EXPLORING DIFFERENCES IN GRIT AND ITS MOTIVATIONAL CORRELATES AMONG PARA SPORTSPERSONS AND SPORTSPERSONS

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ABSTRACT

Background: Grit in psychology is referred to as a positive, non-cognitive trait based on an individual’s passion for a particular long-term goal or end state, coupled with a powerful motivation to achieve their respective objective. Duckworth et al. (2007), define grit as perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. Based on the evidence supporting grit, it would not be incorrect to assume that not only is grit required to succeed in fields such as academics but it is a trait that would be equally relevant in the lives of sportspersons and especially para sportspersons, competing at national level who not only have to compete on the field but also have to prove their mettle off the field due to their disability. Also, in order to maintain zeal towards a long-term goal, consistent self-regulation and motivation are perhaps some of the key elements, that keep people going even in the face of adversity. Self-regulation is the ability to organise and monitor one’s own behaviour and motivation can be defined as the driving force that causes people to take-action, think and behave in accordance with their goals (Hidi & Harackiewicz, 2000). Therefore, the present study seeks to examine the differences between sportspersons and para sportspersons on grit, self-regulation and motivation.

Methodology: For this purpose, a sample of 40 male sportspersons and 40 male para sportspersons in the age range of 18-30 years, who have participated in the sport of athletics or swimming at least at national level, was selected. The data was collected with the help of 12-Item Grit Inventory (Duckworth et al., 2007), The Self-Regulation Questionnaire (Brown, Miller & Lawendowsky, 1999) & The Sport Motivation Scale (Pelletier et al., 1995). The differences between the two groups were analysed using t test. Results: Significant differences have emerged between para sportspersons and sportspersons on grit and certain aspects of sport motivation.

Keywords: Grit, self-regulation, motivation, sportspersons, para sportspersons

I. INTRODUCTION

The competitive world of sports is full of challenges and requires for participants to push boundaries of their physical limits if they wish to perform at international and national level. The aspiration of representing oneself and one’s nation can only be achieved by sheer hard work and focus, including
the determination to achieve excellence. Apart from talent, which can only take one so far, there are other ingredients that are necessary in order to pave way for success in the ambitious world of sports. It takes a great amount of passion, perseverance, self-regulation and motivation, in order to stay at the top of one’s game. Efforts to unearth factors that underpin sporting achievement have been focused on linking personality traits to sporting success from the early years of sport psychology (Raglin, 2001). However, there still remains paucity of research in this area.

Some research studies have investigated the effects of psychological skills and attitudes on sporting achievement. Interestingly, there is sufficient evidence to suggest that psychological skills and attitudes can differentiate between levels of sporting achievement (Baker and Côté, 2003; Ericsson & Schraw, 2005; Ward et al., 2007; Duckworth, Matthews & Kelly, 2007). One example of such psychological skills and attitudes is grit, which is defined as perseverance and passion for long-term goals (Duckworth et al, 2007). In fact, one of the essential traits shared by the most successful people in the history of time happens to be grit, which entails passionately working towards challenges and maintaining effort and interest over years despite failure, adversity and plateaus in progress, which tend to be an inevitable part of any sportsperson’s life due to injuries, immense amount of pressure to excel, years of training and extreme level of competition.

According to Duckworth et al. (2007), gritty individuals defy all setbacks and difficulties they encounter on the path towards success by being consistently committed to the achievement of their goals. After an unsuccessful effort, they motivate themselves and continue to pursue their goals. On the other hand, people who are less gritty, simply change their goals after some unsuccessful efforts. However, sustained effort over long periods of time also requires one to be self-regulated. Self-regulation is a variable that is closely related to self-control, however, there do exist certain differences between the two. Learning to delay or defer gratification of needs is called self-control; self-regulation, on the other hand is the ability to organise and monitor one’s own behaviour. The path towards success is never an easy one- it is either filled with hurdles deterring us from our goals or lined with temptations that distract us from reaching the destination. In order to master these temptations and to remain focused, self-regulation becomes inevitable. Research has consistently shown that self-regulation is an important skill that is required not only to achieve goals but also for emotional well-being (Gagnon et al., 2016).

