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Sports competition anxiety and sports achievement motivation: A relationship study of female physical education trainee teachers

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Abstract

The study aimed to explore the potential relationship between anxiety and achievement motivation among female physical education trainee teachers. The primary objective was to investigate the correlation between anxiety and achievement motivation in female physical education trainee teachers. The study included 25 randomly selected female physical education trainee teachers as subjects. Two tests were administered to collect data: Sports Competition Anxiety Test (SCAT): Constructed by Rainer Marten and Sports Achievement Motivation Test: Developed by M. L. Kamlesh. The data were collected using the SCAT for anxiety assessment and the sports achievement motivation test. These tests likely provided quantitative scores related to anxiety and achievement motivation. Mean and standard deviation were calculated for both the SCAT score and achievement motivation score. Pearson product-moment correlation was employed for statistical analysis. The significance level was set at 0.05. The mean SCAT score was 22.72, indicating the average level of sports competition anxiety. The mean achievement motivation score was 29.04. The statistical analysis (Pearson product-moment correlation) revealed no significant relationship between anxiety and achievement motivation among female physical education trainee teachers. The study concluded that sports competition anxiety did not have a significant effect on the achievement motivation of female physical education trainee teachers. These findings suggest that, based on the conducted analysis, anxiety levels related to sports competition may not be a significant factor influencing the achievement motivation of female physical education trainee teachers. It is important to note that while this study provides valuable insights into the specific context it examined, generalization to broader populations should be approached with caution. Additionally, the study's limitations and potential areas for future research could be considered for a more comprehensive understanding of the topic.

Keywords: Sports, competition, achievement, motivation, anxiety, teacher, trainee

Introduction

Sports psychology addresses both individual athletes and team dynamics. Understanding the psychological aspects of each player and the team is crucial for optimizing performance. Sports psychologists work closely with athletes, trainers, and coaches to improve physical and mental training techniques. This collaboration aims to enhance overall athletic performance. Anxiety plays a significant role in sports performance. It is categorized into cognitive anxiety (related to thoughts and mental processes), physical anxiety (related to physiological responses), and self-confidence. Managing anxiety is essential for achieving peak performance. High levels of anxiety can negatively impact an athlete's ability to perform optimally. Perfectionism in athletes can be counterproductive. Studies have shown that perfectionism is associated with characteristics that may undermine performance, particularly in the context of competition anxiety. Anxiety is described as a negative emotional state associated with feelings of unease, solicitude, and apprehension. This emotional state can be linked to the physiological activation of the body. Research has examined the relationship between anxiety and athletic performance. High levels of anxiety can have detrimental effects on an athlete's performance, emphasizing the importance of managing anxiety for optimal results. Studies suggest that athletes with higher education levels may experience lower levels

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of anxiety compared to those with lower education levels. This indicates the potential influence of psychological factors such as education on anxiety levels in athletes. Provocation, defined as the driving force behind an individual's behaviour, is crucial in understanding and optimizing athletic performance. External factors and an individual's own needs and demands strongly influence their actions. The influence of an athlete's requirements and solicitations has a significant impact on the direction of their actions. Understanding and managing these influences are essential for shaping positive performance outcomes.

Provocation, in the context we are presenting, seems synonymous with motivation. It is the driving force behind an individual's behaviour, grounded in feelings and achievement-related aspirations. Different forms of motivation / provocation include.

1. **Foreign Provocation:** External factors influencing motivation.
2. **Natural Provocation:** Innate or instinctual motivations.
3. **Physiological Provocation:** Biological or physical drives.
4. **Achievement Provocation:** The motivation for success and the pursuit of excellence. Achievement Provocation may be defined as the need for success or the attainment of excellence. This form of motivation can manifest in individuals driven by a desire to achieve specific goals and excel in their endeavours. Individuals may satisfy their achievement-related needs through various means. Each person's path to success can differ, and the motivations behind their drive for achievement can be both internal and external. Motivation for success can be fuelled by internal factors such as personal aspirations, values, and intrinsic rewards. External factors, such as recognition, competition, or societal expectations, can also play a role in driving individuals to succeed. Understanding the various forms of provocation and the factors that influence achievement motivation is crucial in psychology, especially in fields like sports and performance, where individuals strive for excellence. Tailoring motivational strategies to individual preferences and recognizing the interplay between internal and external motivation can be key to fostering sustained success and well-being.

