

## Comparative study of sports achievement motivation between intercollegiate and intervarsity handball players

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### Abstract

The aim of present study was to compare the sports achievement motivation between intercollegiate and intervarsity handball male players. The subjects were selected from Jammu university, Jammu and Kashmir state, there were total 32 players (16 intercollegiate players, 16 intervarsity players), the age group ranged from 21 to 25 years. Sports Achievement Motivation Test (SAMT) developed by M.L. Kamlesh (1990)<sup>[9]</sup> was used to assess the achievement motivation of the players. T test unpaired was employed to analyze the data. The result reveals that intercollegiate and intervarsity players have significant difference in their level of achievement motivation. Intervarsity players had higher level of achievement motivation as compare to intercollegiate players.

**Keywords:** sports achievement motivation, intercollegiate, intervarsity

### Introduction

Sports psychology is an application of principles, methods and techniques of analysis, appraisal and enhancement for boost human sport or human athletic behavior. Sports psychology as an area of study involves many individuals of diverse backgrounds with a common interest that of knowing more about athlete and sport. A motivation or motive that induces a person to direct his or her behaviour toward the attainment of certain goals. During the past two decades sports psychology has come forth as a recognized field of scientific enquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sport and physical activity. On the basis of the large number of observation and evaluation of individual sportsman, a number of personality profiles related to high sports achievement, have been determined. Motivation is a frequently studied topic in various areas of scientific research such as education (Ames & Archer, 1988)<sup>[1]</sup>, business (Schwalb, Schwalb, Harnisch, Maehr & Akabane, 1992)<sup>[19]</sup> and exercise (Duda, 1992). Specifically, motivation is a form that expresses why some people choose to participate in various activities, strive harder, and persist longer than others. Within sport psychology, motivation is of key importance as researchers attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientations, and achievement goals (Weiss & Chaumeton, 1992)<sup>[3]</sup>. Motivation in physical education classes has been studied by many researchers, specifically the theories studying achievement motivation (Atkinson, 1977; McClelland, 1961)<sup>[5]</sup>, which considered it as a unitary construct. However, the foundation on which the study of motivation with regard to sport and physical education stay refers to the achievement goal theory (Ames & Archer, 1987, 1988; Dweck & Legget, 1998; Maehr & Nicholls, 1980; Maehr, 1974)<sup>[1, 6, 8, 20]</sup>.

Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not sure achievement. Similarly, achievement does not reflect motivation (Keefe & Jenkins, 1993)<sup>[2]</sup>. Achievement motivation is “conceived as a series of more or less independent motives, each reflecting general dispositional tendencies or traits that are relatively enduring over time and remain latent until engaged or aroused by particular tasks or situations” (Spence & Helmreich, 1983)<sup>[4]</sup>. Achievement motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style (Gracz & Sankowski, 1995)<sup>[7]</sup>.

### Materials and Methods

32 male handball players( 16 intercollegiate, 16 intervarsity ) were selected from university of Jammu, Jammu And Kashmir, the age group ranged between 21 to 25 years. All the subjects gave an informed consent after detailed protocol of the non-invasive technique was explained to them. The level of significance was set at 0.05.

### Tools

#### Sports Achievement Motivation Test (SAMT)

Sports Achievement Motivation Test (SAMT) developed by M.L. Kamlesh (1990)<sup>[9]</sup> was used to measure the achievement motivation of the players. The test consists of 20 statements; each statement has a maximum two (2) as a response value. When the subject ticked the high pole part, he is given two points, and when he touched the low pole,

earned zero. Hence the total range was 0-40. The test re-test reliability of the questionnaire is 70.

**Procedure**

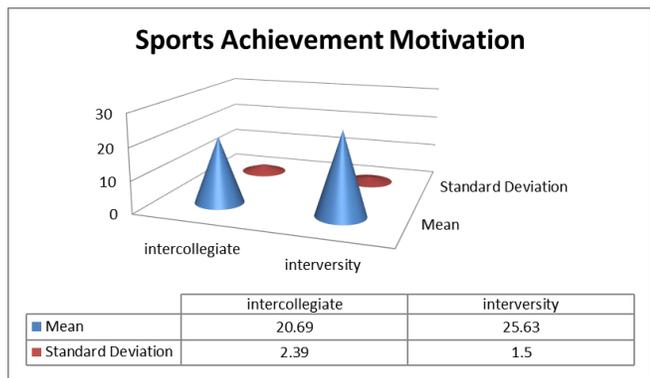
The players were contacted individually at the training venues through their coaches and were requested to give their candid response for understanding their actual level of motivation for making effective coaching plans.

**Results and Discussion**

**Table 1:** Descriptive Statistics of Sports Achievement Motivation for Intercollegiate and Intersarsity Handball Players

Level	Mean	Standard Deviation	'T' value
Intercollegiate	20.69	2.39	7.01
Intersarsity	25.63	1.50	

\*Significant at .05 level df=30



**Fig 1:** Fig- 1 shows that the mean and standard deviation of the handball players of intercollegiate and intersarsity Players is 20.69 ± 2.39 and 25.63±1.5 respectively. Table-1 show that 't' value is 7.01. The result reveals that intercollegiate and intersarsity players have significant difference in their level of achievement motivation. Intersarsity players had higher level of achievement motivation as compare to intercollegiate players.

**Discussion**

The intention of this study was to compare the level of sports achievement motivation between intercollegiate and intersarsity players of hand ball players. Psychology play important role in sports performance, a player who have high level of achievement motivation makes continue efforts to achieve the goal. The significant difference found in the level of sports achievement motivation between intercollegiate and intersarsity players. This result was similar to other previous studies Paul Chacko (2011) found that the achievement motivation significantly differs in different level of hockey players. The mean of intersarsity players was higher than intercollegiate players. Rathee & Singh (2011) [8] focused to examine the levels of achievement motivation, among international and national players of basketball, hockey and handball games. He concluded that International players had higher levels of achievement motivation as compared to the National players.

**Conclusion**

As per the purpose of the study the data were analyzed and found that there was significant difference between intercollegiate and intersarsity handball players on sports

achievement motivation. The intersarsity players have higher level of on sports achievement motivation as compared to intercollegiate handball players.

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