Self-regulation reflects one’s capacity to plan, control, evaluate, and adapt internal states in order to attain desired goals in changing and demanding environments (Schunk and Zimmerman, 1996). More
specifically, this skill entails setting standards for desired thoughts, feelings, and actions, along with outcome expectations, as well as monitoring and evaluating oneself to identify discrepancies and to adapt. Behaviourally, self-regulation is the ability to act in our long-term best interest, consistent with our deepest values (violation of one's deepest values causes guilt, shame, and anxiety, which undermine well-being). Emotionally, self-regulation is the ability to calm ourselves down when we are upset and to cheer ourselves up when we are feeling low (Stosny, 2011). Effective self-regulation entails certain elements which would presumably prove to be essential to attain success as a sportsperson. These include having a clear set of goals and aspirations to reach, the ability to monitor one’s actions and the awareness whether one’s actions are aligned with one’s goals since losing track of one’s vision is bound to lead to failure. The last element of self-regulation includes operating or bringing about changes in the pre-existing patterns of behaviour that do not seem to work and overriding impulses that could be detrimental in the long run. Motivational factors could perhaps play an important role in optimising performance and thrusting sportspersons towards their goals and keeping them focused.

Motivation is a crucial construct that is used to explain most human behaviours. It is a crucial element in attaining goals as it provides individuals with reasons and motives to keep going. The stronger these motives, greater would be the drive towards attaining the goals and lesser would be the chances of renouncing the goals. Over the years, various theories have tried to explain the phenomena that underlie the concept of motivation. One such theory is Self Determination Theory or SDT, which explains personality, human motivation and optimal functioning (Ryan & Deci, 2001, 2002). SDT is an empirically based organismic theory of human motivation which continues the traditions of humanistic and existential theories of human functioning (Ryan & Deci, 2004). Motivation is at the heart of many of sport's most interesting problems, both as a developmental outcome of social environments such as competition and coaches' behaviours, and as a developmental influence on behavioural variables such as persistence, learning, and performance (Vallerand, Deci, & Ryan, 1987; Duda, 1989). Researchers, therefore, for a long time have been interested in exploring the driving force behind sportspersons' behaviours. Several conceptual perspectives have been proposed to better understand athletes' motivation (Roberts, 1992). One perspective that has been found to be useful in this area posits that behaviour can be intrinsically motivated, extrinsically motivated, or amotivated (Deci, 1975; Deci & Ryan, 1985, 1991). This theoretical approach has generated a considerable amount of research and appears pertinent to the field of sports (Deci & Ryan, 1985; Vallerand, Deci, & Ryan, 1987; Briere, Vallerand, Blais, & Pelletier, 1995; Fortier, Vallerand, Briere, & Provencher,
1995). In general, intrinsic motivation (IM) refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity (Deci, 1975). When a person is intrinsically motivated, he or she will perform the behaviour voluntarily, in the absence of material rewards or external constraints (Deci & Ryan, 1985). Contrary to intrinsic motivation, extrinsic motivation (EM) pertains to a wide variety of behaviours that are engaged in as a means to an end and not for their own sake (Deci, 1975). Extrinsic motivation is often believed to be contingent on external rewards.

These researchers have identified three different types of intrinsic motivation as IM to Know, IM to Accomplish Things, and IM to Experience Stimulation. IM to Know relates to several constructs such as exploration, curiosity, learning goals, IM to learn, and the epistemic need to know and understand. IM to Accomplish Things can be defined as engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something. Trying to master certain difficult training techniques in order to experience personal satisfaction represents an example of intrinsic motivation to accomplish things in the sport domain. IM to Experience Stimulation occurs when someone engages in an activity in order to experience stimulating sensations (e.g., sensory pleasure, aesthetic experiences, as well as fun and excitement) derived from one's engagement in the activity.