Achievement motivation is described as an effective arousal state that directs human behaviour toward successful participation in sports competitions. This implies that individuals with a strong motivation for achievement are more likely to engage in behaviours that contribute to success in sports. Acknowledging that there should be an optimum level of achievement motivation is crucial. This level may vary based on the intensity and demands of sports competitions at different levels, such as state, national, and international levels. Balancing anxiety and achievement at a desired level is highlighted. In sports psychology, there is often a discussion about optimal arousal levels. Too much anxiety may negatively impact performance, while too little may lead to underperformance. Achieving the right balance is essential. Recognizing that the desired level of anxiety and achievement is task-specific and important. Different sports and tasks within sports may require varying levels of arousal. Finding the optimal balance for a particular task or competition is a key consideration. In competitive sports, individuals are often driven by the desire for success and achievement. Motivation becomes a key factor in how athletes prepare, train, and

perform during competitions. The acknowledgement that the optimal level of achievement motivation may differ based on the level of competition (state, national, international) aligns with the understanding that the demands and pressures increase as individuals progress to higher levels. Managing anxiety and optimizing achievement motivation are crucial aspects of psychological preparation for athletes. Sports psychologists often work with athletes to help them develop mental strategies to enhance their performance. It is important to recognize that individuals may differ in their responses to arousal and achievement motivation. Tailoring strategies to the individual needs and preferences of athletes is a key consideration in sports psychology.

Purpose of the Study

The basic purpose of the study appears to be focused on assessing sports competition anxiety and sports achievement motivation among physical education trainee preceptors, with an emphasis on understanding the relationship between these factors. Additionally, the importance of gathering information about the emotional characteristics, success, and stress experienced by female physical education trainee preceptors. The goal is to provide valuable insights that can aid these preceptors in understanding their psychological states and assist in the development of training programs to enhance emotional and intellectual stability. The study aims to measure and analyze sports competition anxiety and sports achievement motivation among physical education trainee preceptors. The emphasis on female preceptors suggests a gender-specific approach to understanding the psychological aspects of sports training. The study aims to provide detailed information about the emotional characteristics, success experiences, and stress levels of female physical education trainee preceptors. The goal is to offer practical insights that can be utilized by preceptors to assess their own mental states and to develop training programs that specifically address emotional and intellectual stability. The study envisions contributing to the development of training literacy schedules or programs that are tailored to the psychological needs of female physical education trainee preceptors. The study aims to help preceptors determine their cerebral (mental) status, which implies understanding the cognitive and emotional aspects of their well-being.

Methodology

Research design

There is a distinction between descriptive studies and quantitative exploration in research analysis. Descriptive studies aim to depict the characteristics of a phenomenon or group without manipulating variables. The main goal is to provide an accurate representation of what is observed, often using methods like surveys, observations, or content analysis. These studies are more focused on providing a detailed account of the subject rather than testing hypotheses. Quantitative exploration involves the use of numerical data and statistical analysis to explore relationships, test hypotheses, and develop models. It includes the process of collecting and analyzing data using statistical techniques, often with the aim of generalizing about a population. This type of research is common in experimental and correlational studies to establish patterns, relationships, or causal connections.

Selection of the Subjects

The study includes a sample of 25 pupil preceptors. The

sample size represents the participants who are the focus of our research. The sample is exclusively composed of women, indicating a specific focus on female pupil preceptors. This suggests a gender-specific analysis in our study. The age range of the participants is specified as 21 to 25 years old. This information provides details about the age group we have included in our study. The subjects were selected from Hooghly district from West Bengal, India, indicating a specific geographic area for our study. This geographic specificity may have implications for the generalizability of our findings to other regions.

Statistical Procedure

The anxiety levels related to sports competition were measured using the SCAT. The scale was developed by Martens in 1977. It is likely that this instrument assesses various aspects of anxiety experienced by individuals in the context of sports competition. The motivation levels related to sports achievement were measured using a test developed by Kamlesh in 1990. This test is likely designed to assess the motivation levels of individuals in the context of sports achievement. A correlation analysis was conducted to

examine the relationship between sports competition anxiety (measured by SCAT) and sports achievement motivation (measured by the test developed by Kamlesh). The correlation coefficient was computed and found to be at a significance level of the significance level of 0.05 indicates that the we have used a common threshold for statistical significance in our statistical analysis. However, the specific value of the correlation coefficient is not provided in our message. The correlation coefficient could range from -1 to 1, with positive values indicating a positive correlation, negative values indicating a negative correlation, and the magnitude representing the strength of the correlation. If we have the actual correlation coefficient or additional details about the results, it could provide more insight into the strength and direction of the relationship between sports competition anxiety and sports achievement motivation in our study.

