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A study on achievement motivation level among Handball male and female players

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Abstract

The objective of the study was to compare the achievement motivation level between the handball male & female players. For this study 40 samples in which 20 male handball players and 20 female handball players were selected from schools of Sangrur district. The age group of the selected samples ranged from 13-18 years. To measure the achievement motivation inventory prepared by Km Roma Pal and Dr. Tasneem Naqvi. This inventory is highly reliable and valid to measure achievement motivation level of selected subjects. To compare the achievement motivation level of selected Sample 't' test was used. Results of the study have found that there is significance differences have been found between male & female handball players.

Keywords: Achievement motivation, male, female handball players etc.

Introduction

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Achievement is relatively a new concept in the world of motivation. It is now widely used and heard in the area of education. Achievement motivation refers to the tendency to strive for success or the attainment of desired art. According to Allan (2002) Achievement motivation is conceived as a talent disposition which is manifested in overt striving only individual perceives performance as instrumental to a sense of personal accomplishment. Individuals high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their co-ordination or control. However they do relatively less well when required to manage excessive tasks or to function in highly stressful environment. Have you ever wondered that hoe some people go on to achieve great success in a chosen field, yet others seemingly do not have the same sense of achievement motivation? What drives them to excel? Can we develop or promote that same level of achievement in ourselves or in our students?

Achievement motivation is defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties (Spencer, 1983). Achievement motivation is regarded as a central human motivation. According to hilgard (1996) students may have the desire to achieve and ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower over all grade than to prove that they do not have the ability to correctly complete the task. Spencer (1983) stated the achievement can often bring benefits and failure

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can of them bring shame. Atkinson (1974) adds that is only a small number of students who fall in these categories of little accomplishment. Every year many students elect to take industrial technology courses. Some of these students accomplish little in class. According to Monte and Lifrieri (1973), these students may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. So they do not even begin. They feel it is better to receive a lower overall grade than to prove they do not have the ability to correctly complete the task. Achievement motivation is often correlated with actual achievement behaviour. The motivation to achieve however may evidence itself only in behaviour that children in different situations have different achievement attaining values for children. Motivation students to achieve in school is a topic of great practical concern to teachers and parents and of great theoretical concern to researchers. Higher education institutions are beginning to provide assistance to students especially new ones in developing so called study skills and self-regulatory skills such as time management. One of the greatest challenges and opportunities of the 21st century will be for school at all levels to focus more on assisting students to become motivated in order that they can succeed in school. Student's achievement has been widely researched over the past couple of decades. Several seminar works have contributed to our understanding of student achievement and what motivates students to learn. Some studies have been conducted previously to study the relationship between school environment and need-achievement like Chaturvedi (2009) found that there is significant relationship between school environment and need-achievement of children. The achievement of a person is very much related to the extent of motivation he or she has. Motivation as a factor of predicting achievement and found that motivation correlated more highly with achievement than did other factors. Motivation factors exert a profound influence on children's intelligence performance and achievement not only in the laboratory but also in the classroom. Recent interest in high school student's levels of achievement has led to great examination of the predictors that facilitate such performance. The increasing attention given to understanding the characteristics that promote high level of academic performance and expectations among high school students has led researchers to look beyond the confines of individual thought and examine the macro social influences that affect individual performance.

Methodology

The subjects for the study were 40 players in which 20 male and 20 female handball players selected from schools of Sangrur district. The age group of the samples ranged from 13-18 years. For this study to measure the achievement motivation level, Achievement Motivation inventory prepared by Km Roma Pal and Dr. Tasneem Naqvi. This inventory is highly reliable and valid to measure the Achievement Motivation level of selected samples and to compare both the groups 't' test was used.

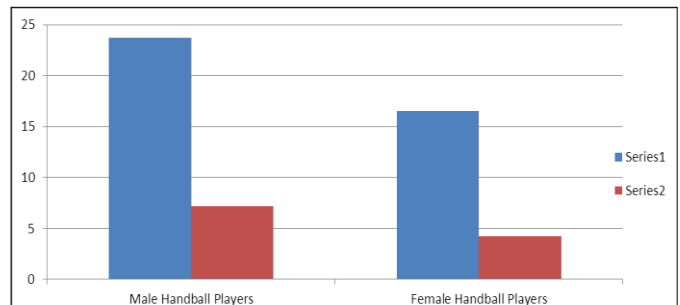
Results

The raw data of achievement motivation inventory was subjected to appropriate statistical analysis are presented in table No 1:

Table 1: Mean difference of achievement motivation score of male and female handball players

Group	N	Mean	S.D	M.D	't'
Male Handball Players	20	23.7	7.20	7.2	2.19*
Female Handball Players	20	16.5	4.24		

't' at 0.05=2.02



From table No 1; result found that male handball players have better achievement motivation level ($M = 23.7$, $SD = 7.20$) as compared to female handball players ($M = 16.5$, $SD = 4.24$). The calculated 't' value is (2.19) which is greater than the tabulated value (2.02), so that there is significant difference has been found at 0.05 levels.

Conclusion

It is concluded that there is significant difference has been found among both the group male handball players and female handball players.

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