There are different types of extrinsic motivation that can be relatively controlled by external factors or that can be relatively autonomous (i.e., self-regulated through an individual’s acquired goals and values). At the low-end lies amotivation (AMO), in which individuals either lack the intention to act or act passively. Next along the continuum is external regulation (ER), namely, doing an activity only to obtain a reward. After that, there is introjected regulation (INTRO), namely the regulation of behaviour through self-worth contingencies (e.g., self-esteem, guilt). Then there is identified regulation (IDEN), which refers to doing an activity because one identifies with its value or meaning, and accepts it as one’s own. Finally, there is integrated regulation (INTEG), which refers to identifying with the value of an activity to the point that it becomes part of the individual’s sense of self. Identification, integration, and intrinsic motivation are the prototype of self-determined motivations whereas amotivation, external regulation, and introjection are categorized as non-self-determined motivation (Tremblay et al., 2009). In the sport domain, the various self-determined forms of motivation have been associated with greater persistence (Pelletier, Briere, Blais, & Vallerand, 1988), positive emotions, and greater interest and sport satisfaction (Vallerand & Briere, 1990). Research guided by SDT has demonstrated that a more self-determined motivation of one’s behaviour brings many advantages, in terms of the quality of performance as well as in terms of the well-being of the performer (Deci & Ryan, 2002). Therefore, it would not be incorrect to assume that all the
The aforementioned factors play an important role in excelling at challenging goals. Be it acing academics or excelling in sports, all of these require willingness to control impulses, motivation and not losing focus of the goals, as well as the ability to manage emotions associated with goal pursuit.

All these variables would also be expected to be equally relevant in the lives of those who have not given up even in the face of disability. Persons with disabilities, like others, have needs, aspirations and goals, among which is the desire to engage in physical activity and sport (Gioia et al., 2006). When people with disabilities, decide to enter the competitive world of sports, it clearly points towards the efforts that they are making to overcome the disability and to make a mark for themselves in the world. The field of competitive sports that is meant for people with disabilities is known as para sports. Para sports often run parallel to typical sport activities. However, they allow modifications necessary for people with disabilities to participate and many sports use a classification system that puts athletes with physical challenges on an even playing field with each other. For instance, athletes with hemiplegia competing in track events are usually classified T37. The T is for track (F is for field events), the 3 represents a cerebral palsy classification and the 7 specifies an athlete with weakness/spasticity on one side of the body. The use of a detailed classification system based on type of disability allows for a fairer competition. The International Paralympic Committee (IPC) was established in 1989. Its vision was to enable Paralympic athletes to achieve sporting excellence and inspire and excite the world. Since 1992 it has become the sole coordinating body for Paralympic sport, recognised by the International Olympic Committee. Today, the Paralympics are elite sporting events for athletes with a disability that emphasise the participants’ athletic achievements rather than their disability (International Paralympic Committee, 2011).

Para sportspersons, in fact, have been winning accolades at the international level as well; 4 out of 19 competitors who represented India during Paralympics held in 2016 brought in medals, two of which were gold. On the other hand, during the Olympics held at Rio in 2016, despite India being represented by 117 sportspersons, only 2 of them could win medals for the country. Despite their accomplishments, para sportspersons have not been receiving the kind of attention that they deserve since their stories of courage and dedication often go unheard even thought they also put in the same amount of dedication as sportspersons do in order to make their country proud. Therefore, the present research is an attempt to assess grit, self-regulation and motivation factors among both these groups and to unearth whether any differences exist between para sportspersons and sportspersons on the psychological variables mentioned above.
II. OBJECTIVES

- To assess the levels of grit, self-regulation and motivation among para sportspersons and sportspersons
- To explore the differences between para sportspersons and sportspersons on grit, self-regulation and motivation

