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Influence of achievement motivation on the performance of high school handball players

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Abstract

It is critically important that those studying the psychological concepts as they apply to the area of physical education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and a meticulous understanding of these is absolutely necessary in any attempt to unravel many factors causing and revealing behavior and its changes in sports setting. The major purpose of the present study addresses itself in analyzing the influence of achievement motivation on performance of Handball players selected from six districts high school teams participated in the district level Handball tournaments. The study also attempts to find out the relationship among the selected variables and examines the differences in the performance among Handball players. To collect necessary data pertaining to present study the adopted version of Sport Motivation Scale (SMS-28) by Nathalie M. Briere *et al.* (1995) is administered to all the 220 High School Handball players. Attempt is made to divide the groups into two high and low achievement groups. Further Jump Shoot, Accuracy Throw, Obstacle Dribble tests were administered to two groups. Results shown there is a significant difference in the Jump Shoot, Accuracy Throw, Obstacle Dribble performance of the high school Handball players.

Keywords: Handball, achievement motivation, jump shoot, accuracy throw, obstacle dribble

Introduction

Initially most of the research work in physical education and sport was carried out in science related sub disciplines like exercise physiology, bio-mechanics, nutrition, physical fitness and anthropometry. Researchers in these fields were of the opinion that factors present in these areas were chiefly responsible for performance of a sportsman in competitive sport.

As regards the role of socio-psychological factors in sport performance it was comparatively overlooked and under emphasized.

The role of social factors like group cohesiveness, audience, leadership, attitude and values, family dynamics, intra-team relations, socio-economic factors, and psychological factors like personality aggression, anxiety, achievement, motivation, self confidence, stress etc. have been investigated by various researchers for their possible contribution in sport performance.

It is critically important that those studying the psychological concepts as they apply to the area of physical education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and a meticulous understanding of these is absolutely necessary in any attempt to unravel many factors causing and revealing behavior and its changes in sports setting.

Several scholars have laid major emphasis on explaining the fundamental causes of human behavior. It has been proved that human behavior is always motivated goal-directed and integrated, thus the changes in the behavior of individuals are attributed to certain forces internal or external, which drive the individual towards some kind of activity or performance. It is true that an optimal level of motivation is required for better performance. High level of motivation leads to involvement in the activity; understanding the reason for participation will enhance levels of performance. For effective use of motivation one should consider the nature of activity and the nature of the learner.

The influence of motivation on the achievement of sportsman has a rich research tradition that provides insights. Application of sports competition is the most common achievement situation in sport, but achievement also occurs in non-competitive situations when individuals compare their performance to personal standards.

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Statement of the Problem

The study entitled “Influence of Achievement Motivation on the Performance of High School Handball Players”. The present study addresses itself in analyzing the influence of achievement motivation on performance of Handball players selected from six districts high school teams participated in the district level Handball tournaments. The study also attempts to find out the relationship among the selected variables and examines the differences in the performance among Handball players.

Objectives of the Study

1. To study the influence of Achievement motivation on the performance of high school Handball players.
2. To study the relationship of among the selected variables of high school Handball players.

Materials and methods

The study was conducted on the sample of 220 district level Handball players selected from the district level tournaments held in the Hyderabad Karnataka Region. Attempt was made to categorize the sample into equal groups based achievement motivation. The sample design based on

achievement motivation and self confidence is given in the following tables.

Table 1: Distribution of Sample on Achievement Motivation

AM	Category	Total
	Boys	
High	110	220
Low	110	

Tools

1. Modified version of The Sport Motivation Scale (SMS-28) by Nathalie M. Briere et.al, (1995).
2. Jump Shoot, Accuracy Throw and Obstacle Dribble tests.

Description of Handball Skill Tests

1. Jump Shoot

Initially jump shoot test was constructed as shown in figure 1, showing measurement and equipment needed. Goal post was divided in eight parts with 50cm distance from side and ground. 5 pts were decided for the four corner parts 3 points for the rest area and 0 pts for the middle part of the goal post. Subject was supposed to attempt 10 jump shoot from 9 meter free throw line.

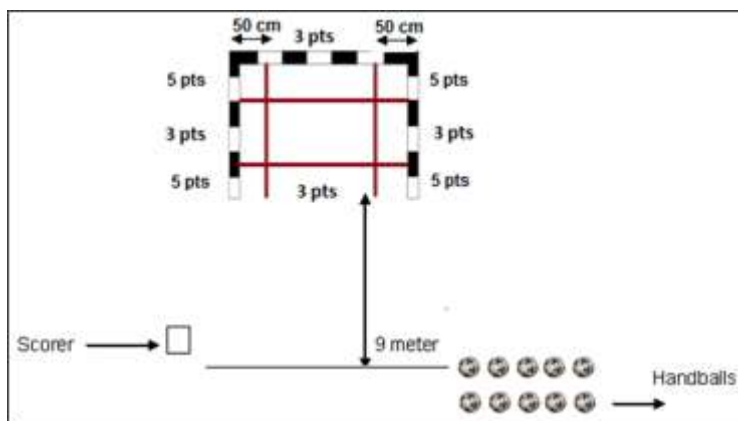


Fig 3.4: Jump Shoot Test (First Stage)

