

Relationship between academic motivation and athletics motivation of athletes at the university level

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ABSTRACT

As there are less number of college athletes who go on to play professional rather they are well aware of this fact, and well-prepared about their life outside sports thus also giving equal attention to their academics. Although there is a contradiction regarding the student athletes as those who are getting success in their respective sports are highly athletically motivated while others are low motivated but expected to be more motivated towards their academics. The purpose of this study was to gain more insight about student-athlete's academic motivation as well as academic motivation. This cross-sectional study was conducted on 110 student athletes from Doon University, Dehradun. Forms were given to all the student athletes who participated in the study. The form contained basic demographic question about their life and self-administered questionnaire containing Student-athlete's Motivation toward Sports and Academics Questionnaire (SAMSAQ). Pearson correlation was used to study the relationship between academic motivation and athletic motivation of student athletes. The result showed there was a negative correlation between academic motivation and athletic motivation of college athletes. Though this study was done for a small sample, so we cannot generalize the findings rather further research can be done on a larger sample to get the accurate results.

Keywords: Student, athlete, academic, athletic, motivation

Motivation are often defined as anything that creates you drive or move toward your goal. It's a goal-oriented behaviour that pushes you to perform your actions it is often anything. For instance, you're thirsty so to drink a cup of water you would like what's called motivation. Motivation is claimed to involve emotional, biological, social, and cognitive forces that activate behaviour. We will also understand motivation as why we do that specific thing basically it's why behind our every action. As an example, let's take an example of a student who wants to crack a competitive exam, in order that they study day and night to crack that exam what motivation is that cause you to more susceptible to complete that action. Motivation is often classified into drives and motives. Drives are biological factors like thirst, hunger, sleep, and therefore the got to reproduce that are driven from within to perform these actions. Motives are basically social and psychological factors

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like work, family and relationship which works on factors like appraisal and praises. Motivation is often of two, types that are intrinsic and extrinsic motivation. Intrinsically-Motivated behaviours are said to be something one enjoys doing and is motivated or inspired to try to a specific task by themselves. They're not driven by the social factors rather from within which will be enjoying the action they're performing. for instance, a student wants to awaken early to play football together with his friends, but he always wakes up late, but because he enjoys playing the sport, he is going to be intrinsically motivated to awaken early and attend play. Extrinsically-Motivated behaviours are said to be something like one does to realize something reciprocally or have something. they're driven by the social factors, for instance, an employ does his add the corporate to urge the salary he receives after monthly similarly during a university student perform certain activity to urge more popular within the college. Extrinsic motivation is often anything that cause you to do a specific action for the sake of something.

Academic Motivation are often defined because the desire of student that they need been regarding their academics activities. Their willingness to perform well in their academic activities, and succeed. Also, we will say that academic interest is often well influence by the extent of interest they need been regarding the activities involved within their academics. Academic motivation has always been linked to their performance in class or college and therefore the predictors involved are goal directed, self-efficacy and self-determination. Students who are more academically motivated perform better in classes, learn more effectively and are more actively involved within the academic activities. This research has been inspired and guide by many theories from the past studies like attribution theory, achievement goal theory and self-determination theory. For instance, during childhood baby learn to steer, eat food or speak this all are samples of motivation which they apply further in their school related activities like they learn to write down or learn to read. Students low on academic motivation hand over easily on tasks and become easily frustrated and rather than trying to finish the task they only hand over. That's why academic motivation provides an open mind-set within academics to explore new things and accept challenges instead of having a rigid mind-set and accept the thing as they're. Having clear goals in their life and being inspired to realize that goal is what academic motivation is all about.

Athletic Motivation are some things that cause you to accomplish each and each thing. Without athletic motivation confidence, focus, intensity and determination all things are meaningless if you are doing not want to enhance. to realize the simplest, you would like and to be the simplest in your game you want to be motivated to try to whatever it takes you improve your ability and reach your maximum limit. It is often simply defined because the motivation to finish a task and not hand over until it's done. Athlete are motivated to perform and learn within their respective sport to perform in the game and provides their best. Motivation is extremely important within sports because it causes you to work harder even in your difficult times, boredom and pain. It causes you to learn new things just like the sportsman spirit, working during a team together and cause you to more confidence. It's overall impact on your physical, psychological state and everything that's important in life. During the study also it had been noticed that only a few students were intrinsically motivated toward their academics activities rather more motivated toward athletics activities, they were rather practicing sports activity during their free time than academic works.

