



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2021; 8(5): 176-178
© 2021 IJPESH
www.kheljournal.com
Received: 02-07-2021
Accepted: 09-08-2021

Dr. Linet Khakha
Assistant Professor, Department
of Physical Education, B.H.U.
Varanasi, Uttar Pradesh, India

Akshay Lodhi
Research Scholar, B.H.U.
Varanasi, Uttar Pradesh, India

Nitai Biswas
Research Scholar, B.H.U.
Varanasi, Uttar Pradesh, India

Corresponding Author:
Dr. Linet Khakha
Assistant Professor, Department
of Physical Education, B.H.U.
Varanasi, Uttar Pradesh, India

A comparative study of achievement motivation and sports competition anxiety among physical education students

Dr. Linet Khakha, Akshay Lodhi and Nitai Biswas

Abstract

The objective of the study to compare the sports achievement motivation and sports competition anxiety among physical education students from Barkatullah University, Bhopal, Madhya Pradesh. 75 students were selected as subject from department of physical education, Barkatullah University, Bhopal, Madhya Pradesh. 25 male students were participated from each class (B.P.E.S.-final year, B.P.Ed.-III^{sem}, M.P.ED.-III^{sem}). The variables were sports achievement motivation and sports competition anxiety. The obtained data were analyzed by applying ANOVA test in order to determine the psychological difference among three groups. The level of significance was set at 0.05. Table-I shows that the mean and standard deviation of achievement motivation of B.P.E.S. final year students were 119.92 ± 5.20 , B.P.Ed.-III^{sem} students were 123.08 ± 3.99 and M.P.ED.-III^{sem} students were 121.28 ± 4.17 . It is clear that the mean achievement motivation of B.P.Ed.-III^{sem} students was greater than the other two groups. Table III shows that the mean and standard deviation of sports competition anxiety of B.P.E.S.-final year students were 18.76 ± 2.45 , B.P.Ed.-III^{sem} students were 20 ± 2.32 and M.P.ED.-III^{sem} students were 20.12 ± 2.35 . It is clear that the mean sports competition anxiety of M.P.ED.-III^{sem} students was greater than the other two groups.

Keywords: Anxiety, sports psychology, sports competition anxiety, sports achievement motivation

Introduction

Achievement Motivation refers to those specific permanent characteristics of a person that motivate him to achieve specificity for doing a task. Sports Achievement Motivation is the name of the new concept related to motivation. Sports Achievement Motivation is personal in nature and its basic goal to achieve. It happens that the biggest feature of achievement motivation is that the level of aspiration of such people combined is very high, such people are happier to achieve success, achievement motivation acts as a motivator for any sportsperson.

The role of sports competition anxiety cannot be ignored in today's scenario. Sports competition is extremely important in today's scenario. We expect more from sports person without knowing their abilities and capacities of participation in sports. That is one of the regions they feel more anxious. Anxiety refers to an unpleasant emotion that is not obvious but is characterized by feelings of apprehension and fear, Nervousness, anxiety and a sense of apprehension are associated stimuli of the body which causes deteriorate the sports performance. Competitive sports help to improve sports performance but more competitive anxiety reason to decline the sports performance. May the reason of competitive anxiety are fear of failure, expectations of others and lack of confidence. Optimum competitive anxiety is required for successful sports performance.

During performing of sports psychological state is very important consideration. Mood, attention, interest, confidence, motivation, concentration, these all emotions are act on player's performance.

In this consideration achievements motivation and sports competition anxiety play an important role for successful sports performance in any competition. Age and experience are very important factors which affect the sports performance level. According to this circumstance, this study aims to compare that sports competition anxiety and achievement motivation among three different classes of physical education students of Barkatullah University.

Bachelors of physical education and sports (B.P.E. S final year), bachelors of physical education (B.P.Ed -III^{sem}), master of physical education (M.P.EdIII^{sem}) students are those who regularly participated in sports and physical education activities as a part of their educational curriculum. They are involved in sports as per schedule class routine for achieving the degree. The under graduate students are called B.P.E.S. students, in Barkatullah University, Bhopal, Madhya Pradesh., M.P.ED.-III^{sem} is a post-graduate degree in physical education, B.P.Ed.-III^{sem}, is a professional course before M.P.ED.-III^{sem}.