This test was again administered on the handball players and after discussion with the experts from the field of handball some modifications were done in the previous test. In this test measurements were made easier to understand and only two strings were used to make the parts of the goal post. As player mostly shoots at the ends of the goalpost as goalkeeper stands

in the middle, 5 pts were decided for the two parts of the either side & 0 pts in the rest of the parts of the goal post. In the match, player attempts jump shoot from 6 to 8 meter or from 8 to 10 meter. Hence here subject was asked to attempt 5 jump shoot from 7 meters & 5 from 9 meter free throw line.

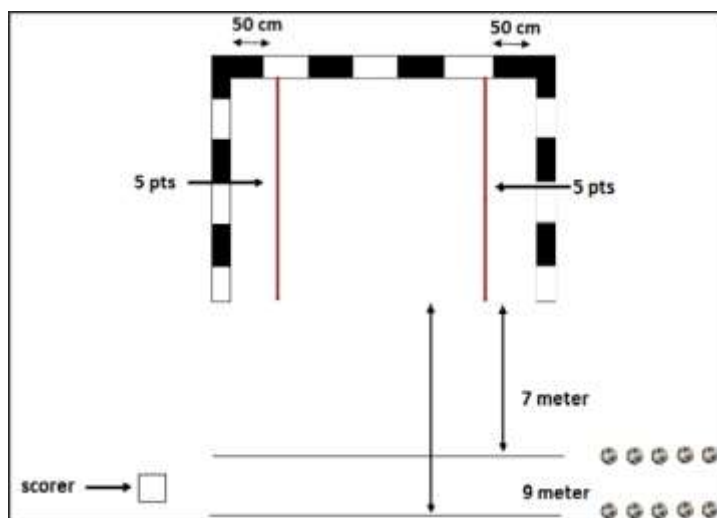


Fig 3.5: Jump Shoot Test (Second Stage)

2. Accuracy Throw

The accuracy throw skill test was developed in which players were asked to throw the ball from two different distances i.e. 7 meter and 10 meter. Two circles were drawn on the wall at 2.50 meter height from the ground and 50 cm distance in between two circles. Five points were awarded in the inner circle and three points in the outer circle as shown in figure 3.6.

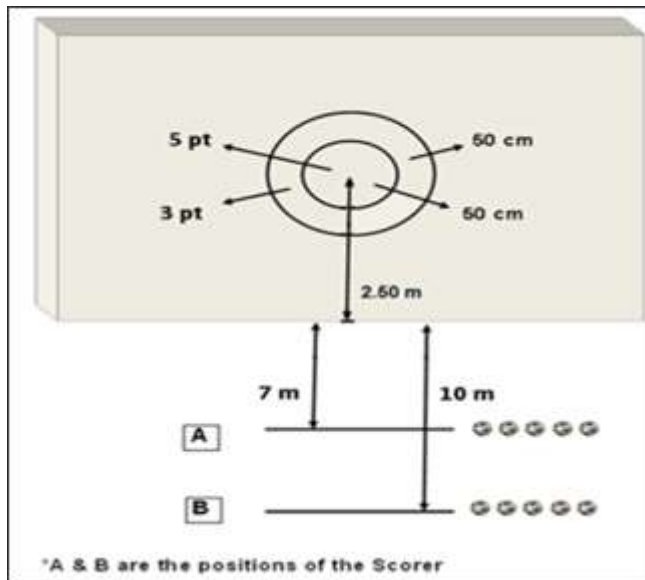


Fig 3.6: Accuracy Shoot (First Stage)

After administration of this test on the handball players it was decided by the experts to make it more difficult. Therefore distance between two circles was reduced. The inner circle was drawn with 50 cm radius and outer circle was drawn with 80 cm radius i.e. distance between two circle was 30 cm as shown in figure 3.7.

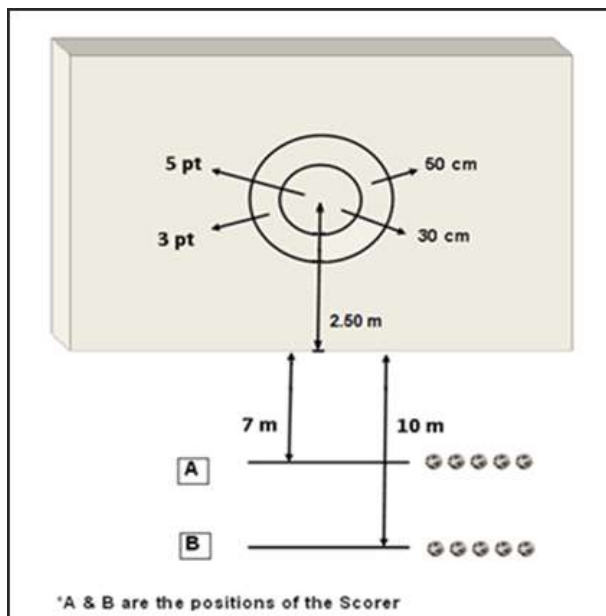


Fig 3.7: Accuracy Throw (Second stage)

Finally more changes were made in the test. As this test was constructed for the junior level handball players, the height of the circles was changed from 2.50 meter to 1.50 meter as it was observed that students were unable to attempt successful throws with this height. The final test is shown in the figure 3.7.

