









The Interconnectedness of Motivational Orientation and the Type of Behavior in a Conflict Among the Beginning Sportsmen and Amateurs

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Abstract

The article presents a theoretical review of the features in the behavior of the beginning sportsmen and amateurs in stressful situations, their reaction to stress, along with the interrelation of overcoming the emerging conflicts with the motives of the personality behavior. It is considered, the influence of achievement motivation on the behavior strategies of students going in for sports professionally and amateurs in a conflict situation. The hypothesis of the research: the level of motivation has an influence on the formation of the strategy of students' behavior going in for sports professionally and amateurs in a conflict situation.

Keywords: Motivation, Behaviour, Conflict, Rivalry, Adaptation.

Research Methods

1. K.Thomas questionnaire, which is designed to study the personal predisposition to conflict behavior, the identification of certain styles of conflict resolution. 2. The questionnaire of the T.Ehlers - diagnostics of personality to identify the motivation for success.

Introduction

There is a general consensus that in the modern world, leading a healthy lifestyle is gaining popularity. Sport is becoming an integral part of our life. For professional athletes, sport becomes the meaning of life. [22; 24; 26]The main goal of students engaged in professional sports and at the same time studying at Universities not related to the training of professional sportsmen is not only winning places, gaining recognition in their surroundings and at the world level but also mastering the chosen specialty. Physical exercises, purposefulness in sports achievements, sports activities should provide students with a high level of training in their chosen profession and as a result, form a high motivation to succeed both in sports and study. It is no coincidence, that sports exercises are considered by a number of specialists as a model of activities to constantly overcome critical situations. In this regard, studies of the characteristics and dynamics of the course, as well as the mechanisms of mental states of students professionally engaged in sports in various conditions of their professional activities, are of particular relevance. Life in the modern big city implies overcoming critical situations daily and as a result increased conflict and aggressiveness of people in a modern society, especially in the youth student environment. In this case, the research subject is seen as particularly relevant as an opportunity to identify mechanisms that contribute to reducing the conflict of future sportsmen.[23; 25]

Literature Review

There are some recent studies explicitly proposing different types of motivational orientation and the type of behavior in a conflict among the beginning sportsmen and amateurs. Ilyin E. P. studies conflict among sportsmen in detail in his writings, he analyzed their psychophysiological features in everyday life and in stressful situations, their reaction to stress and problems in relationships with the team, with the coach, rivals and the people around them [2].

Kozlov V.V. describes the following types of personalities in the conflict [3]:



1. Permanent - conflict personalities. For these people, conflict is a constant feature of their behavior and follows from their character.

2. Situational - conflict personalities. People of this type do not enter into conflict unnecessarily, when there is no other way out of the situation.

Thomas K. identifies five types of behavior in a conflict situation [9]:

* confrontation (rivalry)

* cooperation;

* compromise

* avoidance;

* adaptation (assignment).

The overcoming of the arising conflicts is connected with motives of personality behavior [5, 17]. The detailed characteristics of the motives of human behavior was given by Platonov Y.P. In the process of growing up, many leading motives of behavior eventually become so characteristic of a person that they turn into the features of his or her personality. These include the motive of achievement and the motive of avoiding failure.

Achievement motivation as a stable characteristics of a personality was first identified by G. Murray. The motive of achievement - a steady desire to do something quickly and well, to reach a certain level in some cases. In the process of further research of this motive by such scientists as D. McClelland and H. Heckhausen, two independent motivational tendencies were identified: the desire for success and the desire to avoid failure.

G. Murray states, that people having achievement motivation are characterized by achieving a high level, competing with others, increasing their own self-esteem thanks to the successful application of their abilities.

D. McClelland saw in the achievement motivation the manifestation of an unconscious desire for perfection [6]. According to D. McClelland, people who have a strong need for achievements prefer to rely on their own strength and strive for self-improvement. They tend to work on tasks that require a lot of effort but are not unsolvable. From the point of view of D. McClelland, achievement motivation can develop in adulthood primarily, by means of the study. As L. Jewell underlines "In addition, it can develop in the context of a labor activity when people directly feel all the benefits associated with achievements."