III. METHODOLOGY

SAMPLE

40 male sportspersons and 40 male para sportspersons in the age range of 18-30 years, who have participated in the sport of athletics or swimming at national level and have been practising the sport for at least a year, were selected from all over India. The data was collected from different training centres in India and national level sports events meant for para sportspersons and sportspersons, held across the country. Para sportspersons showing at least 40% disability were taken into consideration. Mobility and physical impairments (upper limb disability, lower limb disability, manual dexterity and disability in co-ordination with different organs of the body), and spinal cord disability, alone were taken into consideration due to the greater number of para sportspersons participating from these two categories. The method of purposive sampling was employed for data collection, keeping in mind the context of the study. All the sportspersons and para sportspersons selected for the study were duly informed that the data collected would solely be used for research purposes. Ethical considerations were kept in mind throughout the research.

TOOLS

- **12-Item Grit Scale (Duckworth et al., 2007):** Grit Scale comprises 12 items and uses a 5-point scale (1 = not like me at all, 5 = very much like me). Six items describe the perseverance of effort for long-term goals, and the other six items describe consistency of interest (as opposed to frequently changing goals) over time.
- **The Self-Regulation Questionnaire (Brown, Miller, & Lawendowski, 1999):** It is a 63-item instrument that assesses the seven dimensions of self-regulation through self-report on a 5-point Likert scale. The seven dimensions it measures include receiving relevant information, evaluating the information and comparing it to norms, triggering change, searching for options, formulating a plan, implementing the plan and assessing the plan's effectiveness.
The Sport Motivation Scale (SMS-28) (Pelletier, et al., 1995): It is a self-report measure, consisting of 28 items and uses 7-point scale (1=does not correspond at all, 7=corresponds exactly). It measures sport motivation along 6 dimensions of motivation- and one dimension of amotivation, with 4 items pertaining to each dimension. The 7 sub scales include Intrinsic motivation - to know, Intrinsic motivation- to accomplish, Intrinsic motivation - to experience stimulation, Extrinsic motivation-identified, Extrinsic motivation- introjected, Extrinsic motivation – external regulation and amotivation.

IV. RESULTS

The purpose of the present study was to assess the levels of grit, self-regulation and motivation among para sportspersons and sportspersons as well as to study the differences that exist between para sportspersons and sportspersons on the aforementioned variables. In order to meet the objectives of the study, descriptive statistics were applied to calculate the mean and standard deviation of both the groups. Then, the t ratio was calculated in order to find whether any significant differences emerged between sportspersons and para sportspersons.

Table 1: Showing group means for para sportspersons on all the variables under study

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>MEAN</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRIT</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>SELF-REGULATION</td>
<td>234.98</td>
<td>Intermediate</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic towards stimulation</td>
<td>26.18</td>
<td>High</td>
</tr>
<tr>
<td>Intrinsic towards accomplishment</td>
<td>26.18</td>
<td>High</td>
</tr>
<tr>
<td>Intrinsic towards knowledge</td>
<td>25.98</td>
<td>High</td>
</tr>
<tr>
<td>External motivation</td>
<td>23.93</td>
<td>High</td>
</tr>
<tr>
<td>Introjected motivation</td>
<td>23.08</td>
<td>High</td>
</tr>
<tr>
<td>Identified regulation</td>
<td>17.95</td>
<td>Average</td>
</tr>
<tr>
<td>Amotivation</td>
<td>11.85</td>
<td>Low</td>
</tr>
</tbody>
</table>
Descriptive analysis shows that the sample of para sportspersons employed in the present research possesses high levels of grit and intermediate levels of self-regulation. In the context of motivation, the group has scored high on all the aspects of intrinsic motivation which includes being high on intrinsic motivation towards knowledge, accomplishment and stimulation. In addition to these, the group has also scored high on external motivation and introjected motivation but para sportspersons have scored average on identified regulation and low on amotivation.

