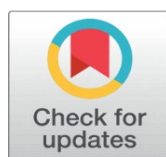


A STUDY OF DIFFERENCE BETWEEN ACHIEVEMENT MOTIVATION OF ATHLETE OF CENTRAL BOARD OF SECONDARY EDUCATION AND CBSE PRIVATE SCHOOLS OF NAGPUR CITY

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ABSTRACT

The evolution of human physical activity and its relationship with motivation have been pivotal throughout history. Ancient societies thrived on physical prowess, with leaders often epitomizing physical fitness. However, the advent of machinery and modern conveniences has led to a decline in physical activity levels among later generations. Despite this, the innate propensity for movement remains inherent in human nature, especially evident in childhood. This paper explores the concept of achievement motivation within the context of sports psychology, emphasizing its significance in understanding human behavior and performance. By examining existing literature, particularly the study by Sylvain Laborde et al. (2016) on positive personality traits in athletes, the importance of motivation in sports performance becomes evident. This study aims to investigate the achievement motivation of male athletic players within the Central Board of Secondary Schools in Nagpur city. The significance of this research lies in its potential to enhance understanding of achievement motivation among athletes and its implications for training and performance. However, certain limitations, such as external factors influencing participants' behaviors, must be considered. The research methodology involves qualitative techniques, primarily utilizing surveys and standardized questionnaires. The analysis focuses on the Sports Achievement Motivation Test to categorize participants' motivation levels. The findings indicate a predominantly low sports achievement motivation among the sampled male athletes, highlighting the need for further investigation into motivational factors affecting sports performance. This study contributes to the growing body of research in sports psychology and provides valuable insights for educators, coaches, and athletes striving for improved performance.

Keywords: Comparative, Achievement, Athlete, Central Board of Secondary Schools



1. INTRODUCTION

Human body is modified according to his physical activity by the nature time to times. Ancient people were able to run, climb jump and through with very much superiorly for fulfillment their daily needs and to save their lives from various threats. They were highly physical fit. And fattest was the leader of the community. But slowly as the later generations invented various machines in the same ratio, they reduce their physical activities, but movement is present in a human body by birth. After the infants born when they able to develop their motor movements they move without any encouragement and in childhood he often to desire to walk, run, jump and play so however habits of physical in activity is developed at later stage as he starts using various facilitated machines and slowly these machines overcome on his physical activities. (R.S.Sekhon, 2007)

1.1. MEANING OF ACHIEVEMENT AND MOTIVATION

Psychology is the study of human behavior in different situation. Whereas sports psychology focuses on relationship between psychology and performance. It considers both the participants and the spectators. Today we known that some psychological factors like tension, anxiety, stress and motivation play an important role in improving sports performance. Moderate amount of tension and anxiety are necessary to put forth the best performance. Therefor sports psychology helps to play sports more attractive to prospective athletes. Motivation defined as arousal of behavior involves whatever brings an organism to action. It may result from stimuli inside or outside the body. Motivation can be divided into two parts intrinsic and extrinsic. When we motivated, we activate or energies behavior, direct behavior, create persistence in behavior strength determines activation and direction in face of competing motives. Achievement motivation is defined as desire for significant accomplishment. People with high need to achieve tend to, choose task that allow for success, yet still require skill and effort and keep persisting until success is an achieved.

1.2. CENTRAL BOARD OF SECONDARY SCHOOLS

It has under its jurisdiction Central India. In response to the representation made by the Government of United Provinces, the then Government of India suggested to set up a joint Board in 1929 for all the areas which was named as the 'Board of High School and Intermediate Education, the government of India set up a joint Board named Board of High School and Intermediate Education. This included, Central India. In 1952, it became the Central Board of Secondary Education.

CBSE Private Schools: It seems that in Nagpur city there are number of established cbse private schools, with the history behind several decades, over 35 years these schools are blend their tradition and modern education. Others like new upcoming schools have emerged within the last decade. the CBSE Private schools are managed by government of India.