Objectives of the study

- To compare the Achievement motivation among physical education students (B.P.E.S.-final, B.P.Ed.-III^{sem}, M.P.ED.-III^{sem})
- To compare the competition anxiety among physical education students (B.P.E.S.-final, B.P.Ed.-III^{sem}, M.P.ED.-III^{sem})

Methodology

Selection of subject, sampling technique, selection of variables, statistical procedure, procedure for administering the test, collection of data, and design of the study is described as follows;

Selection of subjects

75 students were selected as subject from department of physical education, Barkatullah University, Bhopal, Madhya Pradesh. 25 male students from each class (B.P.E.S.-final, B.P.Ed.-III^{sem}, M.P.ED.-III^{sem}). Age ranged 18 to 25years. The variable were achievement motivation and sports competition anxiety, M.L. Kmlsh (1990) and Questionnaire (SCAT) developed by Rainer Martens (1997) were used. Questionnaire were distributed to the students consecutive three days for three classes and then collected their response. If any confusion has been raised, they asked from concern research scholar and teacher. The purpose was to measure Achievement Motivation and Competition Anxiety of the Physical Education students of department of physical

education, Barkatullah University (M.P.) After checking the answers, score was given according prescribed manuals of the questionnaires. The total score earned from questionnaire was considered as score. The obtained data were treated statistically to get results and to draw conclusions. The mean and S.D. were used as descriptive statistics. The significance of statistical difference among three groups was measured by one way ANOVA test, as inferential statistics.

Results and Discussions

The Mean and S.D. of achievement motivation of different three classes were presented in Table I.

Table 1: Mean and S.D. of Achievement Motivation of Three Different Classes of Physical Education

Groups	No. of students	Mean \pm S.D.
B.P.E.S.	25	119.92 \pm 5.20
B.P.Ed.	25	123.08 \pm 3.99
M.P.Ed.	25	121.28 \pm 4.17

Table-I shows that the mean and standard deviation of achievement motivation of B.P.E.S.-final year students were 119.92 \pm 5.20, B.P.Ed.-III^{sem} students were 123.08 \pm 3.99 and M.P.Ed.-III^{sem} students were 121.28 \pm 4.17. It is clear that the mean achievement motivation of B.P.Ed.-III^{sem} students was greater than the other two groups.

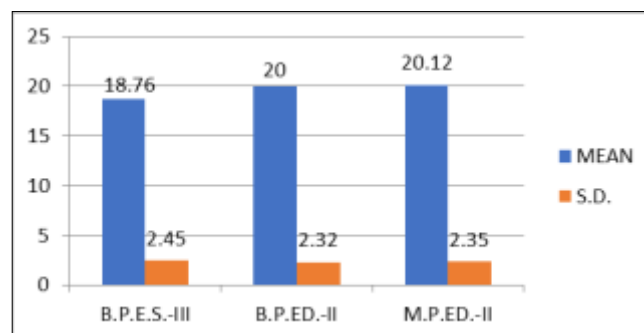


Fig 1: Bar diagram of Mean & S.D. of sports achievement motivation in three different classes

Table 2: One way analysis of variances of sports achievement motivation among the three groups

Source	Degree of freedom (DF.)	Sum of Square(SS)	Mean Squares (MS)	'P' - Value
Between Groups	2	125.62	62.81	0.050
Within Groups	72	1452.71	20.17	
Total	74	1578.34		

Level of significance- 0.05

Table II shows that P-value of three group was 0.050, which was greater than 0.05. So, there were no significant differences of achievement motivation among three classes.

Thus, the study shows that achievement motivations among three groups bears no significant differences but having variations in mean because they were studying at same university level, their mentality or mental alertness might be worked as more or less same. Age group of all three classes lies between 18 to 25 year and they were fall adulthood age group thus their mental capability might be the same. The students of all three classes were in the field of sports and physical education found no significant differences of achievement motivation.

Mean and S.D. of sports competition anxiety of different three

classes were presented in below.

Table 3: Mean and S.D. of Sports Competition Anxiety of Three Different Classes

Groups	No. of students	Mean \pm S.D.
B.P.E.S.	25	18.76 \pm 2.45
B.P.Ed.	25	20 \pm 2.32
M.P.Ed.	25	20.12 \pm 2.35

Table III shows that the mean and standard deviation of sports competition anxiety of B.P.E.S.-III final year students were 18.76 \pm 2.45, B.P.Ed.-III^{sem} students were 20 \pm 2.32 and M.P.Ed.-III^{sem} students were 20.12 \pm 2.35. It is clear that the mean sports competition anxiety of M.P.Ed.-III^{sem} students was greater than the other two groups.

