Investigation of the Motivational Direction and Conduct Type of Conduct in Conflict at Beginners of Athletes and People Not in Sports

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Abstract. The article presents a theoretical review of studies of the behavior of people, athletes in stressful situations, their reaction to stress, discusses different approaches to the study of achievement motivation, the relationship of overcoming conflicts that arise with the motives of a person’s behavior. The authors investigated the relationship of motivational orientation and type of behavior in the conflict among novice athletes and people not involved in sports, the results of an experimental study, which showed that students with moderately high and too high motivation to achieve success are more among those involved in professional sports, that athletes are characterized by the type of behavior in a conflict situation - rivalry, and among respondents who have a type of behavior in a conflict situation “adaptation”, More than those who do not play sports professionally.

Introduction

The main goal of students attending universities (not specialized in a preparation of professional athletes) and engaged in professional sports is not only getting winning places and attaining recognition amongst their peers and at the world level, but also attaining their chosen degrees. Physical activity, purposefulness in sports achievements, sports hardening should provide a high level of training of students in their chosen profession and as a result form a high motivation for achieving both in sports and in training [8]. Of particular relevance to the development of the human personality, the formation of his needs has now become [2].

Life in the conditions of a modern large metropolis is the daily overcoming of critical situations and, as a consequence, increased conflict and aggressiveness of people in modern society, especially among students in the youth [1, 12; 13; 16]. In this light, the research topic is seen as particularly relevant, as an opportunity to identify mechanisms that help reduce the conflict nature of future athletes.

Conflict among athletes studied in detail in his writings Ilyin E. P., he considered their psychophysiological features in everyday life and in stressful situations, their reaction to stress and problems in relations with the team, with the coach, opponents and the people around them [3].

Kozlov V. V. described the following types of individuals in conflict [4]:
1. Permanent-conflict individuals. For these people conflict is a constant property of their behavior, and derives from their nature.
2. Situational-conflict individuals. People belonging to this type only enter into conflict when there is no other way out of a situation.

Thomas K. identified five types of behavior in a conflict situation [10]:
- confrontation (rivalry)
- cooperation;
- compromise
- avoidance;
- adaptation (assignment).

Overcoming emerging conflicts is associated with the motives of a person's behavior [6]. A detailed description of the motives of human behavior was described by Platonov Yu. P. In the process of growing up, many of the leading motives of behavior with time become so characteristic of an individual that they turn into personality traits. These include a motive of achievement and a motive of avoiding a failure.

G. Murray first highlighted the motive of an achievement as a stable personality trait. In the process of further research of this motive by such scientists: D. McClelland and H. Heckhausen identified two independent motivational tendencies: a desire for a success and a desire to avoid a failure.

G. Murray said that for people who have the achievement motivation they are characterized by: achieving a high level, competing with others, increasing their own self-respect due to a successful application of their abilities.

D. McClelland saw in the motivation to achieve a manifestation of an unconscious striving for perfection [7]. According to D. McClelland, people who have a strong need for achievements prefer to rely on their own strengths and strive for self-improvement.

H. Hekhauzen believed that the motivation to achieve is essentially an attempt by a person to increase or maintain his abilities as high as possible for those activities to which the success criteria can be applied—that is, it is either possible to achieve a success or a fail [11].

The works of J. Atkinson, H. Heckhausen, and others demonstrated that there are at least three fundamental motivational vectors that to a decisive degree determine the nature of the interdependence of activity and motivation to achieve: individual subjective ideas about the likelihood of personal success and the complexity of the individual tasks; the degree of significance for the subject of this task and, in this connection, the strength of the desire to maintain and increase self-esteem; the inclination of this particular person to adequately attributing to himself, other people and circumstances of responsibility for success and failure.

In Russian psychology, the motivation of achievement and, related to it, the theme of the level of claims, was studied by such experts: M. Sh. Magomed-Eminov, T. O. Gordeeva, T. V. Kornilova, N. G. Korchagina, I. M. Paley and by others.

