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A study on the motives to participation between residential and non-residential

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Abstract

The purpose of this study was to analyze the personality traits and participation motivation between residential and non-residential school girls from NVS Dari and Gautam Budh Nagar. Fifty (N=50) female players from residential and Fifty (N=50) female players from non residential who has participated in different sports were selected purposively as subjects for the study. The Sport Motivation Scale (SMS-28) developed by Lue G. Pelletier ,Michelle Fortier, Robert J. Vallerand, Nathalie M. Briere, Kim M. Tuson & Marc R. Blais,1995. To assess participation motivation of the subjects, Questionnaire the Sport Motivation Scale (SMS-28) will be used. A motivation, Intrinsic motivation and Extrinsic motivation of residential and non-residential students at school level were significantly different and there was no significance difference in extroversion between residential and non-residential students at school level. To analyze the data of the study as entitled as "participation motivation between residential & non-residential students at school level" independent t- test and SPSS 20 was used at .05 level of significant.

Keywords: Participation motivation, intrinsic motivation and extrinsic motivation

Introduction

The 'Sports psychology' section is a continuation of the AS section 'Acquiring movement skills'. The focus at AS was upon how skills are learned and controlled. By way of extension, 'Sports psychology' addresses the important mental processes that work together to facilitate effective performance in sport. In their separate ways, both 'Acquiring movement skills' and 'Sports psychology' demonstrate how sporting competence and participation can be increased. Through this, a common theme emerges, as both areas set out to encourage and sustain a balanced, active and healthy lifestyle. Residential care has a great impact on personality development. Some researchers have observed that boarding school experiences many problems, the most prominent of which is emotional disorder Jensen and Overgaard (1993) reported that there is a higher risk of adopting unhealthy habits than boarders. The findings of the research had proved that there is a positive correlation between factors related to residential status, status and unhealthy personality of children. Kleinfeld and Bloom stated that whether boarding schools weaken the psychological well being of Eskimo and Indian children. An investigation into the special effects of boarding schools on adolescents found that forty-nine percent of students were suffering from social impairment and mood disorders. Although the boarding school administration had taken some measures in terms of changing the prevailing environment, which proved to be helpful in reducing the rate of disorganized personality among students, in the long run it was unable to eliminate the adverse effects of the boarding school (Ano G. G, et al. 2004). Day Scholars are proven to be healthy (physically and emotionally) and have a better self-concept than boarders in particular. Boarder students demonstrated low scores on the determinants of ego recognition, self-esteem. Home sense is called a common developmental process of place recognition for boarders. Boarders suffer from absorption problems in different living setups that result from poor academic performance and emotional abuse (Erik and Yunkramer, 1974).

Statement of the Problem

The purpose of the study was to compare the motives to participation between residential and non residential students.

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Selection of the subjects

The purpose of the study was to analyze the personality traits and participation motivation between residential and non-residential school girls from NVS Dari, Gautam Budh Nagar. Fifty (N=50) female players from residential and Fifty (N=50) female players from non residential who has participated in different sports were selected purposively as subjects for the study. The age of the subject ranged between 12-18 years.

Criterion measures

The following selected questionnaires was taken as a criterion measures -

- The Sport Motivation Scale (SMS-28) developed by Lue G. Pelletier ,Michelle Fortier, Robert J. Vallerand, Nathalie M. Briere, Kim M. Tuson & Marc R. Blais, 1995.

Narration of the test (NOT)

Participation Motivation: To assess participation motivation of the subjects, Questionnaire the Sport Motivation Scale (SMS-28) will be used.

It contain 28 items, answered on seven points from does not correspond at all to corresponds exactly. It helps to measure motivation and Amotivation.

Administration of test

The questionnaire was administered on residential and non residential students but before administrating the test, purpose and significance of study was explained to the subjects. Prior permission was also taken by the principals of different schools.

The questionnaire was administered to all the subjects with the request that they shall give correct and accurate answers. All the subjects were given necessary instructions, on the basis of instruction given in the questionnaire. Subjects were told that not to give answers in right or wrong and they should express their frank opinion as what they fell about themselves to each question of the questionnaire.

Proper instructions regarding the objectives of the study and procedure for filling in the questionnaire were also given. All the subjects were agreed to concentrate and be cooperative to the research scholar. The subjects were also instructed to write their name, age, gender and state on the questionnaire. Researcher was nearby the subjects during that time in order to ensure that they have understood the instructions clearly and are not making mistakes in filling up the questionnaire. Filling up of questionnaire was taken 40 minutes and it was collected back.

