

A Comparative Study of Achievement Motivation and Aggression among the B.P.Ed. and B.Ed.Students

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ABSTRACT

Achievement motivation may be associated with a variety of goals, but in general the behaviour adopted will involve activity, which is directed of excellence, it can be said that achievement motivation is an expectancy of finding satisfaction in mastering challenging and difficult performance. Aggression is intentional, where the intent is to injure, it includes both physical and emotional harm for a person. Such attitude suggests a high degree of aggressiveness in sports as well as in education field. The purpose of the present investigation is to compare the academic achievement motivation and aggression among B.P.Ed. and B.Ed.Students, 60 men and women B.P.Ed. and B.Ed.students, both the group were following within the age group of 18-24 years constituted the sample. The study was done using the achievement motivation questionnaire by Kamlesh and the Aggression inventory by Buss-Durkee after collecting of the data the total B.P.Ed.students group was compared of with B.Ed.students group. Result revealed that achievement motivation was more developed amongst B.P.Ed.students as compared to B.Ed.students and aggression was more developed amongst B.P.Ed.students as compared to B.Ed.students.

Introduction

The term motivation in education means inculcating and stimulating interest in studies and other such activities in the students. The term motivation has been derived from 'movere' which means to move. Motivation is the process of arousing action, sustaining activity in progress, regulating and directing pattern of activity through energy transformation within the tissues of the organism. It is a variant form of 'motive' which represents urges, drives, will, determination incentives and the like., anything that moves an individual to action may be described as a motive. There are number of functions of motives in learning and performance. Motivation directs energies and selects the behaviour. It is helpful in capturing attention, developing interest character formation and progressing according to individual differences. It develops social qualities and sense of discipline.

But in the field of sports the achievement motivation is more important because in this area the goals always remain first priority McClelland and Atkinson have defined his term, According to them "Achievement Motivation may be associated with a variety of goals of goals, but in general the behavior adopted will involve activity which is directed of excellence" Hence it can be said that achievement motivation is an expectancy of finding satisfaction in mastering challenging and difficult performance. In the process of goal-

oriented achievement a number of motivational factors play important role.

Aggression as the intentional response a person makes to inflict pain or harm on another person. Aggression is an act, rather than a state of being. It also supposes that aggression is intentional, where the intent is to injure, it includes both physical and emotional harm for a person. Such attitude suggests a high degree of aggressiveness in sports as well as in education field. It was identified tough mindedness and aggressiveness as personality traits, which coincide positively with high ability and success.

Aim

“A comparative study of achievement Motivation and Aggression among the B.Ed. and B.P.Ed. students”.

Definition and Explanation of Important Terms

Achievement Motivation :

Achievement motivation is an effective arousal state directing behaviour in an achievement oriented activity cognitively appraised as potentially satisfying.

Aggression:

Aggression as the intentional response a person makes to inflict pain or harm on another persons.

Objectives of Study:

1. To study the difference between academic achievement motivation among the B.Ed. and B.P.Ed. students.
2. To study the difference men and women, B.P.Ed. and B.Ed. students in their achievement motivation.
3. To study the differences between aggression among the B.Ed. and B.P.Ed. students.
4. To study the difference between men and women, B.P.Ed. and B.Ed. students in their aggression.

Hypothesis :

1. There is a significant difference in the academic achievement motivation among the B.P.Ed. and B.Ed. Students.
2. There is a significant difference between aggression among the B.Ed. and B.P.Ed. students.
3. There is a significant difference between men and women B.P.Ed. and B.Ed. students in

their achievement motivation.

4. There is a significant difference between men and women, B.P.Ed. and B.Ed. students in their aggression.

Methodology:

The study was initiated by randomly selecting a sample 60 men and women B.P.Ed. and B.Ed. students. Both the group were falling within the age group of 18-24 years. The study was done using the Achievement motivation questionnaire by Kamlesh and the Aggression inventory by Buss-Burkee after collecting of the data the total B.P.Ed. students group was compared with total B.Ed. students group. Men and women, B.P.Ed. and B.Ed. students in their achievement motivation and aggression.

Discussion

Table-1

Name of the group	No.of Subjects	Mean	Standard deviation	't' value
B.P.Ed. Students	60	86.55	6.35	24.05 *
B.Ed. Students	60	67.65	6.02	

* Significant at 0.1 level of confidence

The comparison of data in table no.1 regarding achievement motivation, between different groups of B.P.Ed. and B.Ed. students did show that, significant difference existed when the total group of B.P.Ed. students was compared with total group of B.Ed. students.

Table-2

Comparison of men and women, B.P.Ed. and B.Ed. students in their achievement motivation.

Name of the group	No.of Subjects	Mean	Standard deviation	't' value
Men B.P.Ed.Students	30	85.70	6.54	24.71
Men B.Ed.Students	30	67.10	5.64	
Women B.P.Ed.Students	30	87.40	5.90	
Women B.Ed.Students	30	68.20	6.33	

Table-3

Comparison of B.P.Ed. and B.Ed.Students in their aggression

Name of the group	No.of Subjects	Mean	Standard deviation	't' value
B.P.Ed. Students	60	88.27	6.09	20.38 *
B.Ed. Students	60	78.17	6.05	

* Significant at 0.1 level of confidence

The comparison of data in table no.4 regarding aggression, between different groups of B.P.Ed. and B.Ed.students did show that, significant difference existed when the total of B.P.Ed. students was compared with total group of B.Ed.Students.

Table-4

Comaparison of men and women, B.P.Ed. and B.Ed. students in their aggression.

Name of the group	No.of Subjects	Mean	Standard deviation	't' value
Men B.P.Ed.Students	30	89.27	6.17	16.89*
Men B.Ed.Students	30	77.30	6.11	
Women B.P.Ed.Students	30	87.27	5.84	12.20*
Women B.Ed.Students	30	79.03	5.85	

* Significant at 0.1 level of confidence

The comparison of the means of all these groups did indicate means of all the group of B.P.Ed. students were higher than the means of the groups of B.Ed. Students irrespective of sex involved in the comparison. The results there by indicate that aggression much developed in B.P.Ed. students as compared to B.Ed.students.

Conclusion

Achievement motivation is an expectancy of finding satisfaction in mastering challenging and difficult performance. In the process of goal-oriented achievement a number of motivational factors play important role and aggression as the intentional response a person makes to inflict pain or harm on another person. Aggression is an act, rather than a state of being. Hence it was concluded that achievement motivation was more developed amongst B.P.Ed. students as compared to B.Ed.students and aggression was more developed amongst B.P.Ed. students as compared to B.Ed.students.

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