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Sports Participation and Academic motivation studies have been done previously that linked sports participation with appraisal within the cognitive, and physical health. Also, it's been found those students who are involved in motor abilities and physical activities are linked to an honest mental, and physical wellbeing. School or College environment plays a big role within the overall development of a teenager. Participation in various sports events could be very helpful for the scholars to extend their motivation, will power and teamwork resulting in a far better educational outcome. Many studies now are performed and have shown that student-athlete have an honest academic record be high on academic motivation also as athletic motivation.

Strategies for Increasing Academic Motivation studies on academic motivation has shown that educator can play a serious role in increasing of the tutorial motivation. Various things are often done to try to so by the educators like exercising external control, reward and punishment, and shut supervision but it can have a negative impact also because it can create an environment that negatively effect. Some activities are listed below which will be wont to enhance the tutorial motivation in students. Educator may ask them to make a “to-do” list for every day and check out to finish it a day. Become actively involved in their learning process and educator may create an environment during which student enjoy learning. They need to a positive attitude in life also as toward their academics instead of thinking it as a burden. School counselor should make them understand that rather than competing with others started competing with themselves which will make them realize that each time they need to form an improvement within themselves.

REVIEW OF LITERATURE

Many researches in the past have been done to see the academic motivation in a college going students but that have been studied with a single factor rather than multiple one. One such study done by Rees. I Daniel, Sabia. J Joseph on sports participation and academics and its evidence on their health. It's been a topic of debate that students participating in the sports event have a good academic record. While several studies have shown that students who participate in athletic activities perform better in class than those that don't, it's not clear whether this association may be a result of positive academic spillovers, or thanks to the influence of unobservable. Various statistical techniques were used from National longitudinal studies to check the relationship between the sports participation and various factors related to education settings. The result of the study provides enough evidence to prove that sports participation is linked with enhancement of the academic motivation. Another study performed by Gorton. J Michael, in the college at Brockport Exploring the Impact of Sports Participation on Academic Achievement during a secondary school. Study explored the correlation of sports participation and academic achievement during a secondary school. Current and dated literature on the subject was reviewed. The method during which the research was conducted is detailed, as well because the reasoning for the research. The researcher examines the findings and explains their importance. Finally, suggestions for future research were given, how the findings are often utilized in counselling and closes with a summary of his findings. There have been many such research that had been done to study the intensity of academic motivation with a sports athlete, one such study by Jr. Cotto M. Carlos, St. John Fisher titled as “College the Impact of Interscholastic Athletic Participation in Academic Success.” The study aims were to examine the factors that had an impact on African American Latino males who participated in interschool athletic competition and achieve academic success. A descriptive research design was employed in this qualitative research. This research focuses on the perception and the lived