The data was collected on each subject separately .The subjects were given help in understanding the language and meanings of statements, whenever required.

Collection of data

The data were collected from the 50 residential and 50 non residential school female students from different sports of 12-18 years on personality traits and participation motivation through Big Five Inventory and Sport Motivation Scale questionnaires.

Statistical technique

To analyze the data of the study as entitled as “participation motivation between residential & non-residential students at school level" independent t- test and SPSS 20 was used.

Table 1: Descriptive Statistics of Big- Five personality factors of Residential and non- residential students

Variables	Groups	N	Mean	Std. Deviation	Std. Error Mean
Extroversion	Residential	50	27.62	4.43	0.62
	Non- residential	50	27.02	4.68	0.66
Agreeableness	Residential	50	33.1	4.08	0.57
	Non- residential	50	31.2	5.43	0.76
Conscientiousness	Residential	50	29.18	4.40	0.62
	Non- residential	50	27.02	5.21	0.73
Neuroticism	Residential	50	25.84	5.12	0.72
	Non- residential	50	25.82	4.63	0.65
Openness	Residential	50	34.82	3.76	0.53
	Non- residential	50	32.62	5.02	0.71

Table 1 shows that scores of mean and standard deviation scores of personality factor in case of extraversion for the residential students was 27.62±4.43; agreeableness 33.1±4.08; conscientiousness 29.18±4.40; neuroticism 25.84±

5.12; openness 34.82±3.76 and for the non- residential students was extroversion 27.02±4.68; agreeableness 31.2±5.43; conscientiousness 27.02±5.21; neuroticism 25.82±4.63 and lastly in openness 32.62±5.02.

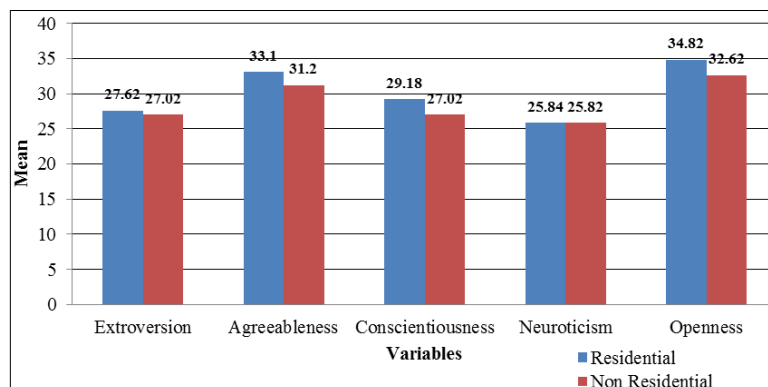


Fig 1: Descriptive Statistics of Big- Five personality factors of residential and non- residential athletes

Table 2: Comparison of mean scores of Big- five personality factors of residential and non- residential students

Variables	t- test for equality of means		
	T	df	Sig.(2- tailed)
Extroversion	0.65	98	0.51
Agreeableness	1.98	98	0.05
Conscientiousness	2.23	98	0.02
Neuroticism	0.02	98	0.98
Openness	2.47	98	0.10

Significant at 0.05 levels; $t=0.05(98 \text{ df}) = 1.984$

Table value

Since, the extroversion calculated t (0.65) is less than the tabulated t value (1.98) with df 98.00 at 0.05 level of significant difference thus, there is no significant difference between residential and non- residential students at school level.

Agreeableness calculated t (1.98) is equal to the tabulated t value (1.98) with df 98.00 at 0.05 level of significant difference thus, there is significant difference between residential and non- residential students at school level.

Conscientiousness calculated t (2.23) is more than the tabulated t value (1.98) with df 98.00 at 0.05 level of significant difference thus, there is significant difference between residential and non- residential students at school level.

Neuroticism calculated t (0.02) is less than the tabulated t value (1.98) with df 98.00 at 0.05 level of significant difference thus; there is no significant difference between residential and non- residential students at school level.

Openness calculated t (2.47) is more than the tabulated t value (1.98) with df 98.00 at 0.05 level of significant difference thus; there is significant difference between residential and non- residential students at school level.

Conclusion

1. There was no significance difference in extroversion between residential and non-residential students at school level.
2. Amotivation of residential and non-residential students at school level were significantly different.
3. Intrinsic motivation of residential and non-residential students at school level was significantly different.
4. Extrinsic motivation of residential and non-residential students at school level were significantly different

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