



Swami Vivekananda Advanced Journal for Research and Studies

Online Copy of Document Available on: www.svajrs.com

ISSN:2584-105X

Pg. 105- 109



Differences in Motivation Levels Between Medalist and Non-Medalist Handball Players: A Study on Kendriya Vidyalaya Sangathan Students

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Accepted: 08/05/2025

Published: 18/05/2025

DOI: <http://doi.org/10.5281/zenodo.20786230>

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: social media, Motivation, Handball, Medalists, Student Athletes, Sports Psychology

1: Introduction

Participation in sports enhances not only physical fitness but also psychological well-being and motivational attributes, such as resilience, self-confidence, and goal-directed behavior (Deci & Ryan, 2000) [1]. Understanding the factors that drive athlete motivation is crucial for educators, coaches, and policymakers, particularly within school-based sports programs where young talents are nurtured. This study investigates motivation levels among handball players from Kendriya Vidyalaya Sangathan (KVS) by comparing medalists (those who have won medals in competitions) with non-medalists (those who have not). By exploring the potential links between achievement outcomes and motivational profiles in adolescent athletes, the present research seeks to contribute to the fields of sports psychology and physical education.

Sports motivation is a multifaceted construct often explained through Self-Determination Theory (SDT), which distinguishes between intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 1985; Ryan & Deci, 2017) [2] [3]. Intrinsic motivation refers to engaging in an activity for the inherent satisfaction, enjoyment, and personal fulfillment it provides. Extrinsic motivation arises from external factors such as rewards, recognition, praise, or avoiding negative consequences. Amotivation represents a lack of intention or motivation to engage in the activity. According to SDT, the satisfaction of basic psychological needs—autonomy, competence, and relatedness—fosters higher-quality, self-determined motivation, leading to greater persistence, performance, and well-being in sports contexts (Standage et al., 2003; Van Yperen, 2025) [4] [5].

Empirical evidence suggests that medal-winning athletes often exhibit higher levels of achievement motivation and more adaptive motivational profiles compared to non-medalists. Studies on various sports indicate that successful athletes tend to report stronger

intrinsic motivation and better psychological skills, which contribute to sustained effort and superior performance (Chin et al., 2012; Fernández-Río et al., 2018) [6,7]. However, the specific dynamics in school-level team sports like handball, especially within the Indian context, remain relatively underexplored (e.g., comparative studies on KVS handball players).

Kendriya Vidyalaya Sangathan institutions offer a unique and valuable setting for such investigations. As centrally funded schools emphasizing holistic development, KVS provides structured opportunities for sports participation alongside academics, promoting physical education and competitive excellence across diverse socio-economic backgrounds (Kendriya Vidyalaya Sangathan, n.d.). Analyzing motivation in this environment can reveal how competitive success (or lack thereof) influences young athletes' drive, offering practical implications for coaches and teachers aiming to foster long-term engagement and talent development.

In summary, this study aims to illuminate differences in motivation levels between medalist and non-medalist handball players in Kendriya Vidyalaya Sangathan. By integrating established motivational frameworks with empirical comparison, the findings are expected to inform evidence-based strategies for enhancing sports experiences in schools. Ultimately, this research contributes to the broader discourse on optimizing motivation to support both athletic achievement and positive youth development in educational settings.

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 motivation, 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 NO. 1

DESCRIPTIVE STATISTICS OF MEDALISTS AND NON-MEDALISTS AND THEIR T VALUE

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

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) [8], 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) [9], 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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