H. Heckhausen believes that achievement motivation is essentially an attempt of a person to increase or maintain as high as possible his/her abilities to those activities to which the criteria of success can be applied, that is, they can either achieve success or fail [10].

The theory of achievement motivation developed by J. W. Atkinson, H. Heckhausen and other scientists has demonstrated that there are at least three principal motivational vectors that determine to a decisive extent the nature of the interdependence of an activity and achievement motivation: individual subjective ideas about the probability of personal success and the complexity of the task facing the individual; the degree of importance for the subject of this task and, in this regard, the strength of the desire to support and increase self-esteem; the tendency of this particular person to adequately ascribe to himself/herself, other people and circumstances the responsibility for success and failure.

In Russian psychology, achievement motivation and the related topic of the level of aspiration was studied by M. S. Magomed-Eminov, T. O. Gordeeva, T. V. Kornilova, N. G. Korchagina, I. M. Paley, etc.

T. O. Gordeeva explains achievement motivation as an activity achievement motivation. The achievement activity is a type of activity characterized by the presence of a deliberate transformation of the subject of the surrounding world, oneself, other people and relationships with them. Therefore, the basis of such activities is the desire to do something as well as possible, and as soon as possible. Such a desire can be defined as the desire for progress. It began to develop actively due to the introduction of new innovative technologies [18, 19].

In the surveys of M. S. Magomed-Eminov, the motivation of achievement is considered as a functional system that combines both affective and cognitive processes, regulating the process of activity in the situation of achievement throughout its implementation.

The image of a successful person is clearly associated with the presence of motivation to succeed, and perseverance, whether it is politics, business or sports. N. G. Korchagina in her article: "The Role of self-

esteem and motivation in the development of conflict personality” writes that the motivation in achieving the goal is conflictogenic in situations where the goals of the individual are different from the goals of the other people [14]. People who find themselves in such a situation face a choice: to abandon their goal or to enter into an open confrontation. In the professional activities, people also face the fact that success in achieving the goal is not without conflict with those who or what prevents it [20, 21].

The achievement motivation in applied research was associated with various parameters, but basically, of course, with success in a particular field. This trend is not spared sports. For instance, L. P. Dmitrienko discovered and described the following fact: highly trained sportsmen have a more pronounced achievement motivation for success than the sportsmen of an average qualification.

As it has been pointed out above, achievement motivation by its nature is quite conflictogenic. Moreover, according to N. G. Korchagina, such needs can be conflictogenic as:

- * motivation for actively-defensive behavior;
- * self - affirmation;
- * goal achievement;
- * communication [14].

Echoes of these needs can partly be found among the motives that stimulate, from the point of view of an American psychologist B. J. Cretti [4]. Such motives are:

- * desire to fight and overcome obstacles, change circumstances and achieve success;
- * commitment to excellence;
- * social status improvement;
- * the need to be the part of a sports team, group, etc.;
- * receiving material incentives.

Sportsmen in their professional activity and life, certainly, deal with conflicts [1; 8; 13; 16]. In modern sports, there are quite high requirements for the physical and mental abilities of sportsmen. Training and competitions are often accompanied by a conflict interaction and aggression [8]. The conflict of sportsmen appears to be an interesting subject for study due to the fact that sport and motivation achievement both and separately are conflict-prone, but in the professional sports activity there is a connection of these factors.

Method

1. Participants

The participants of the present study, sampled randomly the interconnectedness of motivational orientation and the type of behavior in a conflict. The research was carried out among the students of Plekhanov Russian University of Economics (PRUE) between 20 and 24 years old, along with the students of Moscow City University, Financial University under the Government of the Russian Federation, Synergy University, I. M. Sechenov First Moscow State Medical University (Sechenov University). The target group was 90 people (45 of whom are engaged in sports professionally and 45 are amateurs).

2. Materials

The teaching materials used in the current study are: descriptive surveys, questionnaires, professional literature analysis and classroom observation checklists.