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experiences of the African American Latino males who participated in the interschool athletic competition and have been graduated from high school. Individual interviews were performed to collect the data to know the reason behind what motivate them to perform well in academics despite being involved in sports. To get the better understanding data was collected from their parents and mentors through individual interview. Result of the study indicated that sports participation had a major impact on the success of their academic activities. One research done by Stokowski S. Lee studied the participation of the sports activities on the academics. While there was much research performed as a result, the connection between the in season, and out season school academic performance of high school sophomores and juniors have been performed during this study. It was seen during the analysis, measured by GPA there is a big relationship between academic and athletic motivation. A total of 249 students participated in this study it was found that sports participation has a positive impact on the academic motivation but is effected by the in season, and out season. Various such studies have been done in the past, one such study done Gatlin Michael on the Effect of school student athletes' academic and athletic motivation on overall college satisfaction. The study aims were to accumulate information about student athletes' academic motivation, athletic motivation, and overall college satisfaction in reference to gender. A total of 101 student athletes from division I, southern institution participated in the study. Gaston's (2002) Student Athletes' Motivation toward Sports and Academics Questionnaire (SAMSAQ) was wont to measure the scholar athletes' motivation toward their two most prominent roles in college: academics and athletics. The school Student Satisfaction Questionnaire (CSSQ) developed by Betz & Mennen (1992) was wont to measure the scholar athletes overall satisfaction with their college experience. An academic-athletic balance score developed by Althouse (2007) was wont to measure the difference between student athletes' academic and athletic motivation scores used on the SAMSAQ. The balance score of every student-athlete was compared with their CSSQ score to work out if there was a correlation between academic and athletic balance, and therefore, the overall college the satisfaction of the scholar athlete. Results showed there was a significant difference that exist between male and female student athletes with regard to academic motivation, athletic motivation and academic-athletic balance. A study done by Singleton Sarita on AFRICAN AMERICAN GIRLS the impact of sports participation in their academic achievement. The aim of this causal comparative study was to research the effect of athletic participation in the tutorial achievement of African American high school female students. The sample consisted of 100 female African American 12thgrade students. Descriptive statistics were collected and analysed. Results indicate there's no statistically significant difference within the mark averages and graduations rate of student athletes and non-athletes. Another research done by Miles Leslie was performed to research academic achievement amongst student athletes and non-student athletes. Participants were undergraduates enrolled during a psychology course and were recruited via university subject pool. Students of both populations exhibited similar levels of educational achievement and academic motivation also as study habits through an online questionnaire, mark average (GPA) was wont to assess academic achievement, while the tutorial Motivation Scale-College Version (Vallerand et al., 1992) was utilized to assess academic motivation. The findings presented from this research indicate there wasn't a big difference in academic achievement or academic motivation between student athletes, and nonstudent athletes at this particular Division III University. Tower Danielle Relationship between Athletics, and Academic success: A Pilot Study This study aims to reveal that a competitive sports culture exists within us, and thanks to this sports culture and competitive disposition, student athletes are more motivated in academic endeavours. Furthermore, the

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interrelationship of those two factors was assessed. Result showed that prime school students have a competitive disposition which also motivates them to perform well in class, when they participate in the equivalent of school non-revenue sports. A study done by Qurban Haroona, Siddique Hassan, Wang Jin, and Morris Tony in which impact of sports participation in academic achievement was explored with the effect of parental relation and self-esteem. It had been hypothesized that sports participation would influence students' academic achievement. Sports participation level was measured using an adapted version of The Physical Activity Index (PAI) Scale consisting of three items. Rosenberg's self-esteem scale assessed self-esteem. Structural equation modelling was used to interpret the data. There was found no direct relationship between sports participation and academic achievement. It had been found parental support and self-esteem as mediators within the relationship between sports participation and academic achievement. Pauline Carolyne Fortes, Gwendolyn Rodrigues, and Abdellatif Tchantchane (2010), the study aims were to look at the athletic motivation and study the factors that determine the performance amongst university students within the Emirates of Dubai. The study examined motivation supported non-traditional measure adopting a scale to live both academic also as athletic motivation. Jelenc Lee Rebecca the Correlation between Athletic Intrinsic Motivation and Academic Intrinsic Motivation of Student Athletes at the Secondary Level. The target of this study was to work out if there's a correlation between athletic intrinsic motivation and academic intrinsic motivation amongst student athletes at the secondary level. Supported research, it's expected that student athletes will tend to possess higher academic success than non-athletic counterparts. Tudor L. Mrgaret, the study aims were to look at whether gender, sports visibility, race, and perceived motivational climate significantly predicts motivation towards academics, athletics, and career. Finally, this study attempted to determine possible correlational explanations for the shortage of educational integrity in intercollegiate athletics. This study provides support for the necessity to watch the perceptions of the motivational climate and therefore, the academic and sport motivation of collegiate athletes. Carter, Michelle Christina Academic and Athletic Motivation as Predictors of educational Performance of Division I university student Athletes the study aims was to look at what motivates Division I student-athletes to perform academically also as athletically. Analysis of variance (ANOVA) was wont to examine significant means on each of the variables and to look at significant differences amongst subgroups of student-athletes. Statistical method of variance (MANOVA) was wont to search for any effects. Multiple regression analysis was utilized to look at the relationships between the motivational variables with academic and athletic performance. Finally, multiple correlations were utilized to work out whether academic self-efficacy and academic goal orientation predicted the tutorial performance of student-athletes. Also, academic self-efficacy was the strongest single predictor of educational performance. It had been concluded however, that academic self-efficacy and academic achievement motivation together, more so than independently, also as overall college experiences might be wont to predict the tutorial performance of Division I student-athletes. Irby Nancy: What are the simplest Predictor Variables for tutorial Success in College Student Athletes: Are students high school mark Average, Class Rank, and SAT or ACT Still the simplest predictors the study aims is to look at how colleges and university predict how successful a given student are going to be in college and to see if motivation helps predict college success. These extra demands placed on student athletes of practices and competitions use up longer and energy than non-athlete students (Carodine, Almond, & Gratto, 2001). During this study 250 NCAA student athletes responded to the 2 intervals of two surveys (in season and out of season) and therefore, the demographic and background survey. Another study done by Ryska, Todd A, Vestal, Sarah amongst high-school students