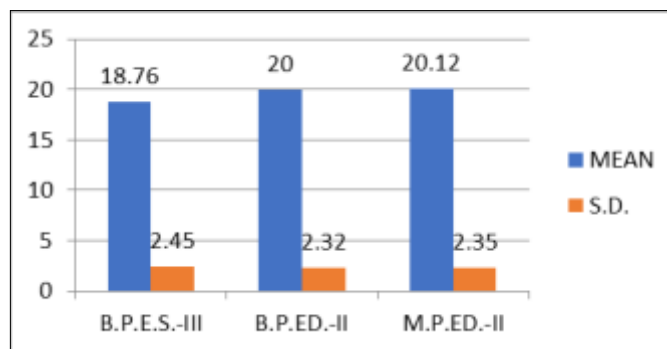


Fig 2: Bar diagram of Mean & S.D. of sports competition anxiety in three different classes

Table 4: One way analysis of variances of sports competition anxiety among the three groups

Source	Degree of freedom (DF.)	Sum of Squares (SS)	Mean Squares (MS)	'P' – Value
Between Groups	2	28.34	14.17	0.088
Within Groups	72	407.19	5.65	
Total	74	435.54		

Level of significance - 0.05

Table -IV shows that P-value of three groups were 0.088, which was less than 0.05 level of significance. Thus, we can say that there were no significant differences of competition anxiety among three classes.

The result of competition anxiety shows that there was no statistically significant difference, but M.P.ED.-III^{sem} students have more competition anxiety other than two groups. M.P.ED.-III^{sem} students is high level of anxiety other than two groups. M.P.ED.-III^{sem} students are most experienced and final year students in physical education department of Barkatullah University, Bhopal. May thereason of competition anxiety of M.P.ED.-III^{sem} students are very high, and they are worried about won future, due to this reason the M.P.ED.-III^{sem} students are the highest level of competition anxiety, other than B.P.E.S.-final year and B.P.Ed.-III^{sem} students.

Conclusions

There was no significant difference in achievement motivation among the three different classes.

The achievement motivation that p-value of three groups was 0.050, which was greater than 0.05 so there were no significant differences of achievement motivation among three classes.

Achievement motivations among the three groups bears no significant differences but having variations in mean because they were studying at same university level, their mentality or mental alertness might be worked as more or less same.

The students of all three classes were in the field of sports and physical education thus there were no differences of achievement motivation.

There was no significant difference in sports competition anxiety among the three different classes.

The sports competition anxiety that p-value of three groups were. 0.088, which was less than the table value 3.13 at 0.05 level of significant. Thus, we can say that there were no significant differences of competition anxiety among three classes.

The sports competition anxiety that there was no statistically significant difference, but M.P.ED.-III^{sem} students have more competition anxiety than others two groups.

M.P.ED.-III^{sem} students are most experienced and final year students in physical education department of Barkatullah University, Bhopal. May thereason, the competition anxiety

of M.P.ED.-III^{sem} students are more motivations.

References

1. Atkinson JW, Feather NT. (ED) A theory of Achievement Motivation, wily, New York USA 1966.
2. Martens R. Sports Competition Anxiety Test Champaign III Human Kinetics 1997.
3. Mutheem JM, Thomas. Achievement Motivation Inventory, Department of Psychology, University of Kerala, Kariavattom, Thiruvananthapuram 2009.
4. Srivastava Rajeev, Sakthignanavel. Comparative study of Achievement Motivation between Volleyball and Basketball Men players, international seminar on Physical Education Recreation and Yogic Sciences, Ispersys 2012.
5. Mohan Lalit, Rajpurohit. Comparison of Sports competition anxiety among junior female volleyball players of hill and plain region of Uttarakhand, National Seminar, Dept. of Health Science & Fitness LNIPE 2014. ISBN:978-81-7879-801-1
6. Jadav Ramdas R. Sports Achievement Motivation between West Zone Inter University Basketball Players: A comparative study, Research Journal of physical education science. 2019;7(1):6-8.
7. Halder Asim, Phulkar Ashish. A data meaning Approach of sports achievement motivation and sports competition Anxiety of inter university swimmers, European journal of fitness, Nutrition and sports Medicine studies 2020;1:1.
8. Nathanael Ong CH, Joshua Chua HE. Effects of psychological interventions on competitive anxiety in sport: A meta-analysis, ELSEVIER, psychology of sports Exercise 2021;52:101836.
9. Biswas Nitai, Poul Asish. comparative study on Achievement Motivation and Sports Competition Anxiety among the Students of Different Tier of Academic Hierarchy, International scholarly and scientific Research & innovation 2021;15(2).
10. Goyal Abhishek, Sharma JP. A comparative study on Sports Achievement Motivation and Mental Toughness of Individual and Team Game players, Internal Journal of Physical Education Sciences\Physical Education, Health, Fitness & Sports.