
Achievement Motivation of University Basket-Ball Players and Non Players

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In the last several years, it is accepted that teaching and coaching method should be based on scientific principles. For the improvement of performance in sports, Psychological and Physiological principles have received greater emphasis. Coach and physical education teachers have expressed a real need to know more about principles of motor learning, growth and development, role of emotional phenomena, about motivation of peak performance, interpersonal relations, character traits of pupils and athletes of various areas of sports psychology and various psychological parameters namely personality, anxiety traits and state, and motivation. Achievement seems to be most important. But the studies of psychological parameters of players and non-players have been neglected in our country. It may be partly due to their complexity and partly because the study of their parameters were said to be the concern of general Psychology.

The present study tries to find out the difference between achievement motivation of University Basket-Ball players and non-players.

Achievement Motivation

The concept of achievement motivation has been frequently used in social psychology and is relevant to sports. A large body of evidence has accumulated on the relationship between levels of success in diverse activities and this form of motivation. Joseph Federo, in 1983, conducted a study and said, "Achievement Motivation is a wish to do well. It refers to the behavior of an individual who strives to accomplish something, to do his best, to excel others in performance. This involves competition with a particular standard of excellence of performance concerning the characteristics of achievement motivation which distinguish it from other motives".

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Mc. Clelland, in his book 'The achievement society' has proposed to hypothesis that achievement motive is the main spring of entrepreneurial activity which fortifies the economic development of society like many other developing countries. We are accepting foreign aid in large amount for the industrial and agricultural expansion. All schemes from family planning to de-centralization of power are under way, all of them being geared to the target of achieving prosperity'.

One of the important prerequisites for national development is motivation on the importance of motivation, Dutt and Sabhrawal state as follow:

“Even at the risk of repeating a platitude, it must be said that the present century has rightly been called, the century of motivation, whether in education or in industry, in general learning or in doing a sophisticated job. “Motivation” confronts every one interested in studying achievement vis-a-vis the degree of excellence involved therein. Motivation forms the fundamental of all achievement. The need for motivation is as inescapable prerequisite for learning. Motivation enthuses, selected and directed behavior. Adequate motivation results in better attention, interest and efforts.

Mc Clelland and his colleagues state – “Clearly the expectations are built out of universal experiences with problem solving with learning to walk, talk, hunt, or read, write, sew, perform chores and so forth. The expectations also involve standards of excellence with respect to such task. The task can be done quickly and efficiently and slowly. They can be done better or faster than some one else. The child must begin to perceive performance in terms of standards of the excellence so that discrepancies off such a frame of reference are evaluation of performance e.g. the boy has done a good job. What then becomes crucial for achievement motivation is detecting affects in connection with evaluation.

Murray who introduced the concept of need achievement, describes, personality in terms of psychogenic needs and see achievement is one of them.

Achievement-motivation is thus learned motive to competes and to strive for success because almost any activity from gardening to managing and industrial organization can be viewed in terms of competition and success versus failure. The need to achieve influences behaviors in a large number of

diverse situations, and because it is a learned motive, there were widens difference among individuals in their past experience and hence, differences in their motivational ways with respect to achievement, There is universal tendency in man to strive, to excel to succeed, to win and go ahead of others. This is more likely to be cultivated and achieved by the help of social customs and education. This tendency can be called the tendency of self assertion. It stimulates the motives to achieve. This affects a great many activities of the individual and helps him in meeting the challenge of obstructions which come in the way of achievement of his goal, with greater activity to carry out the project with a feeling of competition to beat the rival, to achieve success. Success becomes a goal which must be achieved in one way or another. All of us wish to achieve something; our ultimate goal may be economic, security, wealth, health, fame, recognition, happiness etc. We many achieve the goal is what every way, we like even to achieve the same goal; we may proceed through different ways, because our motives behind the wish or the desire to achieve that goal are different. All that depends on our previous training and education which we get right from our childhood.

Thus we comes to a certain conclusion that achievement motivation is a very important aspect of life. Some training should be given for achievement-motivation to the student. Heredeno describes an adaptation of similar courses for college and university students. The main objectives of these courses remain to heighten the achievement-motivation of the students.