The image of a successful person, whether it is politics, business or sport, is uniquely associated with the presence of the motivation to succeed and perseverance. NG Korchagin in his article "The role of self-esteem and motivation in the development of a conflict personality" writes that a motivation to achieve a goal is conflictogenic in situations where goals of an individual are at odds with goals of other people [15].

The motivation to achieve in applied research was associated with various parameters, but first and foremost, of course, with success in one area or another. This trend includes sport. So L.P. Dmitrienkova discovered and described the following fact: highly skilled athletes have a more pronounced motive for achieving success than athletes of an average qualification.

Athletes in the professional activity and life, certainly, face, conflicts. [5;9;14;17]. In modern sports athletes' physical and mental capabilities must meet high requirements. Training and competitions are often accompanied by conflicts and aggression [9]. These conflicts appear to us as an interesting subject of study due to the fact that both sport and the motivation to achieve are conflict-prone on their own, and in professional sports they combine and intermix.

Studies of interrelations of motivations and types of behavior in conflicts among students who are engaged in professional sports were conducted amongst students aged from 20 to 24 years at the
bases of PRUE. Plekhanov, Moscow City Pedagogical University, Financial University, "synergy", the First Moscow state medical University. I. M. Sechenov. The total sample was 90 people (45 of whom are engaged in sports professionally and 45 are not engaged).

As a result of students' diagnostics according to the method of T. Ehlers, we identified motives of achievement among those professionally involved in sports (see Figure 1) and those not involved in sports (see Figure 2).

**Figure 1.** The focus on the success of the subjects involved in sports professionally.

**Legend:**
- Blue mark - too high level of motivation
- Orange mark - reasonable level of motivation
- Gray mark - the average level of motivation
- Yellow mark - low motivation

**Figure 2.** The focus on the success of subjects, not involved in sports professionally.

**Legend:**
- Blue mark - too high level of motivation
- Orange mark - reasonable level of motivation
- Gray mark - the average level of motivation
- Yellow mark - low motivation

The diagram in Figure 1 shows that people who are engaged in sports professionally often have a moderately high level of motivation, students with such an indicator of 45%. Only 2 percent of subjects who are engaged in professional sports have a low level of motivation, 33% have a very 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 motivation to achieve success are characterized by such features as confidence in the successful outcome of their plans, decisiveness in uncertain situations, a tendency toward reasonable risk, a willingness to take responsibility, greater persistence in striving for a goal [10]. Such qualities are inherent in athletes.

In Figure 2 it can be seen that 37% of the subjects who are not engaged in sports professionally, often have a low level of motivation for success. Only 9% of all respondents had a high level of motivation. This suggests that students who are not engaged in sports professionally, set less distant goals and these goals are lower than those who are engaged in professional sports.

As a result of students' diagnostics using the K. Thomas questionnaire, we identified types of behavior in a conflict situation for the subjects engaged in professional sports (see Figure 3) and those who are not (see Figure 4).
From the diagram we see (see Fig. 3) that a model of behavior in a conflict situation - rivalry, dominates the subjects engaged in professional sports. This confirms the theory of the American psychologist B. J. Kretti [15] that people who are active in sports have motives: the desire to fight, overcome obstacles, change circumstances and achieve success; the pursuit of excellence.

In the diagram of subjects who are not engaged in professional sports (see Fig. 4) the behavior model – adaptation - prevails. This model was chosen by 43% of subjects. Such a model of behavior makes it possible to soften, smooth a conflict situation, to preserve or restore harmony in mutual relations through pliability, trust, readiness for reconciliation. It is the opposite of rivalry, where participants in the conflict are not willing to put up with a different point of view and give in to their interests.

To establish a 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 of the criterion $\chi^2$, which is calculated by the formula:
\[ x^2 = \sum_{N=90}^{\infty} \left( \frac{(f_i - f'_i)^2}{f'_i} \right)_N \]

To find \( f_i \) we must calculate the number of students with a certain set of qualities. The results are shown in table number 1.

Table 1. Finding \( f_i \) values.

<table>
<thead>
<tr>
<th>Degree of manifestation</th>
<th>Набор качеств</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rivalry</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Too obvious</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Moderately</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>

The next step was to find \( x^2 \). The results of the calculations are shown in Table 2.

