

Comparison of Anxiety and Achievement Motivation of Handball Players of Intercollegiate and University Team

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- Abstract -

The Researcher study this topic to investigate level of Anxiety and Achievement motivation of Handball Players of intercollegiate level and University team. For the purpose of this study the researcher had taken male Handball Players of Intercollegiate level and University team of SGBAU representing team. For the purpose of this study total 40 subject 20 for each group were selected by applying simple random sampling method and the age of the subjects was ranged from 18 to 25 years. To measure the Anxiety of Players (SCAT) Sport Competitive Anxiety Tests and (ACMT) Achievement Motivation Tests Questionnaire developed by Hermans H.J in (1970) were used and the scores were recorded accordingly. For this independent 't' test was employed for each variables separately, the level of significance was set at 0.05 for testing the hypothesis. The finding of statistical analysis reveals that the significant difference $t = 2.664 > \text{tab } t = 2.0252$ is found in Anxiety level of Handball Players of intercollegiate level and university level players this may be due to high anxiety is understood to be an attribute with superior players. Similarly there is significant of difference (cal $t = 2.717 > \text{tab } t = 2.0252$) in Achievement motivation level this may be due to the higher desire Achievement motivation in University level Handballer than the Intercollegiate participating team.

- Key Words -

Anxiety, Achievement motivation, Stress, Handballer, SCAT, ACMT.

Introduction

Physical education is defined as "instruction via movement." Its goal is to improve pupils' physical proficiency and movement expertise. Physical education is a channel for men's entire education, emotional intellectual growth, and emotional intellectual development via experiences; thus, promoting physical education and sports is the moral and social obligation of any nation.

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Emotion is a state of feeling that entails different physiological reactions, and because kids have a natural propensity to express themselves via physical movement and relationships, emotional well-being is especially crucial in physical education. Emotions may have an impact on students' performance in physical education. Anger, trust, and fear may all have a favourable or detrimental influence on student performance, depending on whether or not pupils are taught to regulate and channel their emotions.

Anxiety

Anxiety and fear are common emotions. Although the terms anxiety and fear have distinct scientific definitions, they are sometimes used interchangeably. Phobia, for example, is a sort of anxiety that is also classified as a mental disease. Anxiety is a distressing emotional condition, the causes of which are not always obvious. It is commonly accompanied by physiological symptoms that might result in weariness or exhaustion. As a result, anxiety is a psychological as well as physiological phenomenon.

Physical tension, a high level of body alertness, and continual sensations of stress are not by chance signs of anxiety; they are the product of our 'fight or flight' mechanism. These signs are important markers that help us decide whether to 'fight' or 'flight.' Basically, in sports, we must always battle in difficult conditions or against difficult opponents. In that case, a modest level of anxiety is required to reach peak performance. Anxiety over a modest level has a detrimental impact on performance.

Anxiety may therefore be a valuable motivator, but it can also be functional and dysfunctional. Whereas low amounts of anxiety might be beneficial, large levels of worry can inhibit our involvement due to fear, causing us to become dysfunctional.

Achievement motivation

Achievement motivation is the student's proclivity to approach or avoid a competitive scenario. It encompasses the notion of aspire to achieve in a larger meaning. In its most basic form, it implies that accomplishment motivation is a function of two constructs. These are the two constructs: (1) The desire to succeed; (2) the dread of failure. If an individual's desire to join in the activity outweighs his or her fear of failure, the person is more likely to participate in the activity. Achievement motivation affects athletic performance by influencing the following factors: physical preparation, technique, tactics, and even life style. The desire to succeed is not a natural motivation, like hunger or thirst, but is most likely formed or learnt in the learning environment. Based on the research, discussions with experts, and personal experience, it was expected that there may be a considerable difference in anxiety and achievement motivation between college Handball Players and the SGBAU team.

Purpose of the Study

The main purpose of this study was to do Comparison of Anxiety and Achievement Motivation of Handball Players of intercollegiate level and University team.

Methodology

The researcher recruited male Handball players from the intercollegiate and university levels for the study. Twenty intercollegiate level Handball Players and twenty university level players from Sant Gadge Baba University were chosen using a basic random sample approach, with ages ranging from 18 to 25 years. Anxiety and achievement motivation were chosen as research variables.

