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TO STUDY THE IMPACT OF ACHIEVEMENT MOTIVATION ON NATIONAL LEVEL HAND BALL PLAYERS

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Abstract: - The purpose of this research work was to find out as to how a person's competitiveness are influenced by achievement motivation. The sports achievement motivation test (Kamlesh 1990) was used to collect the data. The sample for the study comprised of 128 handball players belonging to different affiliated states and units with Handball Federation of India (HFI). Out of 128 samples, 64 male & 64 female each belonged to four semifinalist teams in both section which had taken part in the 39th Senior National (M &W) Handball Championship. Analysis of variance and Scheffe's (Post-hoc test) was applied to find the significant difference between male and female handball players in achievement motivational pattern amongst 1st four position holders. No conclusive result was observed in the male and female National level handball players with respect to their achievement motivation.

Key Words: - *Achievement; Motivation; Performance; Participation.*

I. INTRODUCTION

Achievement motivation is the tendency to strive for success, persist in the face of failure and experience pride in accomplishment. Achievement motivation refers to the behaviour of an individual who strives to accomplish something to do his best, to excel in performance. This involves competition with a particular standard of excellence of performance with himself or others. This very characteristic of achievement distinguishes it from other motives.

First of all, Murray gave the concept of achievement motivation, but it was through the Lud Lebour of McClelland and his co-worker that this topic has assumed practical importance in the field of education. Murray (1938) defined achievement motivation in the following words, "To accomplish something difficult, to master, to manipulate or organize physical objects, human being or ideas, to do this rapidly and as independently as possible; to overcome obstacles and attain a high standard; to excel oneself and to rival and surpass others and to increase self regard by the successful exercise of talent".

Achievement motivation has been considered a personality factor. The sports psychologists have viewed it like personality, progressing from a trait oriented view of a person's "need for achievement" to an interaction view that emphasizes more changeable goals and how these are affected in a particular situation. Achievement motivation in sports is popularly called as 'competitiveness'.

McClelland and his colleagues (1955) stated clearly the expectations are built out of universal experiences with problem solving, with learning to walk, talk, read, write and so forth. The expectations also involve standards of excellence with respect to such tasks. The tasks can be done quickly and performance in terms of standards of excellence so that discrepancies of various sorts from this perceptual frame of reference can produce positive or negative effect. The surest sign of such a frame of reference is evaluation of performance".

According to Heckhausen (1967), Achievement motivation is "striving to increase or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail." The standard of excellence may be task related, self-related or related to others. When it is task related, the person compares his achievements with his own previous achievements and when it is others related, the person compares his achievements with those of the others. Whether the standard of excellence is task related, self-related or others related, it consists of two inferences one signifying success and the other signifying failure.

According to Grandall, Solomon and Kallaway (1955), "Achievement behaviour is any behaviour which is directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations where standards of excellence are applied."

Studies conducted by McClelland and Freedman (1952) and Mc Clelland (1955) indicate that achievement motivation is developed at an early stage as through relationship between a child and his parents. In the early stage of life, if the growing child receives good amount of recognition, praise and reward for his accomplishments, he develops some feeling of personal worth and sense of achievement. It is important for the development of achievement motivation that the child is exposed to a high standard of excellence and is encouraged for his performance and independent efforts.

Atkinson (1964) states that the theory of achievement motivation attempts to account for the determinants of the direction of magnitude and persistence of behaviour, in limited what very important domain of human activities. Murray (1964) "It is social motives to master, manipulates or organize physical objects, human beings or ideas".

Heckhausen (1967) define the concept of achievement motivation as striving the increase of deep as high as possible, one's own capacity in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore, either succeed or fail. Good (1973) defines achievement motivation as a combination of psychological forces, which initiate, direct and sustain behaviour towards successful attainment of some goals which provide a sense of significance. No single measurable factor seems to account for it.