Table 2. Finding the value of \( x^2 \).

<table>
<thead>
<tr>
<th>Criterion</th>
<th>( f_i )</th>
<th>( f'_i )</th>
<th>( x^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.</td>
<td>17</td>
<td>7,81</td>
<td>10,8096886</td>
</tr>
<tr>
<td>1.2.</td>
<td>1</td>
<td>2,96</td>
<td>1,29390142</td>
</tr>
<tr>
<td>1.3.</td>
<td>0</td>
<td>1,27</td>
<td>1,26666667</td>
</tr>
<tr>
<td>1.4.</td>
<td>1</td>
<td>2,53</td>
<td>0,92807018</td>
</tr>
<tr>
<td>1.5.</td>
<td>0</td>
<td>4,43</td>
<td>4,43333333</td>
</tr>
<tr>
<td>2.1.</td>
<td>15</td>
<td>13,16</td>
<td>0,2585961</td>
</tr>
<tr>
<td>2.2.</td>
<td>7</td>
<td>4,98</td>
<td>0,82152778</td>
</tr>
<tr>
<td>2.3.</td>
<td>2</td>
<td>2,13</td>
<td>0,00833333</td>
</tr>
<tr>
<td>2.4.</td>
<td>2</td>
<td>4,27</td>
<td>1,20416667</td>
</tr>
<tr>
<td>2.5.</td>
<td>6</td>
<td>7,47</td>
<td>0,28809524</td>
</tr>
<tr>
<td>3.1.</td>
<td>4</td>
<td>9,04</td>
<td>2,81348621</td>
</tr>
<tr>
<td>3.2.</td>
<td>4</td>
<td>3,42</td>
<td>0,0975469</td>
</tr>
<tr>
<td>3.3.</td>
<td>4</td>
<td>1,47</td>
<td>4,37575758</td>
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<td>6</td>
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<td>0,14632035</td>
</tr>
<tr>
<td>4.1.</td>
<td>1</td>
<td>6,99</td>
<td>5,13197315</td>
</tr>
<tr>
<td>4.2.</td>
<td>2</td>
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<td>0,15704949</td>
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<tr>
<td>4.3.</td>
<td>0</td>
<td>1,13</td>
<td>1,13333333</td>
</tr>
<tr>
<td>4.4.</td>
<td>5</td>
<td>2,27</td>
<td>3,29607843</td>
</tr>
<tr>
<td>4.5.</td>
<td>9</td>
<td>3,97</td>
<td>6,38683473</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90</td>
<td>90,00</td>
<td>45,2386383</td>
</tr>
</tbody>
</table>

All the data for finding the Pearson conductivity coefficient were found, for the calculation we use the following formula:

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

To establish the statistical significance of the results obtained - we compare the obtained indicators with \( x \) tabulated, taking into account the error of 5%:

\[
x_{\text{tabular}} = 0,2
\]
Since the resulting Pearson correlation coefficient is greater than the tabular index, we can reason about a statistically significant direct relationship between the level of motivation for success and the type of behavior in a conflict situation.

The experimental study showed that a number of students with moderately high and very high motivation to achieve success is greater among those who are engaged in professional sports. This is due 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 conceived, determination in uncertain situations, a tendency to reasonable risk, willingness to take responsibility, great perseverance in striving for the goal. Such qualities are just inherent to athletes.

Also, athletes are characterized by a type of behavior in a conflict situation—rivalry. Among respondents who have a type of behavior in a conflict situation "adaptation", more those who are not engaged in professional sports.

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 relationship 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.

It can be concluded that the motivational orientation directly affects the choice of the type of behavior of students involved in sports and not involved in sports in a conflict situation.

**Recommendation**

Due to the fact that the studies were conducted on sports bases of economic universities and athletes were studied, students of exactly economic specialties seem interesting to further correlate the results obtained with economic ones [18], as well as social and informational and psychological aspects of management decision-making psychology [19, 20].

**Findings**

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

2. Motivational orientation directly affects the choice of the type of behavior of students involved in and not involved in sports professionally, in a conflict situation.

**References**