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to see the effect of athletic motivation on academics. Athletes few studies have evaluated the role of specific sport goal orientations on the utilization of adaptive behaviours and attitudes in achievement settings aside from sport. A total of 323 high-school student-athletes participated in this study, and a correlational study was had been done between goal orientation sports behaviour and various education setting. MANCOVA revealed that task related sports participation overall had the best impact on academic strategy use. Many such researches have been done in the past to study the relationship between academic motivation and athletic motivation but no such precise evidence had been found but a study with an effective tool and large sample size of varying difference may give an adequate result and may lead to the factors that may be involved.

Objective

The objective of this study was to explore the relationship between the academic motivation and athletic motivation of student athletes at University level and also significance of source of motivation transference with academics and athletics.

Hypothesis

There will be a negative correlation between academic motivation and athletic motivation of a student athlete.

METHOD

Sample

110 student athletes from various sports participated in this study from Doon University, Dehradun. Participants average age was approximately 20 years old (Mean = 20.23). All the students were from University teams from different sports who all have represented university in various sports.

Inclusion Criteria

Student Athletes whose age were between 18 to 25 years old. Students who represented Doon university teams in various sports at university level.

Exclusion Criteria

Students who were not playing sports regularly. Student who does not played sports representing university teams at different competitive leagues.

Instrumentation

As a part of the research demographic questions were also collected. The demographic questions assessed type of sport, gender, and scholarship status, parent level of education, age, and race/ethnicity.

Student Athlete's Motivation toward Sports and Academics Questionnaire (SAMSAQ)

The SAMSAQ was created to measure academic and athletic motivation of college athletes (Gaston, 2002). The items were constructed from the basic principles and assumptions of expectancy-value, self-efficacy, and attribution theories. The scale consist of 30 items in total out of which 15 items were to measure academic motivation and 15 items for athletic motivation. Participants were asked to indicate their level of agreement with each statement measured on a six-point Likert-type scale, ranging from very strongly agree to very strongly disagree. Student athletic motivation (SAM) was named the first factor which consisted of 8 items. This subscale indicated the extent to which the participants were motivated to pursue

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their sport. The second factor consisted of five items and was named career athletic motivation (CAM). The third factor had a total of 16 items and was named academic motivation (AM) which represented the extent to which the participants were motivated toward academic related tasks.

Scale Reliabilities

The alpha value for the student athletic motivation sub-scale was 0.86. The alpha for the academic motivation sub-scale was 0.79.