To assess Handball Players' anxiety, the (SCAT) Sport Competitive Anxiety Tests established by R Marten (1977) and (ACMT) Achievement Motivation Tests Questionnaire developed by Hermans H.J in (1970) were employed, and the results were recorded.

Results and Discussion

The data pertaining to each of the selected variables, were examined statistically by applying independent 't' test at 0.05 level of significance.

Table - 1: Computation of t-ratio of Achievement Motivation (ACMT) of Handball Players of intercollegiate and university level.

	Mean	S D	Mean Difference	Standard Error	t-ratio
Intercollegiate Handball Players	20.55	4.47	3.95	1.454	2.717*
University team Handball Players	24.5	4.72			

*Significant at .05 level Tabulated t (38) = 2.0252
@Not significant at .05 levels

The findings of Table 1 show that there is a significant difference ($t=2.717 > 2.0252$) in the achievement motivation of intercollegiate and university level Handball Players. The degree of Achievement Motivation of university level Handball Players is observed to be much greater than that of intercollegiate level players; this may be owing to the intercollegiate participating team's increased desire for Achievement Motivation.

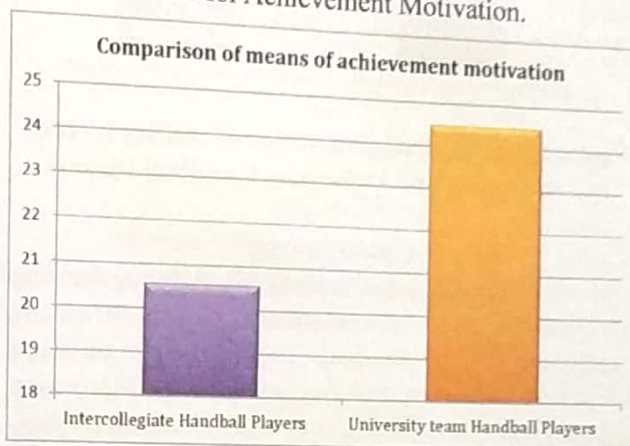


Figure 1 : Bar diagram on means of achievement motivation of intercollegiate Handball Players and university Handball Players

Table 2 : Computation t-ratio of Anxiety (SCAT) of Handball Players of intercollegiate level and university level.

Condition	Mean	S D	Mean Difference	Standard Error	t-ratio
Intercollegiate Handball Players	19.8	3.212	2.8	1.051	2.664*
University team Handball Players	22.60	3.432			

* Significant at .05 level Tabulated $t_{0.05(38)} = 2.0252$
@Not significant at .05 levels

The data of Table 2 show that there is a significant difference ($t=2.664 > 2.0252$) in the Anxiety level of University level Handball Players and intercollegiate level players. University level players' anxiety levels are observed to be much greater than intercollegiate level Handball Players' anxiety levels. It may be linked to the key component of human behaviour for obtaining a high degree of performance anxiety plays a regular part. High Anxiety is said to be a quality shared by elite players.

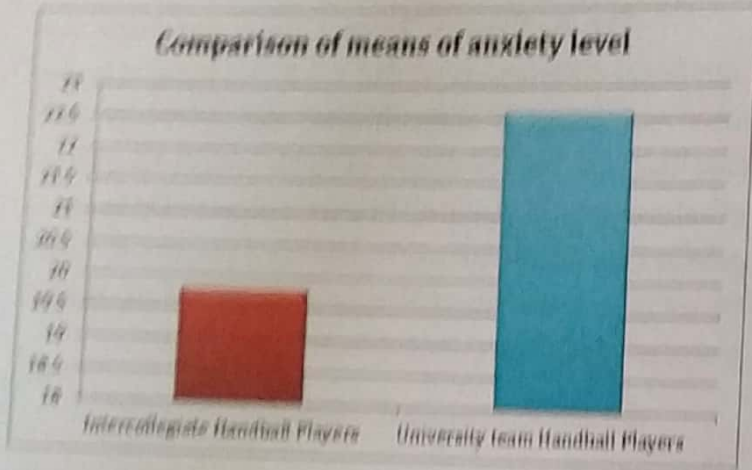


Figure 2 : Comparison on means of anxiety level of Intercollegiate and University Handball Players

Conclusions

Recognizing the limits of this study and drawing conclusions based on statistical data, the following conclusion can be reached: There was a significant difference in Anxiety and Accomplishment Motivation between intercollegiate and university Handball players.

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