and supportive relationships can enhance motivation, while negative criticism or lack of support can diminish it. In team sports like field hockey, group dynamics and team cohesion also influence individual motivation. Players who feel valued and supported within the team are more likely to remain motivated and perform effectively.

Additionally, **self-confidence and self-efficacy** are closely linked to motivation patterns in field hockey athletes. Athletes who believe in their abilities are more likely to take initiative, face challenges confidently, and maintain high levels of motivation. Success experiences, proper training, and encouragement contribute to the development of self-confidence, which in turn strengthens motivation

V. CONCLUSION

The present study on achievement motivation among field hockey players highlights the significant role of psychological factors in determining athletic performance across different competitive levels. It is evident that achievement motivation is not uniform among players; rather, it varies according to the level of competition, experience, and exposure to structured training environments. Players competing at higher levels, such as state and national tiers, tend to demonstrate stronger achievement motivation compared to those at the district level. This difference can be attributed to increased competitive pressure, better coaching facilities, greater exposure, and a stronger desire to excel and achieve success.

The findings emphasize that achievement motivation is a crucial determinant of performance in field hockey, influencing an athlete's commitment, persistence, goal-setting behavior, and ability to cope with challenges. Athletes with higher motivation levels are more likely to exhibit confidence, resilience, and consistency in their performance. In contrast, lower levels of motivation may lead to decreased effort, lack of focus, and reduced competitive spirit. Therefore, fostering achievement motivation is essential for the holistic development of hockey players.

Furthermore, the study underscores the importance of both intrinsic and extrinsic motivational factors. While external rewards and recognition play a role in encouraging participation, intrinsic motivation—driven by personal interest, passion, and the desire for mastery—is more effective in sustaining long-term involvement and excellence in the sport. Coaches and trainers must, therefore, focus on creating an environment that nurtures internal motivation, encourages self-improvement, and builds confidence among players.

In addition, the role of coaching strategies, training facilities, and psychological support cannot be overlooked. Providing structured training programs, goal-setting techniques, and mental

conditioning can significantly enhance achievement motivation among players, especially at the grassroots level. Early identification and development of motivational traits can help players progress to higher competitive levels with better preparedness.

In conclusion, achievement motivation is a key factor influencing the success of field hockey players, and it varies significantly across different competitive tiers. Understanding and enhancing motivation through proper guidance, training, and support systems can lead to improved performance and the development of skilled and confident athletes. The study thus contributes to the growing body of knowledge in sports psychology and provides practical insights for coaches, sports authorities, and researchers aiming to improve athletic performance in field hockey.

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