Statement of the problem

The problem of this study was to compare the achievement-motivation of University Basket-Ball players and non players.

Delimitation

Every study which is undertaken on scientific lines made to be delimited. This study will be delaminated on following points:

(i). For the purpose of this study to compare achievement motivation of University Basket-Ball players and University non players.

(ii). The study was delimited to the University male

Basket-Ball players and University male non-players. Age range is from 19 to 25 years.

(iii). The study was delimited to non-players of B.H.U. and University players of B.H.U., Purwanchal University and Ravishankar University.

(iv). The sample size would be of 25 graduate and post graduate students non players of B.H.U., Varanasi and 25 students Basket-Ball players of another universities.

Limitation

1. Factors which could not be controlled for the study are as follows :
 - A. Environmental factors.
 - B. Some subjects were day scholar and they differed in their routine, life habits etc.
 - C. Some subjects were hostlers and they lived in university campus.
2. Times were limited for investigation.
3. Subjects were limitedly available, for study. He could not expand the investigation beyond his limits.
4. Non availability of sophisticated tools was accepted as a limitation in this study.

Significance of study

Now a day as a result of scientific advancement all games has become scientific, their different components are segregated and developed individually and combined to give outstanding performance. The physical education and coaches consider achievement and motivation as significant factors which may help them to draw justifiable conclusions for university players and non-players.

Hypothesis:

Keeping in the view of the above facts of study the following null hypothesis in formulated and tested in this study.

Procedures

In this investigation the purposive sampling is adopted. The players and non-players who were equivalent in age sex education. The sample was taken from Banaras Hindu University and other University of nearby states.

The achievement motivation questionnaire were

administered on 50 student from B.H.U., Purwanchal University (U.P.) and Ravishankar University(M.P.).

Sample

The study was conducted on 25 non players of B.H.U., and 25 University level Basket-Ball players belonging to different universities i.e. of Purwanchal, B.H.U., and Ravishankar University.

Collection of data

There were two groups of 25 (twenty five) university Basket-Ball players and twenty five non-players. The entire achievement motivation questionnaire was administered in both the groups. The data collection during east zone inter university Volleyball tournament.

Scoring:

After collecting the data through the questionnaires the achievement motivation factors are scored by using “Scoring Key”.

Methodology

For this study we have used ‘match group design’. The purposive sampling was adopted in this study.

Tools

Achievement motivation questionnaire prepared by prof. S.S. Srivastava and Dr. Pritee Gandhi was used for measuring the achievement motivation of subjects.

Data analysis

The data were calculated for the analysis of row scores. The result have been processed in the terms of the mean, standard deviation and ‘t’ ratio.

Table – I

Significance of differences of mean in achievement motivation factors between University Volleyball players and non-players.

$$N = 25 + 25 = 50$$

Achievement motivation	University Basket-ball players		Non-players		‘t’ ratio
	Mean	S.D.	Mean	S.D.	
	1	22.84	22.99	22.68	

Level of significance

The level of significance was set at 0.05 levels for testing the significance of different of pairs of group mean.

The values of ‘t’ test needed to be significant at 0.05 levels with 23 degree of freedom are..... 2.07. Mean and standard deviation of Basket-Ball University players and non-players are given in Table – I.

Result

It is inferred from the procedure that there is no significant differences between the Achievement motivation of selected University Basket-Ball players and selected Non players.

CONCLUSION

Through the limitation of the study and procedure followed the conclusion were arrived that after the proper statistical analysis of achievement Motivation of both group that is of university Basket-Ball players and non players the ‘t’ ratio indicate that result non significant of 0.05 level so we conclude that there is no difference amongst University Basket-Ball players and non-players.

Recommendation

It is recommended that:

A similar study could be done at higher level like state and national level by taking a large number of players.

A similar study could be done is other games and sports also.

The study of similar type can be conducted on female players.

The similar study could be with subjects belonging to different age group and other than employed in this study.

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