

## **Comparative Study of Achievement Motivation among National Level Individual and Team Game Players**

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### **Abstract**

The purpose of the study was to compare Achievement motivation of Individual and Team Game players at the national level. To this end, three hundred and fifty N = 350 individual and team players between the ages of 20 and 25 were selected for this study. A feasibility analysis of the variables that can be considered for the survey, taking into account the availability of the material, the acceptability of the subjects and the legitimate time that can be spent on the tests and keeping the whole of the unitary and integrated study in consultation with experts. Keeping in mind the above criteria, the following variable was repeated for this study: The results of the Achievement motivation reveal that there were significant differences between the Individual game players and the Team game players on the Achievement motivation.

**KEYWORDS:** Achievement motivation, Individual game, Team game, National Players.

### **INTRODUCTION**

Sport is a form of physical activity that contributes to fitness, mental well-being, and social interaction. They include play, recreation, occasional or competitive organized sports, and Aboriginal sports and games. By their very nature, sports are essentially about participation. They concern inclusion and citizenship. Sports activities bring individuals and communities together, highlighting common ground and bridging cultural or ethnic divides. The fundamentals of sport make it a viable and practical tool to support the achievement of national development. Sports can overcome the barriers that divide societies, making it a powerful tool for supporting conflict prevention and peacebuilding efforts. Applied effectively, the sports program promotes social inclusion and promotes tolerance, helps to reduce tension and engenders dialogue. The concept of "sport for all" is essential to the understanding of the sport. This concept aims to maximize access and participation in appropriate forms of physical activity. The focus is on participation and accessibility for all groups in society, regardless of gender, age and race capacity. Sports provide a forum for learning such as discipline, trust, leadership and teach basic principles such as tolerance, cooperation, and respect. Sports teach the value of effort and how to handle victory as well as defeat. The practice of sport is essential to the holistic development of young people, promoting their physical and emotional health and establishing valuable social bonds. It offers opportunities for play and self-expression, especially for young people with other opportunities in their lives. Sports also offer healthy alternatives to harmful actions, such as drug abuse and involvement in criminal activities. In schools, is an essential component of quality education? Not only do physical education programs promote physical activity; there is evidence that this program is correlated with improving academic performance both symbolically at the global level and very practical within communities. Applied effectively, the sports program promotes social inclusion and promotes tolerance, helping to reduce tension

and generate dialogue. The unifying power of sport makes it more attractive as a tool for advocacy and communication.

It has long been that acknowledged that psychological skills are critical for athletes at the elite level. Athletes with the requisite “mental toughness” are more likely to be successful. In the past, it was assumed that skills were genetically based, or acquired early in life. Now, it is commonly accepted athletes and coaches are capable of learning a broad range of psychological skills that can play a critical role in learning and in performance.

A common problem in sports psychology research lies in its somewhat short-sighted or short-sighted appreciation of today's accumulated psychological knowledge. When we examine the psychology of sport, we are confronted with a landscape of knowledge that often rises and falls in a sudden and dramatic way. At times, a peak of massive understanding rises before our eyes at another time; Around the 1960s, the scientific traditions, institutions, and publications that have flourished to this day have come into being, and it is this era that has truly marked the structure of society. (Garfield, 1984: 6) the genesis of modern sports psychology. However, there are many intact aspects of sports psychology today. In order to determine whether psychology plays an important role in the mind of a young athlete, we must examine the uses and techniques of sports psychology. Over the years, sports psychologists have maintained a keen interest in psychological profiling and have naturally drawn attention to the quantification of personal variables. As sport itself revolves around measuring and rewarding individual performance differences, it is not surprising that scientists quantify psychological difference rather than sporting differences.

**SELECTION OF SUBJECTS**

Sr.No	Individual Game	Sample Size	Team Game	Sample size
1.	Athletics	35	Basketball	35
2.	Weightlifting	35	Volleyball	35
3.	wrestling	35	Handball	35
4.	Cycling	35	Football	35
5.	Boxing	35	Baseball	35
Total		(N <sub>1</sub> =175)	(N <sub>2</sub> =175)	

**SELECTION OF VARIABLES**

A Feasibility analysis as to which of the variables could be taken up for the investigation, keeping in view the availability of equipment, acceptability to the subjects and the legitimate time that could be devoted to tests and to keep the entire study unitary and integrated was made in consultation with experts. With the above criteria’s in mind, the following variable was taken up for the present study.

**ACHIEVEMENT MOTIVATION**

Achievement Motivation Scale by Kamlesh has been found as unitary and psychologically, sociologically and educationally meaningful entities in many types of research in various institution situations and environmental conditions. Achievement Motivation scale is the complete and exhaustive list of student’s motivation, fields and test items depending on many research workers personal and

social traits and situation tests. By this scale, Kamlesh hoped to ensure comprehensive estimation of the whole area of students in achievement motivation. It is mentioned by Kamlesh that the scale furnishes the best information about the student's motivation to various aspects of college and general life in term of their characteristic, behavior, and feelings in and about the life. This test is untimed but normally takes 15-20 minute to complete it. In the present study, the English version of the scale was used. For administrations, instructions for completion, a method of scoring and definition of achievement motivation, the test manual was strictly followed.

### **Reliability:**

The Reliability of the scale was determined by Test-retest method. For this purpose, the test was administered to a group of 10 randomly selected male basketball players. The reliability coefficient was found to be 0.90 and the internal consistency was found to be 0.70 this shows the reliability of the test is very high for college students.

### **Validity:**

The coefficient of validity with other scales are very high which indicates that the scale is valid to measure achievement motivation of the subjects. Hence the test was used in the present study.

### **Scoring:**

The scoring of the filled questionnaires was done according to the instructions mentioned in the test manual for the purpose. One score was awarded to each write answer and zero to the wrong answer as mentioned in the scoring key. To obtain a total score for the complete test all the scores for different items were recorded in the specified space provided in the questionnaire of the scale.

## **STATISTICAL PROCEDURE USED**

The group differences were assessed by using the student's t-test for dependent data. The level of  $p \leq 0.05$  was considered significant.

**TABLE 2: MEAN, STANDARD DEVIATION (SD), STANDARD ERROR OF THE MEAN (SEM) AND "T" VALUE OF ACHIEVEMENT MOTIVATION OF INDIVIDUAL GAME AND TEAM GAME**

	Individual Game	Team game
Sample size	175	175
Arithmetic mean	19.3486	28.7486
95%CI for the mean	18.5093 to 20.1878	27.8588 to 29.6384
Variance	31.6422	35.5686
Standard deviation	5.6251	5.9639
Standard error of the mean	0.4252	0.4508
Mean Difference		9.4000
Standard deviation		9.1212
95% CI		8.0392 to 10.7608
Test statistics t		13.633
Degree of Freedom(DF)		174
Two-Tailed Probability		$p < 0.0001$

**Table -2** shows that the mean of Achievement Motivation Of Individual Game and Team Game was 19.3486 and 28.7486 respectively, whereas the Standard Deviation (SD) of Achievement Motivation of Individual Game and Team Games was 5.6251 and 5.9639 respectively. The “t” value of achievement motivation of Individual Game and Team Game was 13.224. Therefore it has been observed that there were significant differences between Individual and Team game players on achievement motivation as  $\text{cal. } t (=13.224^*) \geq \text{tab } t .05 (174) (=1.645)$ .

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