Results

Table 1 Relationship of Sports Competition Anxiety and Sports Achievement Motivation on Female Physical Education Trainee Teachers.

Table 1: 0.05 level of confidence

Sample size N	Variables	Mean	Standard Deviation	Calculated "r"	Tabulated "r"
25	Sports Competition Anxiety	22.72	2.441	0.072	0.396
	Sports Achievement Motivation	29.04	4.902		

The study concludes that there is no significant relationship between sports competition anxiety and sports achievement motivation among female physical education trainee preceptors. The calculated correlation coefficient (0.072) is below the critical "r" value (0.396) at the 0.05 level of confidence. This suggests that the observed relationship

between sports competition anxiety and sports achievement motivation is not statistically significant in the given sample. It is important to note that a non-significant correlation does not imply the absence of any relationship; rather, it suggests that the observed relationship is not strong enough to reach statistical significance in the current sample.

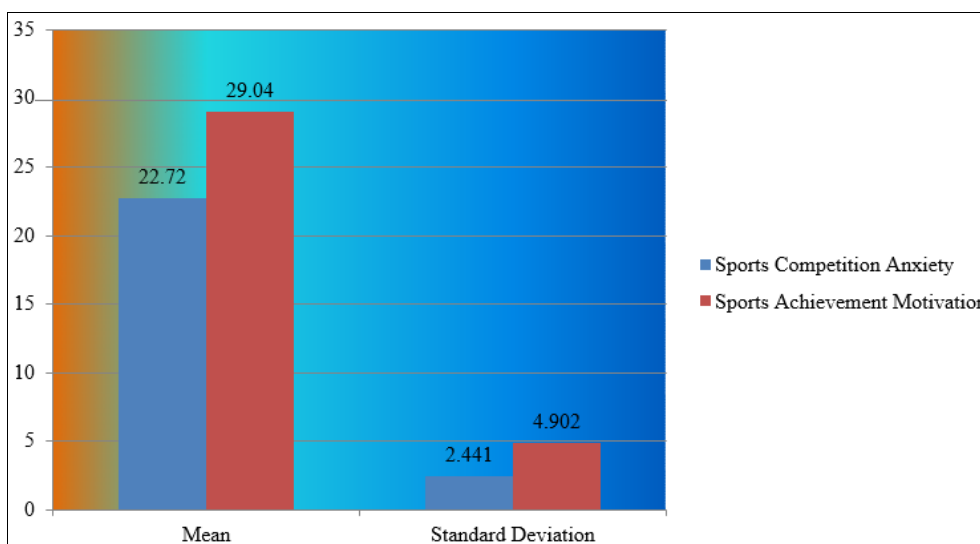


Fig 1: Shows the mean value and standard deviation of sports competition anxiety and sports achievement motivation

Discussion

The study found that the correlation coefficient between sports competition anxiety and achievement motivation was not statistically significant. The interpretation suggests that the trainee teachers, based on their confidence levels and perceived performance, may not have been highly optimistic about ranking high in order of merit. The trainee teachers were possibly satisfied with participating in the competition without a strong desire to achieve high rankings or success. This interpretation aligns with the idea that individual

differences in confidence, performance perception, and personal goals may contribute to variations in the relationship between competition anxiety and achievement motivation. It also suggests that, for some individuals, the primary satisfaction may come from participation itself rather than achieving specific outcomes or rankings.

Conclusion

The sports competition anxiety has no significant effect on achievement motivation for female physical education trainee

teachers. This interpretation aligns with the non-significant correlation coefficient we calculated and the context we provided regarding the trainee teachers' confidence levels, performance perceptions, and satisfaction with participation. When drawing conclusions in research, it is important to consider the implications of our findings for the broader context of the study area. Additionally, we might discuss the potential practical applications of our results and any recommendations for educators or practitioners in the field.

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