3. Procedure

First of all, the participants of both groups were administered a pre-test to examine the motive of the personality orientation for success. Secondly, questionnaires by K. Thomas and T. Ehlers were conducted to understand the differences in the types of behavior in a conflict situation of the respondents who are engaged in sports professionally and amateurs. Finally, to establish the link between the level of motivation for success and the type of behavior in a conflict situation, Pearson correlation coefficient was calculated.

Results

As the result of diagnostics of students on the methodology of the T. Ehlers, there has been identified the motive of the personality orientation for success of the respondents engaged in sports professionally (Fig.1) and amateurs (Fig.2).



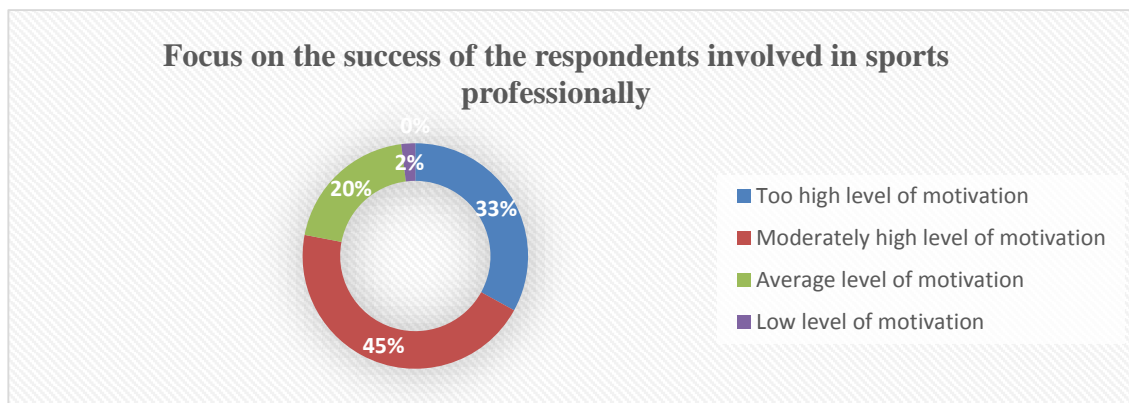


Fig.1. Focus on the success of the respondents involved in sports professionally

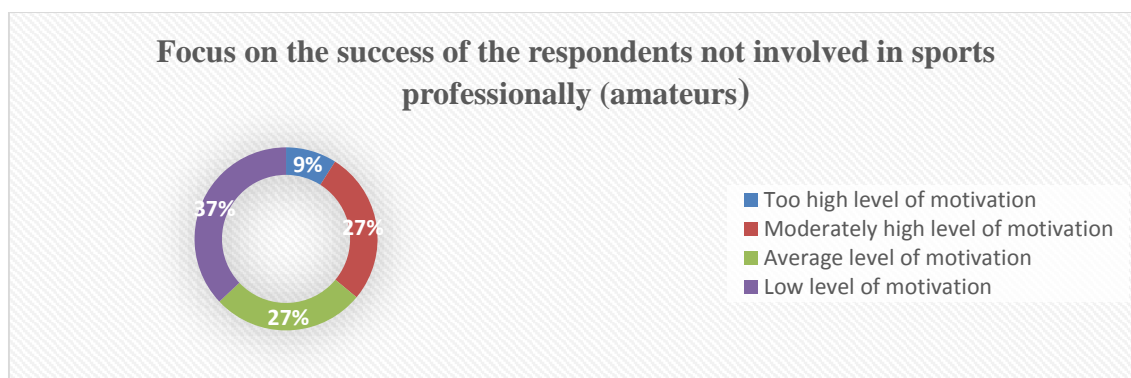


Fig.2. Focus on the success of the respondents not involved in sports professionally

The diagram from **Figure 1** shows that people involved in sports professionally are more likely to have a moderately high level of motivation, there is 45% of such students. Only 2 % of the respondents engaging in sports professionally have a low level of motivation, while 33% have a too high level of motivation, and 20% have an average level of motivation. Such results can be explained by the fact that people with a high level of success achievement motivation are characterized by such features as confidence in the successful outcome of the case, a determination in uncertain situations, a tendency to reasonable risks, willingness to take responsibility, great perseverance in striving for the goal [9]. Such qualities are just inherent to sportsmen.

