

# A STUDY OF ACHIEVEMENT MOTIVATION LEVEL BETWEEN THE BOYS AND GIRLS HANDBALL PLAYERS OF INSTITUTE LEVEL

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## Abstract

The objective of the study was to find out the psychological difference between Boys And Girls Handball players in the relation to their sports achievement motivation. In this study 40 individuals were selected. Out of that 20 were Boys and 20 Girls. Players are randomly selected as the subjects for the study. The subjects selected from the Baroda (Gujarat). The age level of the subjects was ranged from 15 to 25 years. To assess the achievement motivation, with the help of achievement motivation questionnaire designed and validated by Dr. M. L. Kamlesh was used. The data was analyzed by applying 't' test in the order to determine the psychological difference between the Boys And Girls Handball players, the level of significance was set at 0.05

## INTRODUCTION

It is well known fact that in the field of sports the sports Psychology and sports bio-mechanics have achieved a very high level of, and the scope for further development seems to be less. For example, the speed, strength or endurance etc. which are the aspects of sports physiology has reached almost at maximum level. In the same way, the developments of techniques have also reached near saturation. The further development or improvement in these aspects is very less. So, the only scope for further improvement in sports performance depends upon psychological aspects of physical education such as personality traits in relation to sports and games, sports intelligence, motivation for physical activity, growth and development, motivation, emotion, interest, attitude, motor skill learning and individual differences, etc. as a matter of fact sports psychology play a very vital role in the field of physical education and sports.

## MOTIVATION

An external complex phenomenon of inherited and acquire motives, drives and needs, motivation is something that keep the individuals moving on and in the struggle for existence and learning- the acquisition of concept, skill and activities so important to sustain life, and to play sports. Its value to man in life in general and education and sports in particular is beyond all conceivable thought. We must have the energy of motivation in order to move, improve and succeed in the journey of life. We may completely understand the journey but without action, nothing happens. Without motivation, we wouldn't get out of bed in the morning Ever again.

Motivation is emotional talent. It is the key to learning and training. Once released, it can work wonders. It is some other fear; it steamrolls over obstacles. It turns zeroes into heroes in field of Endeavour and creates nationals and internationals champions from out of players for whom no one would ever predict success. People achieve great things in life when they are highly motivated. It is impossible to have achievement without some sort of motivation. Motivation is a process of inspire people to act in certain ways. In biologically language, to motivate is to induce movement in an organism by offering some incentive- award or reward which may be concentrate such money or a thing or utility or something abstract like pat on the back or appreciation- or prescribing some goal. In normal condition, all organism including human beings keep on struggling and making variety of movement to satisfy their survival (biological) need of hunger, thrust, love play etc. this is the basic source of motivation for all living beings irrespective of their status and place in the biological hierarchy. Human beings do not leave by their instinctive drives alone. Being social, thinking and intelligent animals, they have variety of psychological needs, which enable them keep their social fabric intact, strong and vibrant, thereby making them superior to animals in action and achievement.

The sports-motivation is greatly influenced by age, sex, facilities, (whether in school or in the neighborhood), type of sports or exercise programme, time at the disposal of the individual, source of motivation, so on and so forth. In childhood, everyone is highly motivated to engage in some form of play or sports but as we up, constraints of time, study and work begin to dampen our enthusiasm. The talented individuals, however,

continue to keep the level of their motivation high as they perform well and excel in sports competition, depending upon the backup they manage to get in term of training, coaching, equipment, facilities etc.

Being a very complex phenomenon, human behavior is motivated by immensely divergent grow factors and forces, making it difficult, if not possible, to trace the source of motivation for a serious athlete in sports- especially competition- oriented sports- to a single factor, condition or force. However, it is well known fact that top sportsperson are a highly motivated lot

– both psychologically and socially – as sustaining long on top in a sports is a matter of life and for death them. In life, major source of motivation is the life –energy that must find some channel of expression, and there is no better conduit for this than sport. Most world-class athlete in any sports is known to have been a product of the basic struggle for existence. They are reported to have a very humble beginning in life and through sheer hard work, grit, determination and constant struggle against all odds (which are all reminders of a strong motivation work at their background) they were able to reach the pinnacle of glory.

