



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2020; 5(2): 12-13

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www.theyogicjournal.com

Received: 13-05-2020

Accepted: 15-06-2020

Dr. Shrikant S Mankar

Ph.D., Associate Professor,
Wainganga College of Physical
Education, Sakoli, Bhandara,
Maharashtra, India

A study of achievement motivation among different level of female athletes

Dr. Shrikant S Mankar

Abstract

Aim: The purpose of the study was to compare Achievement Motivation among different levels of female athletes. The subjects for the study were selected from Maharashtra. Seventy five female athletes were purposively selected for the study. Out of seventy five, twenty five athletes were selected from district level, state level and university level respectively. The age of the players ranged between 16-25 year. Achievement Motivation was the only variables which was selected for the study. Sports achievement motivation was measured with the help of "Sports Achievement Motivation Test Questionnaire" prepared by V.P. Bhargava. The calculated value was 1.127 and there was no significant differences among district level, university level and state level male athletes in relation to Achievement Motivation. To compare achievement motivation among the female athletes of Maharashtra one way analysis of Variance (ANOVA) was used at 0.05 level of significance.

Keywords: Achievement motivation, athletics, ANOVA and questionnaire

Introduction

Athletics, also called track-and-field sports or track and field, a variety of competitions in running, walking, jumping, and throwing events. Although these contests are called track and field (or simply track) in the United States, they are generally designated as athletics elsewhere. This article covers the history, the organization, and the administration of the sports, the conduct of competitions, the rules and techniques of the individual events, and some of the sports' most prominent athletes.

The ancient Greek determined and developed athletics as a competitive sport, and led foundation to the oldest sport in the world. The athletics competition took place in the stadium at Olympia during Greek festival in the stadium there was a flat piece of ground rectangular in shape rather than longer 180 m (200 yard) and 23 or 37 m wide (25 to 40 yard). Sometimes as at Delphi one of the ends was rounded, the stadium might be situated on the floor of a valley so that the side of the valley provided good position for the spectators. On the side of the hill, the whole area was sanded there were starting line of each end of the stadium usually for twelve runners.

The athletes are more readily able to turn sporting potential into superior performance, when they feel confident enough. Conversely, when they feel unsure of themselves, the slightest setback or smallest hurdle can have an inordinate effect on their performance. Costas Karageorghis explores the nature of self-confidence and presents a theory underlying the causes of self-confidence in sport. He also reviews recent research and provides some powerful techniques that you can apply to enhance your own confidence or that of athletes in your charge. The application of psychological principles to the improvement of performance in sports has received greater attention these days.

There are certain accepted psychological principles which have be applied so that the athletes and players are able to show their performances. Coaches, physical educationists and sports scientists have always expressed a great need to know more about those psychological principles which are helpful in improving the motor skill of the players.

In order to define sportsmanship is both enigmatic and arduous. In athletics, it is not sufficient to use a dictionary's definition which confines the term to the exhibition of sports-man like behaviour.

Corresponding Author:

Dr. Shrikant S Mankar

Ph.D., Associate Professor,
Wainganga College of Physical
Education, Sakoli, Bhandara,
Maharashtra, India

In any sporting event, too often the purpose of the sport is forgotten. Winning has become overwhelmingly important to the adults involved. This attitude is inflicted on the youth. People of all ages should be allowed to fully embrace the challenge and fun of playing sports. Teaching, coaching, motivating and winning are fine as long as the reason for the sport or activity is prioritized. The attitudes of athletes are instilled in them at a very young age. They reflect the motivation and goals of their parents, who sometimes push them into sports they would not normally choose for themselves.

Play is essential in growth and development. Children who play sports with other children tend to socialize and adjust better as adults. Healthy competition provides a natural, emotional outlet for children, but should not be forced or overemphasized. Competition should be kept friendly with the emphasis on participation rather than the outcome of the event. Parents should not pressure the child to excel, regardless of his abilities, because this takes away the spirit and fun of the sport and adds undue pressure on the participant, and produces unsportsmanlike behaviour.

Aim

The purpose of the study was to compare Achievement Motivation among different level of female athletes of Maharashtra.

Methodology

The subjects for this study were selected from Maharashtra. Seventy five female athletes were purposively selected for the study. Out of seventy five, twenty five players were selected from district level, state level and university level respectively. The age of the players ranged between 16-25 years. Achievement Motivation was the only variable which was selected for the study. Sports achievement motivation was measured with the help of "Sport Achievement Motivation Test Questionnaire" prepared by V.P. Bhargava, Ph.D. To compare Achievement Motivation among the female athletes of Maharashtra one way analysis of variance (ANOVA) was used at 0.05 level of significance.

Results

Table 1: Mean and Standard Deviation of Different Level Female Athletes in Relation to Achievement Motivation

Level	Mean	Standard Deviation
District	25.45	2.02
State	31.44	3.45
University	30.47	2.82

Table 2: Comparison of Different Levels of Athletes in Relation to Achievement Motivation

	df	SS	MSS	F-Ratio
Between Groups	3	415.64	138.546	1.304
Within Groups	71	7541.864	106.223	

$F_{0.05}(3, 71) = 3.13$.

Table 1 indicates that there was no significant difference among district level, university level and state level female athletes in relation to Achievement Motivation because the calculated value of $f_{0.05}(3, 71) = 1.304$ was lower than the tabulated value of $f_{0.05}(3, 71) = 3.13$.

Conclusion

There was no significant difference among district level, university level and state level female athletes in relation to Achievement Motivation.

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