Decharms (1986) concluded that achievement motivation, was disposition to strive for something and had satisfaction derived from success in competition in some standard of excellence. Bhushan and Aggarwal (1978) conducted a study of personality characteristics of high and low achieving Indian sports personnel. The high achievers scored significantly higher than their low achiever counterparts on

dominance and emotional stability being called as the primary factors. On the second order factors, outstanding sportspersons were significantly more extroverted than the low achievers. High dominance is perhaps one of the chief proofs of the international sports persons, who must persist and master skills and techniques. Being more extroverted than low achievers, the outstanding sports-person has higher thresholds for arousal, and thus they are able to endure hard physical training programme. They are also able to handle higher levels of arousal caused by intense competition and usually higher vociferous spectator reactions before their performance deteriorates. The outstanding sports women, as compared to sportsmen in general, scored significantly higher on the primary factors of dominance, suspiciousness, and tenseness and lower on outgoingness, emotional stability and tender mindedness. On the second order factors, the sportswomen were significantly more anxious, alert, poised and independent. Perhaps, the outstanding women players were more dominant and independent than the outstanding men players because they had to break through the stronger barriers of customs and tradition to compete in a men's world.

Nault (1982) investigated the effect of achievement motivation on risk taking behaviour and performance of 60 male high school students. The results revealed that high achievers obtained better performance than lower achievers in the preliminary phase. Blias(1982) conducted a study of achievement motivation on basketball players. The result indicated that they exhibited wide variety and exceptions of success and failure, and that equating the winning and losing with success and failure may represent an erroneous assumption.

Need for achievement refers to motivation for accomplishment and excellence. It refers to the energy or drive that pushes the individual towards a certain goal. In general, achievement motivation expects satisfaction in mastering of difficult and challenging performances whereas, in education it stands for the pursuit of excellence. When desire for achievement becomes a dominant concern to a person, it initiates a kind of restless driving energy in an individual and aims at achieving excellence, getting ahead, improving on past records, beating competitors, doing things better and finding unique solutions to difficult problems. Achievement motivation thus aims to enrich the students with positive human traits of motivation, curiosity and adaptability. So we can conclude that achievement motivation play a paramount role in setting higher goals as well as in establishing higher standards in the learning and performing activities from the academic point of view and subsequently working towards them for their realization. In the present study researcher have tried to find that is there any difference in the level of achievement motivation among the 1st four semifinalist team in National level handball competition.

II. OBJECTIVES OF THE STUDY

1. To find out difference between male and female 1st four position holders of National level handball players on the variable of achievement motivation.
2. To find out difference between paired of group in achievement motivation of male and female National level handball players.
3. To find out the inter relationship of the total sample of male and female National level handball players on the variable of achievement motivation.

III. HYPOTHESES

1. There would be a significant difference between male and female 1st four position holders of National level handball players on the variable of achievement motivation
2. There would be a significant difference between paired of group in achievement motivation of male and female National level handball players.
3. There would be a significant relationship on total sample of male and female National level handball players on the variable of achievement motivation.

IV. RESULTS

TABLE – I: MEAN DIFFERENCE OF ACHIEVEMENT MOTIVATION SCORE OF MALE AND FEMALE NATIONAL LEVEL HANDBALL PLAYERS

Groups	Male N= 16		Female N= 16		Mean Diff.	SED M	' t ,
	Mean	S.D.	Mean	S.D.			
1 st Position	31.62	3.364	27.25	4.313	4.375	1.367	3.199*
2 nd Position	29.75	3.173	27.62	3.594	2.125	1.199	1.773
3 rd Position	30.25	2.295	32.00	4.561	1.750	1.276	1.371
4 th Position	28.88	3.096	29.12	5.608	0.250	1.601	0.156

* Significant at .05 level 't' < (2.04)

From the statistical results given in table - I it has been observed that there was a significant difference in case of first position holders male and female National level handball players in achievement motivation as the obtained 't' value (3.199) was significantly higher than the tabulated value of 2.04 needed to be significant at .05 level. The results presented for mean difference of achievement motivation score between male and female National level handball players on second, third and fourth position holder does not show any difference as the obtained 't' values 1.773, 1.371 and 0.156 respectively were found less than the tabulated value of 2.04 required to be significant at .05 level.