As a result of diagnostics of students, according to the questionnaire of K. Thomas there has been revealed the types of behavior in a conflict situation of the respondents who are engaged in sports professionally (**Fig.3**) and not involved in sports (**Fig.4**).

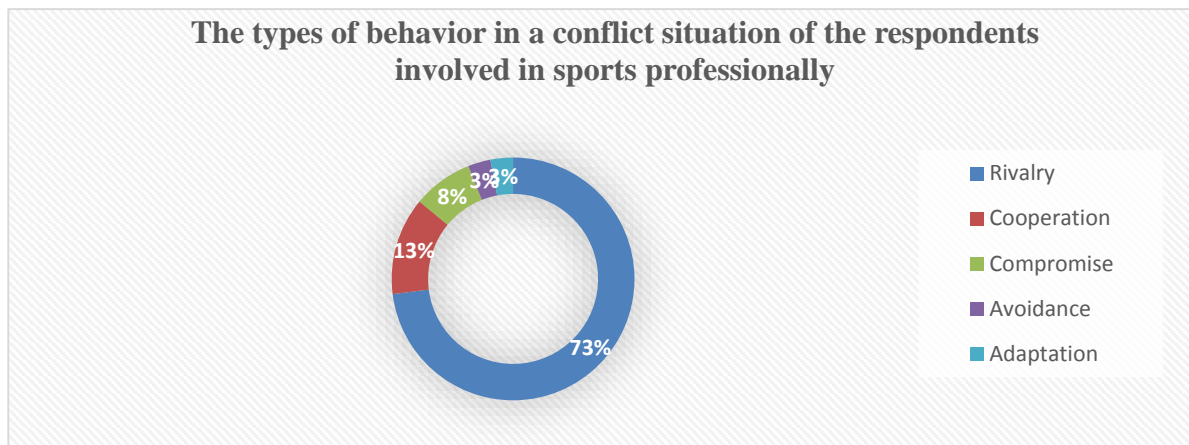


Fig. 3. *The types of behavior in a conflict situation of the respondents involved in sports professionally*

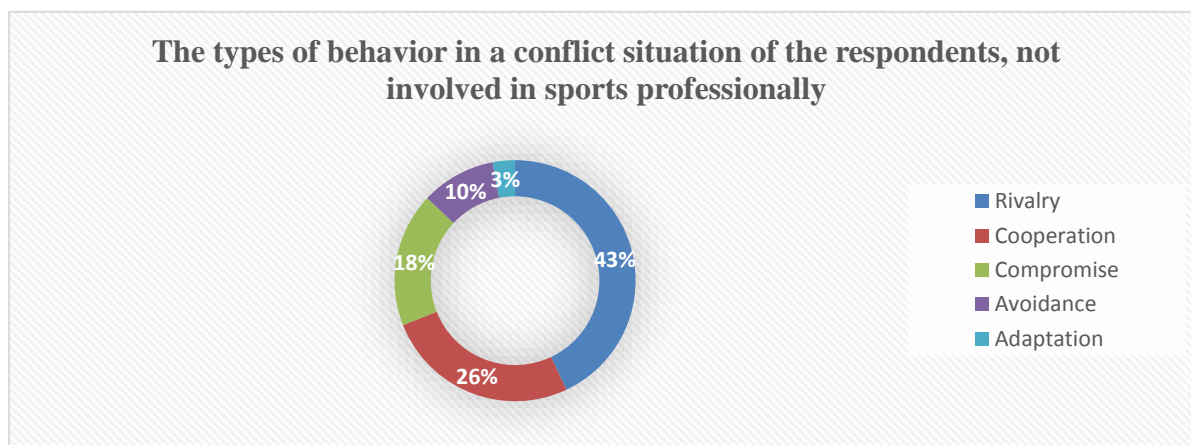


Fig. 4. *The types of behavior in a conflict situation of the respondents not involved in sports professionally*

From a diagram, we see (**Fig.3**) that the respondents involved in sports professionally, the predominant model of behavior in a conflict situation is a rivalry. This confirms the theory of an American psychologist B. J. Kretti [14] that people who are active in sports have motives: the desire to fight, overcome obstacles, change circumstances and achieve success; the desire for perfection.

