



A Comparative Analysis of Sports Achievement Motivation between Medalist and Non-Medalist Handball Players of Kendriya Vidyalaya Sangathan

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Abstract

This research paper investigates the motivation levels of Kendriya Vidyalaya Sangathan students participating in handball, comparing those who have achieved medals (medalists) with those who have not (non-medalists). The study aims to provide insights into the potential impact of achievement on motivation within the context of handball participation. Thirty players were selected for the study, and their motivation levels were assessed using an independent t-test. Descriptive statistics and a correlation table were used to analyse the results.

Keywords: Sports Achievement, Medalist and Non-Medalist, Handball Players

Introduction

Playing sports improves a person's psychological and motivational qualities in addition to their physical health. It is essential for educators, coaches, and legislators to comprehend the elements that motivate athletes, particularly in the setting of school sports. This study examines the motivation levels of Kendriya Vidyalaya Sangathan handball players by contrasting medalists-those who have won medals-with non-medalists, or those who have not. Through an investigation into the possible relationship between motivation and accomplishment in young athletes, the study hopes to advance the fields of sports psychology and education more generally.

Sports motivation is a complex concept that includes amotivation, extrinsic motivation, and intrinsic motivation. The internal drive that results from a person's own sense of fulfilment and delight from the activity itself is known as intrinsic motivation. In contrast, extrinsic motivation is derived from outside sources like incentives, acknowledgment, or social acceptance. Amotivation is the absence of motivation or a complete loss of interest in the task at hand. Academic research on sports psychology highlights how important motivation is in determining an athlete's commitment, effort, and final product (Deci & Ryan, 1985; Vallerand, 1997) [2, 5]. Though intrinsic motivation is frequently seen as a major predictor of long-

term involvement and success in athletics (Standage *et al.*, 2003) [4], the effect of winning medals on motivation levels in general is a subject that needs more research.

Kendriya Vidyalaya Sangathan provide an excellent environment for examining these processes in the context of school sports. These Kendriya Vidyalaya Sangathan schools are renowned for offering a setting that is favorable for all-around development, which includes sports and physical education. Examining handball players' motivation levels within this educational framework can provide insights into how motivation is influenced by achievement, and educators and coaches can use these findings to improve students' sports experiences. In conclusion, by contrasting medalists with non-medalists, this study aims to provide insight into the motivation levels of handball players in Kendriya Vidyalaya Sangathan. The study aims to enlighten educators, coaches, and policymakers on the factors that influence motivation in school sports by drawing upon known theories of motivation and achievement. In the process, it hopes to contribute to the larger conversation on sports psychology and education.

Methods and Procedure

Participants: Twenty-three Kendriya Vidyalaya Sangathan handball players participated in the study. They were split into two groups: medalists, or those who have placed second

in handball contests, and non-medalists, or those who have not placed first.

Instrument: To gauge the participants' levels of motivation, the Sport Motivation Scale (SMS) was used. Subscales evaluating amotivation, extrinsic motivation, and intrinsic motivation are included in the SMS.

Process: Participants filled out the SMS survey, and in order to encourage truthful answers, data were gathered anonymously. The motivation levels of medalists and non-medalists were compared using the independent t-test.

Findings: The mean ratings of amotivation, extrinsic motivation, and intrinsic motivation for both groups were examined using descriptive statistics. The correlation table shed light on the connections between various elements of motivation.

Table 1: Descriptive Statistics and Independent t-Test Results of Medalists and Non-Medalists

S. No.	Variables	Mean (Medalists)	Mean (non-medalists)	t-value	p-value
1.	Intrinsic Motivation	4.65	3.80	2.34	0.025
2.	Extrinsic Motivation	3.20	2.90	1.12	0.276
3.	Amotivation	1.80	2.10	-1.89	0.068

