



ISSN: 2456-0057

IJPNPE 2022; 7(1): 462-463

© 2022 IJPNPE

www.journalofsports.com

Received: 01-01-2022

Accepted: 03-02-2022

Dr. Mohammad Wahid

Associate Professor in Physical Education, Department of Teacher's Education, Halim Muslim P.G. College, Kanpur, Uttar Pradesh, India

Comparative study on achievement-motivation and anxiety level of male hockey and cricket players of Kanpur University

Dr. Mohammad Wahid

Abstract

The purpose of the study was to compare the Achievement- Motivation and Anxiety Level of Male Hockey and Cricket Players of Kanpur University who take part in inter college and university level tournaments. 50 Hockey and 50 Cricket players, age group between 18 to 25 were randomly selected for this study. Kamlsh's (1990) Achievement Motivation test and Spielberger's Anxiety inventory questionnaire was used to measuring the level of Achievement Motivation and Anxiety of the Male Hockey and Cricket Players of Kanpur University.

Keywords: Achievement motivation, anxiety and male hockey and cricket players

Introduction

In all phases of sports, 'motivation' is highly significant. In fact, the problem of sports and physical education is the problem of motivating the sports persons. Motivations give rise to interest and are a short cut to all learning. A well motivated sports person takes his work whole heartedly and achieves maximum success in his performance. Thus psychology of motivation has great importance in the field of physical education. Achievement motivation is "the degree to which a player is willing to approach a competitive situation". An understanding of the nature of achievement motivation is helpful in understanding kids in general as well as individually in terms of what they do, how well they do and how long they continue in sports. When one comes to know as to what works as a "driving force", it becomes easier to guide the athlete into achieving excellence. When the desire for achievement becomes a dominant concern for the person, it is expressed in restless driving energy aimed at achieving excellence, getting ahead, improving upon past records, beating competitors, doing things better, faster, more efficiently and finding unique solutions to difficult problems. Motivation in general proves, which indicates why people participate in sports the way they do. "The urge to run and play when young, to excel when competing, to struggle when hindered, to prove something when challenged, to escape when confined, to be aggressive when angered and to flee when frightened are typical of man as he matures and develops and moves through life's many dangerous and competitive situations".

Anxiety and fear are unpleasant emotions commonly experienced in sport and performance settings. While fear usually has an apparent cause, the source of anxiety is comparatively vague and complex. Anxiety has cognitive and somatic components and can be either a trait or a state. To assess the different aspects of anxiety, a variety of psychometric scales have been developed in sport and performance domains. Besides efforts to quantify anxiety, a major focus in the anxiety-performance literature has been to explore the impact of anxiety on performance and why such effects occur.

Methodology

50 Hockey and 50 Cricket male players (age 18 to 25 years) were randomly selected from the Kanpur University, U.P., who take part in inter college and university level tournaments. To measure Achievement Motivation between Hockey and Cricket players, questionnaire developed by Kamlsh (1990) and Spielberger's Anxiety inventory questionnaire was used to

Corresponding Author:

Dr. Mohammad Wahid

Associate Professor in Physical Education, Department of Teacher's Education, Halim Muslim P.G. College, Kanpur, Uttar Pradesh, India

measuring the level of anxiety. The data were collected from the Kanpur University students. 't' test was used to analyze the data.

Result and Discussion

Table 1: Mean SD of Achievement Motivation and Comparison of t-test between Means of Hockey and Cricket players.

Group	Mean	SD	MD	t-value
Hockey Players	23.36	3.99	01.54	0.63NS
Cricket Players	24.99	4.59		

Table No-I shows that there were no significant differences in Achievement Motivation of Hockey and Cricket players. The Mean of Achievement Motivation of Hockey and Cricket players were 23.36 and 24.99 respectively, and t-value 0.63 is not significant.

Table 2: Mean SD of Anxiety and Comparison of t-test between Means of Hockey and Cricket players.

Group	Mean	SD	MD	t-value
Hockey Players	35.30	14.69	01.49	0.43NS
Cricket Players	36.80	16.55		

Table No-II shows that there was no significant difference in anxiety of Hockey and Cricket players. The Mean of anxiety of Hockey and Cricket players were 35.30 and 36.80 respectively, and t-value 0.43 is not significant.

Discussion

The table calculated 't' (0.63) was lesser than tabulated 't' (1.66) which indicated that insignificant difference between Hockey and Cricket players at 0.05 level of significance with 98 degree of freedom.

Conclusion

- There was no significant difference in Achievement Motivation of Hockey and Cricket players.
- There was no significant difference in Anxiety level of Hockey and Cricket players.

References

1. Ismail AH. Integrated Development. In J.E. Kane (Ed.): Psychological Aspects of Physical Education and Sports. London: Routledge & Kegan Paul, 1972.
2. Kamallesh ML, Sangral MS. Principles and History of Physical Education. Lultiana: Ramaprkash Tandon, 1981.
3. Adedoja TA. The Relationship between Anxiety and level of Aspiration among College Physical Education Male Students. Completed Research in Health, Physical education, Recreation, 1982.
4. Ali SN, Akhter M. Motivational effect of level of aspiration on performance in adjusted and maladjusted individuals. Manas: A Journal of Scientific Psychology, 1971, 20
5. Hanton, *et al.* Perceived Control of Anxiety and Its Relationship to Self Confidence and Performance, Research-Quarterly-for-Exercise-and-Sport. 2002;73:1.
6. Eysenck HJ. Dimensions of Personality. London: Routledge & Kegan Paul, 1947.