Statistical Procedures

To establish the link between the level of motivation for success and the type of behavior in a conflict situation, we used the Pearson correlation coefficient.

To calculate the Pearson correlation coefficient, it is necessary to find the value for the criterion χ^2 , which is calculated by the formula:

$$\chi^2 = \sum_{N=90}^{\infty} \left(\frac{fi - fi'}{fi'} \right)^2_N$$

To find fi , we have to count the number of students with a certain set of qualities.

The results are given in **Table №1**.

Table 1. Finding values for f_i

	rivalry	cooperation	compromise	avoidance	adaptation	TOTAL
Too High	17	1	0	1	0	19
Moderately High	15	7	2	2	6	32
Average	4	4	4	4	6	22
Low	1	2	0	5	9	17
TOTAL	37	14	6	12	21	90

The next step was to find x^2 . The results of the calculations are given in **Table 2**.

Table 2. Finding the value for x^2

Fi	Fi'	X ²	Criterion
17	7,81	10,8096886	1.1.
1	2,96	1,29390142	1.2.
0	1,27	1,26666667	1.3.
1	2,53	0,92807018	1.4.
0	4,43	4,43333333	1.5.
15	13,16	0,2585961	2.1.
7	4,98	0,82152778	2.2.
2	2,13	0,00833333	2.3.
2	4,27	1,20416667	2.4.
6	7,47	0,28809524	2.5.
4	9,04	2,81348621	3.1.
4	3,42	0,0975469	3.2.
4	1,47	4,37575758	3.3.
4	2,93	0,38787879	3.4.
6	5,13	0,14632035	3.5.
1	6,99	5,13197315	4.1.
2	2,64	0,15704949	4.2.
0	1,13	1,13333333	4.3.
5	2,27	3,29607843	4.4.
9	3,97	6,38683473	4.5.
90	90,00	45,2386383	TOTAL

All the data for the coefficient of contingency of Pearson was found, for the calculation it is used the following formula:

$$p = \sqrt{\frac{x^2}{N+x^2}} = \sqrt{\frac{45,239}{90+45,239}} = 0,58.$$

To establish the statistical significance of the results - compare the results with the x table, taking into account the error of 5%:

$$x \text{ table} = 0.2$$

Since the resulting Pearson correlation coefficient is greater than the tabular index, we can talk about a close statistically significant direct relationship between the level of motivation for success and the type of behavior in a conflict situation.

Discussion and Conclusion

The main purpose behind conducting this survey was to examine the effect of motivational orientation on the choice of the type of behavior of students involved in sports and not involved in sports (amateurs) in a conflict situation.

The experimental study indicated that the quantity of students with moderately high and too high motivation to achieve success is more among those who are engaged in sports professionally. This is thanks to the fact that people with a high level of motivation to achieve success are characterized by such features as confidence in the successful outcome of the case, determination in uncertain situations, taking reasonable risks, willingness to take responsibility, great perseverance in striving for the goal. Such qualities are just inherent to sportsmen.

Also, sportsmen are characterized by the type of behavior in a conflict situation as a rivalry. Among the respondents having the type of behavior as an adaptation in a conflict situation, there are more of those who are not engaged in sports professionally.

After a correlation analysis between the results of the questionnaire K. Thomas and the questionnaire T. Ehlers, it was found that the level of motivation for success has a statistically significant interconnectedness with the type of behavior in a conflict situation. The correlation coefficient is 0.58, which indicates a strong and direct relationship between the indicators.

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