## ACHIEVEMENT MOTIVATION

Achievement motivation is defined as “a habitual desire to achieve goal through one’s individual efforts”. Individual vary quite a lot in this motivation. Managers, coaches and much type of leaders are very keenly interested in how to maximize this type of motivation as it pays rich dividends in terms of high performance and leads to excellence. Achievement motivation refers to person efforts to master a task, achieve excellence. Overcome obstacles, perform better than other, and take pride in exercising talent (Murray, 1938). It is a person’s orientation to strive for task success, persist in the face of failure, and experience pride in accomplishments (Gill, 2000). Not surprisingly, coaches, exercise leaders, and teachers have an interest in achievement motivation; it includes the precise characteristics that allow athletes to achieve excellence, exercisers to gain high level of fitness, and students to maximize learning. Like the general view of motivation and personality, views of achievement motivation in particular have progressed from a trait-oriented view of a person’s “need” for achievement to an interactional view that emphasizes more challengeable achievement goals and the way in which these affects and are affected by the situation. Achievement motivation in sports is popularly called competitiveness.

## EFFECTS OF ACHIEVEMENT MOTIVATION

Achievement motivation and competitiveness deals not just with the final outcome or the pursuit of excellence but also with the psychological journey of getting there. If we understand why motivation differences occur in people, we can intervene positively. Thus, we are interested in how a person’s competitiveness and achievement motivation influence a wide variety of behavior, thoughts, and feelings, including the following

- Choice of activity (e.g., seeking out opponents of equal ability to compete against or looking for players to greater or lesser ability to play with).
- Efforts of pursue goals (e.g., how often you practice)
- Intensity of efforts in the pursuits of goals (e.g., how consistently hard you try during a workout)
- Persistence in the face of failure and adversity (e.g., when the going gets tough, do you work harder or take it easier?)

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**Independent Variable-** independent variables are those that the researcher has control over. This “control” may involve manipulating existing variables (e.g. variations on a treatment procedure) or introducing new variables (a new treatment) in the research setting. Whatever the case may be, the researcher expects that the independent variables will have some effect on the dependent variables.

**Dependent Variable-** dependent variables show the effects of manipulating or introducing the independent variables. In other words, the variation in the dependent variable depends on the variation in the independent variable.

**t-test-** the test of significance or the difference between two means is known as t-test, which is considered appropriate for evaluation of this difference when samples are small and when the sample distributions are normal or approximately normal.

## RESEARCH PROCESS AND METHODOLOGY

For accomplish the purpose of the study 40 Handball Boys & feBoys players were randomly selected as subject. The subjects were related from district Baroda (Gujarat). The age levels of subjects were ranged from 18 to 25. Out of all independent variables (sample) 20 were Boys and 20 players were female. Subjects were selected through probability type of sampling and simple random sampling was used.

## TOOL AND TECHNIQUE

For measure the achievement motivation **Sports Achievement Motivation Test (SAMT)** developed by M.L. Kamlesh was used. The questionnaire were given to the subjects and asked to answer honestly.

## STATISTICAL METHOD

The obtained data were analyzed by applying t test in order to determine the psychological difference between the Boys And Girls Handball players. The level of significance was set at 0.05.

**Table-1: Mean Difference between the Score of Boys And Girls Handball Players in Their Achievement Motivation**

SR.NO	VARIABLES	GROUPS	N	MEAN	SD	MD	df	t-value
1	SAMT	BOYS	20	27.2	2.62			
2	SAMT	GIRLS	20	26.5	2.23	0.70	38	0.907

\*significant at 0.05 level of confidence

## RESULT

Table 1 shows that „t“ value (0.910) for the mean score of achievement motivation between the Boys And Girls Handball players is less than the table value 0.05, which is insignificant. It means that there is no significant difference between Boys And Girls Handball players regarding achievement motivation. The mean score of Boys (27.2) is slightly higher than the feBoys Handball players (26.5), but they do not differ significantly.

## DISCUSSION

Till few decades back it was believed that feBoys possesses a lower inelegance than the male. It was also believe that overall psychological state of feBoys are lower than the males. **Khan et al.(2010)** studied to find out the level of achievement motivation of Asian players. Result of the study revealed that the maximum Asian players have high and moderate level of achievement motivation. **Dureha et al, (2010)** studied to compare the status of national and international hockey players on the selected psychological variables. As shown by the result of the study there was insignificant difference was found in the incentive motivation, achievement motivation, state anxiety and trait anxiety between national and international hockey players and significant difference was found in sports competition anxiety. In order test, „t“ test was used and 0.05 level of significance was used. Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition and behavior has improved. Despite being similar in nature, many achievement motivation approach have been developed separately, suggesting that most achievement motivation are in concordance with one another instead of competing. In reality, such a belief was blind because of Boys dominated society. However, the recent researcher reveals the opposite fact and indicates that the girls are good in studies in processing better result in examination. However, overall situation revelers the psychological state of Boys And Girls mostly similar. The result of the present study also supports the same and, then, there is no difference between Boys And Girls in sports achievement motivation level.

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