Table 2: Showing group means for sportspersons on all the variables under study

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>MEAN</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRIT</td>
<td>4.28</td>
<td>High</td>
</tr>
<tr>
<td>SELF-REGULATION</td>
<td>237.45</td>
<td>Intermediate</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic towards stimulation</td>
<td>24.63</td>
<td>High</td>
</tr>
<tr>
<td>Intrinsic towards accomplishment</td>
<td>24.25</td>
<td>High</td>
</tr>
<tr>
<td>Intrinsic towards knowledge</td>
<td>24.625</td>
<td>High</td>
</tr>
<tr>
<td>External motivation</td>
<td>21.55</td>
<td>High</td>
</tr>
<tr>
<td>Introjected motivation</td>
<td>20.35</td>
<td>High</td>
</tr>
<tr>
<td>Identified regulation</td>
<td>17.73</td>
<td>Average</td>
</tr>
<tr>
<td>Amotivation</td>
<td>12.8</td>
<td>Average</td>
</tr>
</tbody>
</table>

Descriptive analysis shows that the sample employed in the present study possesses high levels of grit and intermediate levels of self-regulation. In terms of various aspects of motivation, the sample has scored high on intrinsic motivation towards knowledge, high on intrinsic motivation towards accomplishment and high on intrinsic motivation towards stimulation. The group is also high on external motivation and introjected motivation. However, sportspersons under study have scored average on identified regulation and amotivation.

Table 3: Depicting t ratios for variables showing only significant differences between sportspersons and para sportspersons
<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>t RATIO</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grit</td>
<td>2.05*</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Intrinsic motivation towards knowledge</td>
<td>2.48*</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Intrinsic motivation towards accomplishment</td>
<td>2.18*</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>External motivation</td>
<td>2.24*</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Introjected motivation</td>
<td>2.35*</td>
<td>Significant at 0.05 level</td>
</tr>
</tbody>
</table>

*Significant at 0.05 level

The application of t ratio shows that significant differences have emerged between sportspersons and para sportspersons on grit, intrinsic motivation towards knowledge, intrinsic motivation towards accomplishment, external motivation and introjected motivation.

V. DISCUSSION OF RESULTS

The purpose of the present study was to assess the levels of grit, self-regulation and motivation among para sportspersons and sportspersons as well as to compare both the groups on these variables. The present study is unique, in that no studies till date have explored differences on psychological variables between sportspersons with disabilities and sportspersons without disabilities. Careful analysis of the results has revealed that the sample of able bodied sportspersons employed under research is high on grit; this finding could be substantiated by existing literature that suggests that elite players significantly contribute a greater number of years and hours of sport-specific engagement as compared to less skilled players (Roca et al., 2012). Considering that the sample employed under the present study has been playing at national level points towards the fact that they have perhaps reached that level due to their dedication, perseverance and years of practice and sacrifice. A framework developed by Ericsson et al. (1993) contends that to reach the highest levels, athletes need a long-term engagement in deliberate practice, defined as taxing, effortful practice activities designed to improve current performance and deliberate practice is an inevitable part of grit. Moreover, grit has also been consistently linked with successful performance in academics, military and work domains. The sample of para sportspersons employed in this study has also scored high on grit. This could be explained by the same reasons mentioned above since this group has also been playing at national
level and it requires years of sheer hard work to reach that level of performance. In addition to that, another plausible reason behind this finding could be the inherent relevance of overcoming adversity and setbacks in the concept of grit. Even though research on para sportspersons is limited, a study conducted by Kang and colleagues (2007) has found that older individuals (aged 18 or older) with disabilities have high levels of perseverance—perseverance being an important facet of grit.