2. REVIEW OF LITERATURE

Sylvain Laborde, Felix Guillen, and Emma Mosley studied positive personality-trait-like individual differences in athletes from individual- and team sports and in non-athletes. The aim of this study was twofold: first, to replicate the positive association between sport participation and positive personality-trait-like individual differences (PTLID), and second to investigate whether athletes from individual and team sports would differ regarding positive PTLID. Participants of this study – 600 non-athletes and 600 athletes (280 practicing individual sports, 320 team sports) – completed a battery of questionnaires designed to assess five characteristics grouped under the umbrella term of positive PTLID, including: perseverance, positivity, resilience, self-esteem, and self-efficacy. A first MANOVA revealed that athletes scored systematically higher than non-athletes on positive PTLID. A second MANOVA showed that athletes from individual sports scored higher on positive PTLID than athletes from team sports. This could be explained by the individual responsibility that comes from performing alone and the need to possess greater enduring personal dispositions to succeed. (Sylvain Laborde, 2016)

3. OBJECTIVE OF THE STUDY

- To study of difference between the achievement motivation of athletic players of Central Board Of Secondary Schools and CBSE Private schools of Nagpur city

4. SIGNIFICANCE OF THE STUDY

- The study will be helpful to understand the difference between the achievement motivation of athletic players of Central Board of Secondary Schools and CBSE Private schools of Nagpur city.

- The finding may prove helpful to the physical educators, coaches, trainers and players to prepare their training schedule for better performance.

5. DELIMITATION

- The study will be delimited to the male athletic players of Central Board of Secondary Schools and CBSE Private schools of Nagpur city
- The study will be delimited in the age group of 16-19 years.
- The study was delimited to the following variables:
- The study will be delimited to Nagpur city only

6. LIMITATION

- The daily routine life and voluntary participation in other physical activities by the subjects which will not under control of researcher.
- There will be no control over their habits, diet and motivation.
- There will be no control over environmental factors.

7. RESEARCH METHOD

The research study based on qualitative research technique and the data has adopted by survey method from the central board of secondary schools and CBSE private schools in Nagpur city.

8. SAMPLE DESIGN

- The researcher utilizes the standardized questioner as the primary tools for getting the data.
- The standardized questioner used namely, Sport achievement motivation questioner (SAMQ) authored by Dr.M.L. Kamlesh (1993).

9. TARGET POPULATION

The target population of the study was all the male athlete players of central board of secondary schools and CBSE Private schools in Nagpur city.

10. ANALYSIS OF THE DATA

Motivation is measured through Achievement Motivation test. As I taken the test of central board of secondary schools of Nagpur city and CBSE Private schools, the subject was taken at the age of 17 years to 19 years of age group. The test consists of incomplete statements which can be completed by choosing either of the two proposed parts against each statement. The Sports Achievement Motivation Test is a self-evaluation questionnaire of thirty statements. It includes positive and negative statements, response value which extends from 0 to 40. Each statement carries a maximum score of two and the minimum, zero. When the subject ticks the high pole part, they were given two points and when they touch the low poles, they earn zero. The correct responses are 1a, 2b, 3a, 4a, 5b, 6b, 7b, 8b, 9b, 10a, 11a, 12a, 13a, 14b, 15b, 16a, 17a, 18a, 19a, 20a. The items 1, 3, 4, 9, 10, 11, 12, 13, 16, 17, 18 and 20, if the respondent answers "a" he scores 2 points, if the answer is "b" he gets only zero point. The items 2, 5, 6, 7, 8, 14, 15 and 19, if the respondent answers "b" he scores 2 points, if "a" he gets only zero point. The scores of each subject on each statement are summed up and represent the individual's total score with regard to aggression. A score ranging from 0-24 is considered as low sports achievement motivation, score ranging from 24-30 is considered as moderate sports achievement motivation and the scores above 30 are considered as high sports achievement motivation.

11. CONCLUSION

Table 1

Subject Type	No of Sample	Average Score
Male	30	23.06

Based on the data, a sample of 30 male subjects had been obtained with an average score of 23.06. The score ranges given had corresponded to different levels of sports achievement motivation:

Table 2

Score Ranging	Result
0-24	Low Sports Achievement Motivation
24-30	Moderate Sports Achievement Motivation
30-40	High Sports Achievement Motivation

At that time, the average score had been analyzed in relation to these ranges:

This data compares the average score of 30 male subjects (23.06) with different levels of sports achievement motivation categorized broadly as Low, Moderate, and High. The average score falls within the "Low" category, indicating the predominant motivation level among the sample.

However, it had also been deemed important to consider the distribution of scores within the sample. For a more comprehensive analysis, attention had been directed towards the distribution of scores to determine if there had been any outliers or if the majority of scores had clustered around the average. This could have provided further insights into the motivation levels within the sample.

CONFLICT OF INTERESTS

None.

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