Procedure

Permission from the Sports Chairman, Doon University was taken. The List of students were asked from the Sports Chairman and then the students were approached. All identified students athletes were then asked to fill the questionnaire. They were assured that the participation was totally voluntary and they could withdraw at any point. Participants were requested to fill the survey from relating sports and academics. They were requested to answer all the answer honestly. The response given by the participants were then calculated and feed in the response sheet. It was then interpreted and then the result was used to find the mean, standard deviation and the correlation between them.

RESULTS

To ensure the confidentiality of all research participants the mean, standard deviation, and t-tests were calculated. The mean was calculated for the SAMSAQ to determine the central tendency of the data and omit outlying data points that could possibly identify participants due to the smaller sample size. A standard deviation was calculated to determine the normal distribution of data. Standard deviation indicates the acceptable range of data points. The standard deviation calculations were used to determine motivation values and ranges. To check whether the set of hypothesis was significant or not t-test was used. The average of the AM and SMS were then used to calculate and determine if there is a correlation between student athletic and academic motivation in participating. Pearson Correlation Coefficient Correlation test was used to check the following. This test was used to analyse data to determine the relationship between SMS and AMS. During the result it was seen that students who were in last year were involved more in the sports activities representing the university teams. Then, the correlation between academic motivation and athletic motivation was performed using Pearson correlation and we obtained the following results:

SAMSAQ Index score

	Mean	Standard Deviation
Academic Motivation	42.16	4.181
Athletic Motivation	43.44	3.144

Correlation between athletic and academic motivation

N	Correlation coefficient R	p-value
110	- 0.22591	0.1169

There is a weak negative correlation between athletic motivation and academic motivation of student athletes. Student athletes have a greater motivation toward athletics than academics, but the relationship is a weak negative correlation indicating that they may be more intrinsically motivated toward athletics then towards academics. This is supported by

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the negative correlation of R-Value= -0.22591 overall. Because a negative correlation relationship is observed between overall athletics and academics, this research study indicates that the athletic motivation is greater than the academic motivation. This interpretation can also be supported in the average of the SAMSAQ values in above Table. To validate these finding research could be done on the large sample.

DISCUSSION

This study aims at finding the relationship between Academic and Athletic motivation among college students. The sample were taken from Doon University, Dehradun. There were 110 participants in total. The data collected were entered into MS-Excel for further interpreting. The data analysis indicates that student athletes at Doon University have slightly greater motivation toward athletics than academics. Due to the team atmosphere, they play in it may be noted that student athlete has a high tendency toward athletic motivation. As the team succeed student experience pleasure or a sense of satisfaction and might take it as an individual success because of the sense of bonding, trust they have around in a team environment. By using the SAMSAQ, we were able to determine that there is a weak negative correlation between athletic intrinsic motivation and academic intrinsic motivation. By utilizing the SAMSAQ, the correlation between the athletics and academics were academic and athletic motivation, we have interpreted and discuss for the same. A little can be generalized from this study due to the small sample as student athletes may be more athletically motivated to endeavour their dual role toward athlete while some athletes may be more academically motivated endeavour toward their success in academics. In whole we can come to a conclusion that most of the student athletes are less academically motivated and high athletically motivated as they participate in many events in the university as well as representing the university outside. Because of this they lack same level of motivation toward classroom-based activities.

Limitations

One of the main limitations is that data is collected over a self-report so we cannot generalized whether this might be their actual behaviour so there might be self-report bias. Also, this study is homogenous in nature so it cannot be generalized for the overall college population.

Future research

More accurate result might be obtained if measured in a large sample size and different type of population so that result can be generalized. Also, more efficient way to measure the motivation may be taken into account and most importantly academic records of the student athletes may play a major role in concluding the research.

CONCLUSION

A College athlete throughout his college life have to fight through the expectance involved whether in their respective sports by their teammates and coaches or in the academics by their family or teachers. Though this study does not provide any evidence for the pressure felt by a college athlete to manage these two things together but defiantly the study showed that they are more inclined toward sports may be due to team environment or more participation in their respective sports events. Therefore, there athletic motivation is more than the academic motivation but this doesn't mean they are bad at academics they know how to manage both academics and their sports.

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Conflict of Interest

The author declared no conflict of interest.

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