Both the groups in the present study have scored intermediately on self-regulation. Even though there is a paucity of research in the area of self-regulation among para sportspersons and sportspersons, the results of this study can be explained using Baumeister et al.’s Strength Model (2007), which suggests that self-regulation deteriorates over time from repeated exertions. Athletes striving to control their thoughts and emotions in competition may be more prone to suffer disruptions in endurance performance. Since the data was collected while the players were either in the middle of the competition or at the end of the competition, their self-regulation might have decreased due to prolonged exertion. Studies on self-control, which is a related phenomenon, however, suggest that people able to exert self-control over a particular behaviour or action are more likely to be successful in executing that action (Baumeister & Heatherton, 1996). Therefore, it can undoubtedly be suggested that self-regulation and self-control are essential traits that a sportsperson must possess in order to succeed. Toering and Jordet (2015), in fact found that soccer players with higher levels of self-control had greater odds of being chosen for the Norwegian national team as compared to ones low on self-control which again points towards its relevance.

Another similarity that has emerged between para sportspersons and sportspersons is in terms of their intrinsic motivation since both the groups have scored extremely high on all the aspects of intrinsic motivation, that is, intrinsic motivation towards knowledge, towards accomplishment and towards stimulation. However, out of all these aspects, sportspersons have scored the highest on intrinsic motivation towards stimulation, whereas para sportspersons are motivated the most by the knowledge aspect of intrinsic motivation. Self-determination theory posits that intrinsic motivation is keystone in ensuring that motivated actions are performed wholly and volitionally. In fact, self-determination, or the experience of choice, is an essential component of intrinsic motivation (Deci & Ryan, 1985). When a behaviour is self-determined, the regulatory process is a choice, which makes the individual responsible for their behaviour which could perhaps translate into exceptional performance on the playing field. Briere et al. (1987) have found that the more athletes perceived themselves as competent and self-determined, the more they exhibited self-determined forms of motivation toward sport. Moreover, there is evidence linking intrinsic motivation to some aspects of performance, such
as effort and persistence in school (Vallerand & Senecal, 1992) and on a competitive swimming team (Pelletier & Tuson, 1992), as well as academic performance in high school (Vallerand & Bissonnette, 1992). Intrinsic motivation is uniquely appropriate to the sports context; as Deci and Ryan (1985) noted, the primary motivation for amateur athletes is intrinsic. This finding is all the more interesting in the case of para sportspersons since most of them had been playing for comparatively lesser amount of time as compared to national level sportspersons who had been part of the sports world since they were very young. Most para sportspersons felt that there was still a lot more that they had to learn about their sport and as per the results of this study, the biggest motivator for para sportspersons indeed seems to be the motivation to discover new training techniques and new ways to succeed at their sport, in order for their disability to not be a hindrance in their performance.

Para sportspersons and sportspersons have both scored high on external motivation and introjected motivation; and average on identified regulation. Based on these results, it may be posited that external rewards do play an essential role in motivating the athletes and swimmers to excel at the playing field. It is perhaps fair to expect some kinds of tangible rewards or social appreciation in return for the extreme amount of hard work and dedication that they have to put in on a regular basis. In the case of para sportspersons, it could presumably also be the desire to show the world what they are capable of achieving, which could also serve to motivate the other disabled individuals who have given up as a result of the challenges they have to face due to their disability. Introjected motivation involves internalising the previously external source of motivation to the extent that not being able to perform or continue the game induces feelings of discomfort in the player since participating and performing has become a part of their identity to the extent that external sources of motivation are no longer needed to initiate their involvement in the game. Most of the para sportspersons and sportspersons interviewed for this research were involved in sports full time, therefore, the fact that most of them had introjected external factors should not come as a surprise since they have been immersed in the sport for most of their lives and the thought of not being able to perform or not be willing to perform is bound to bring out feelings of uneasiness since sports has become an undeniable part of their existence. Identified regulation is another aspect of extrinsic motivation, which is in operation when the individual comes to value and judge the behaviour as important and, therefore, performs it out of choice. The activity is still performed for extrinsic reasons (e.g., to achieve personal goals); however, it is internally regulated and self-determined (Pelletier et al., 1995). Para sportspersons and sportspersons strongly felt that participating in sports has helped them evolve into better human-beings, which is an important aspect of identified regulation.
Para sportspersons scored low on amotivation, which suggests that this group of athletes and swimmers have the zeal and enthusiasm for the sport and are more likely to continue playing despite the arduous journey they have to undertake. Sportspersons, on the other hand, scored average on amotivation, which is alarming since being amotivated is an indicator of sportspersons possessing feelings of incompetence and lack of control. When athletes are in such a state, they no longer identify any good reasons for why they continue to train. Eventually, they may even decide to stop practicing their sport (Deci & Ryan, 1985). Raedeke and Smith (2001) found amotivation to be related to athlete burnout. Athlete burnout is a maladaptive psychological outcome which is sometimes associated with sport participation (Smith, 1986). Amotivation of sportspersons playing at national level could be due to the immense pressure that they have to face in order to perform exceedingly well which could sometimes lead to burnout, considering that the next level involves surpassing their present ranks to reach the international level, the journey towards which can be both physically and mentally challenging.