TABLE – II: ANALYSIS OF VARIANCE AMONG FOUR POSITION HOLDERS IN ACHIEVEMENT MOTIVATION OF MALE NATIONAL LEVEL HANDBALL PLAYERS

	S.S.	df	MS	'F'
Between group	63.500	3	21.167	2.337
Within group	543.500	60	9.058	

The results of table -II have shown that there is no significant difference among four position holders male National handball players in achievement motivation. The obtained 'F' value (2.337) was less than the tabulated value of 2.76 needed to be significant at .05 levels.

TABLE – III: ANALYSIS OF VARIANCE AMONG FOUR POSITION HOLDERS IN ACHIEVEMENT MOTIVATION OF FEMALE NATIONAL LEVEL HANDBALL PLAYERS

	S.S.	df	MS	'F'
Between group	223.500	3	74.500	3.558*
Within group	1256.500	60	20.942	

*significant at 0.05 level 'F' < (2.76)

The results presented in table - III revealed a significant difference among four position holders female National level handball players in achievement motivation variable. The obtained 'F' value (3.558) was found higher than the tabulated value of 2.76 required to be significant at .05 levels.

Further Scheffe 'S' Post Hock Test of significance was applied to find out significant difference between paired of groups and the results have been given in the table - IV

Table – IV: SIGNIFICANT DIFFERENCE BETWEEN PAIRED OF GROUPS IN ACHIEVEMENT MOTIVATION OF FEMALE NATIONAL LEVEL HANDBALL PLAYERS

1 st Position	2 nd Position	3 rd Position	4 th Position	MD	CI
27.25	27.62	-	-	0.375	4.654
27.2	-	32.00	-	4.750*	

5					
27.2 5	–	–	29.1 2	1.875	
–	27.62	32.0 0	–	4.37 5	
–	27.62	–	29.1 2	1.50 0	
–	–	32.0 0	29.1 2	2.87 5	

***significant at 0.05 level**

The results presented in table -IV revealed that there was no significant difference among first, second and fourth position holders female National level handball players. However the significant difference among first and third position holders female National level handball players has been witnessed. It has been observed that level of achievement motivation of third position holder female National level handball players was significantly higher than the first position holder female National level handball players, as the mean score achieved in achievement motivation by third position holder female National level handball players was found higher than the first position holder handball female handball players. The mean difference in the score of first and third position holders was found higher than critical interval of 4.654 which is needed to be significant at .05 levels. However no significant difference was observed in any other paired of groups.

TABLE – V: ANALYSIS OF VARIANCE AMONG FOUR POSITION HOLDERS MEN AND WOMEN NATIONAL LEVEL HANDBALL PLAYERS IN ACHIEVEMENT MOTIVATION (TOTAL SAMPLES)

	S.S.	df	MS	‘F’
Between group	113.250	3	37.750	2.324
Within group	2014.250	124	16.244	

The results presented in table -V indicated that there was no significant difference among four position holders men and women National level handball players. The obtained ‘F’ value (2.324) was less than the tabulated value of 2.68 needed to be significant at .05 levels.

V. CONCLUSION

First position holder male National level handball players have shown higher level of achievement motivation than the first position holder female National level handball players as the mean

score (31.62) obtained by male National level handball players was higher than the mean score (27.25) obtained by female National level players. However in case of 1st and 3rd position holder female National level handball players a significant difference have been observed in achievement motivation variable. In case of total sample of male and female National level handball players no difference have been observed in achievement motivation. No clear cut result have been found because those players who reached to the semi-final level of the competition i.e. 1st four position possess the almost equal level of competence and motivation.

VI. REFERENCES

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