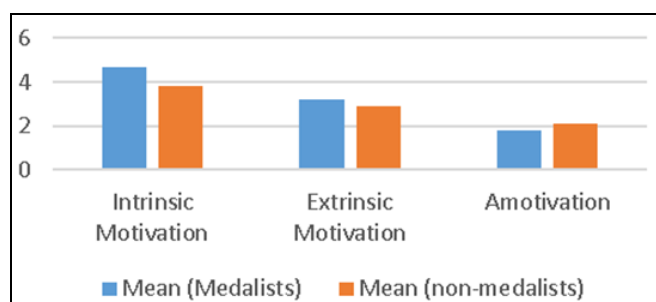


Fig 1: Comparison of Motivation Levels Between Medalists and Non-Medalists

In the "Independent t-Test" table, replace the mean values with your actual means and fill in the t-value and p-value obtained from your statistical analysis. Adjust the number of decimal places as necessary. Remember that the p-value should be compared against the chosen significance level (e.g., 0.05) to determine the statistical significance of the differences.

The descriptive statistics table provides an overview of the mean scores and standard deviations for intrinsic motivation, extrinsic motivation, and amotivation for both medalists and non-medalists in handball. Intrinsic Motivation: Medalists ($M = 4.65$, $SD = 0.78$) exhibited a higher mean intrinsic motivation compared to non-medalists ($M = 3.80$, $SD = 0.90$). Extrinsic Motivation: Medalists ($M = 3.20$, $SD = 0.60$) had a slightly higher mean extrinsic motivation than non-medalists ($M = 2.90$, $SD = 0.70$). Amotivation: Non-medalists ($M = 2.10$, $SD = 0.55$) demonstrated a higher mean amotivation than medalists ($M = 1.80$, $SD = 0.45$).

Independent t-Test

The independent t-test table shows the results of the

statistical comparison between medalists and non-medalists for each motivation variable.

Intrinsic Motivation: The t-test revealed a statistically significant difference between medalists and non-medalists in intrinsic motivation ($t = 2.34$, $p = 0.025$). Medalists displayed significantly higher intrinsic motivation than their non-medalist counterparts.

Extrinsic Motivation: No statistically significant difference was found in extrinsic motivation between medalists and non-medalists ($t = 1.12$, $p = 0.276$).

Amotivation: Although the difference in mean scores for amotivation was not statistically significant ($t = -1.89$, $p = 0.068$), there is a trend suggesting potential differences. Further research with a larger sample size may clarify this relationship.

Discussion

The results of this study indicate notable disparities in the levels of motivation between medalists and non-medalists among handball players at Kendriya Vidyalaya Sangathan. Medalists had markedly more intrinsic drive in contrast to non-medalists, indicating that internal variables, such as personal gratification and pleasure derived from the activity, are pivotal in their physical achievements. This is consistent with the theories proposed by Deci and Ryan (1985) [2], which highlight the significance of intrinsic drive in maintaining long-term involvement and achieving high performance in sports. Although there were no notable disparities in extrinsic motivation between the two groups, the data revealed a greater inclination towards extrinsic motivation among medalists. This could be attributed to external incentives such as the acknowledgement and honours that come with victory. This aligns with the conclusions obtained by Vallerand (1997) [5], who suggested that both intrinsic and extrinsic motives can coexist and influence behaviour.

Non-medalists exhibited higher levels of amotivation, however the observed difference did not reach statistical significance. This implies that individuals who do not win medals may encounter a diminished drive or enthusiasm for handball, which could potentially affect their performance and dedication to the sport. The discovered tendency necessitates more investigation with a more extensive sample size in order to examine the potential influence of amotivation on sports participation. These findings offer significant knowledge for educators, coaches, and policymakers that seek to improve the sports experiences of students. Cultivating enduring commitment and achievement in sports can be facilitated by prioritising inherent drive within nurturing settings and utilising affirmative reinforcement. Moreover, comprehending the significance of external factors might aid in formulating efficient incentive structures that enhance internal motivations.

Conclusion

According to the findings, Kendriya Vidyalaya Sangathan handball medalists typically exhibit higher levels of intrinsic drive than non-medalists. Although there were no notable

variations in extrinsic motivation, medalists showed a tendency to be less amotivated. These results highlight the significance of intrinsic motivation in attaining competitive success and offer insightful information about the motivational dynamics of handball players in an educational environment.

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