Interestingly, the analysis of t ratio shows that sportspersons are significantly higher on grit as compared to para sportspersons even though the descriptive analysis shows that both groups are high on grit, which is an essential trait to succeed in long-term endeavours. This could plausibly be due to the greater focus and long-term dedication on part of the sportspersons. Moreover, for sportspersons without disabilities, excelling in their sport is the only motivating factor as compared to para sportspersons who, presumably decide to compete in order to compensate for their disability, and, the passion and perseverance that comes from compensation is bound to be lower than the one that comes from sheer passion for competing. Moreover, it has been suggested that many nondisabled people do not view athletes with disabilities as seriously committed, passionate, or “real” athletes (i.e., they are believed to have low levels of sport engagement; Martin & Vitali, 2011; Martin, 2013). Individuals with disabilities, including athletes, also face a host of challenges each day, ranging from chronic pain to discrimination, loneliness, and transportation difficulties (Martin, 2012), which could explain para sportspersons possessing lower levels of grit as compared to sportspersons.

In the context of motivation, para sportspersons scored higher as compared to sportspersons, on intrinsic motivation towards knowledge and accomplishment, which means that they are keener on learning new strategies to enhance their performance. A potential explanation for this finding could be their need to constantly explore new ways that complement their special needs and abilities as every individual with disability needs a unique set of techniques and training in order to optimise their strengths. Para sportspersons are also higher on external motivation and introjected motivation which
means that they are high on external validation and possess the need to prove to the world what they are capable of accomplishing. Moreover, they look at sport participation as a way to enhance their physical health and it could even serve to enhance their sense of social inclusivity. The involvement of people with disabilities in sport has also been found to contribute to the resilience process among them (Machida, Irwin, & Feltz, 2013). Hence, not only does sport give them a sense of achievement, it also enhances their levels of resilience and meaning in life (Martin et al., 2015).

VI. CONCLUSION
After careful contemplation, it may be suggested that efforts need to be made towards ensuring that sportspersons remain high on intrinsic motivation since true motivation comes from within. It needs to be ensured that sportspersons do not experience amotivation. They need to be insulated from failures and need to be psychologically groomed in a manner that they do not lose motivation since despite being gritty, they might begin to lose faith in their abilities due to failures and injuries. In order to enhance their motivation, their efforts must equal the goals that they have set for themselves. Focus needs to be on long term goals, especially if the goal is to represent India at international level. It is crucial to generate positive feelings associated with efforts towards achieving goals. As compared to sportspersons, para sportspersons are higher on the aspects of extrinsic motivation which means that their performance is affected by external rewards and feedback, therefore, feedback needs to be given in a manner that it motivates them and does not restrict them. They need to be assisted with finding practice strategies that are in harmony with their abilities, that would in turn help them accomplish their goals. Efforts also need to be made towards enhancing self-regulation among both the groups. This could be done by teaching athletes to set appropriate goals, track their general progress, and monitor how they are executing different techniques. It may be concluded from the results of the present study that both para sportspersons as well as sportspersons are especially gritty and highly motivated towards the sport that they play.

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