3. Obstacle Dribble

Direction for the dribbling test was decided based on the questionnaire and distance with the help of experts. In this test players were supposed to dribble 16 meter distance while crossing three cones kept 4 meter respectively as shown in figure 3.8.

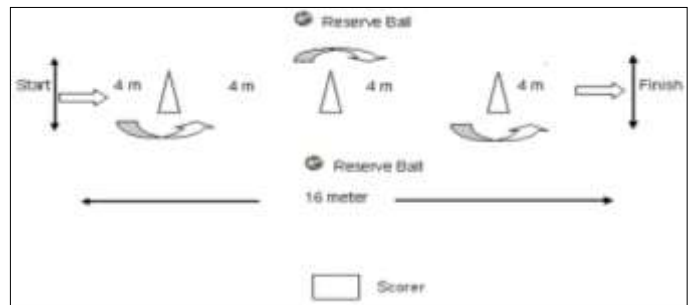


Fig 3.8: Obstacle Dribble (First Stage)

In the later stage the distance was altered to 14 meters. First cone was kept at 4 meter from starting line, second and third at 3 meter and finish line at 4 meter as shown in figure 3.9. This test was administered on the handball players and observed that all players did it very easily. Hence again certain changes were made in the next stage.

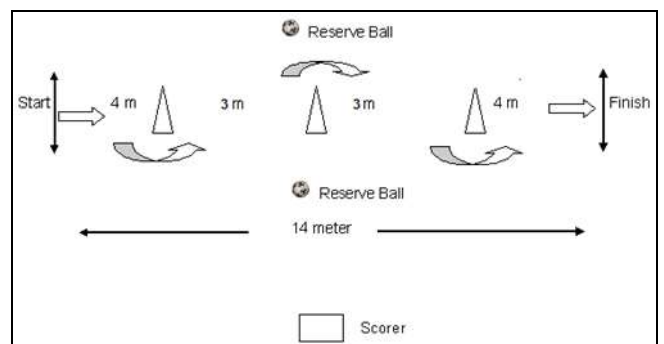


Fig 3.12: Obstacle Dribble (Second Stage)

Test Administration and Collection of Data

To collect necessary data pertaining to present study the adopted version of State Sport Motivation Scale (SMS-28) by Nathalie M. Briere et.al, (1995) were administered to all the 220 High School Handball players who are going to participate in the district level Handball tournament. The data were in the form of answer given by the subjects in response to the various questions of the questionnaire. The subjects completed answering the questionnaire within the stipulated time after which the questionnaires were collected back.

The questionnaire scoring manual is used to get the score and based on the scoring the subjects were divided into groups in both the variables as mentioned in the sample size. The performance of Jump Shoot, Accuracy Throw and Obstacle Dribble test results of the total subjects were taken.

Statistical Analysis

To meet the objectives of the study the data were analyzed by using the following statistical techniques.

1. 't' test to compare the sample sub groups.
2. Correlation – 'r' to examine the relationship between the variables.

Results and discussions

The analysis and interpretation of data were in the following steps.

1. Analysis of influence of Achievement motivation on the performance of high school Handball players.
2. Analysis of relationship of among the selected variables of high school Handball players.

1. Analysis of influence of Achievement motivation on the performance of high school Handball players:

Table 2: Performances of Handball players in the first stage of Jump Throw, Accuracy Throw and Dribble Tests at different levels of Achievement Motivation

Tests	AM	N	Mean	SD	t-value
Jump Throw	High	110	36.11	5.66	14.56**
	Low	110	22.42	4.12	
Accuracy Throw	High	110	38.12	7.22	16.32**
	Low	110	20.24	4.36	
Dribble	High	110	32.06	5.23	12.48**
	Low	110	44.48	6.06	

Significant at 0.05 level

Table 2 presents mean, standard deviation and t-values of Handball players at different levels of achievement motivation in the first stage of Jump Throw, Accuracy Throw and Dribble Tests performance. It can be observed from the table that the mean score of high achievement motivation group handball players are 36.11, 38.12 and 32.06 and low group are 22.42, 20.24 and 44.48 in the first stage of Jump Throw, Accuracy Throw and Dribble tests respectively. The t-values (14.56, 16.32 and 12.48) were significant at 0.05 level. Hence, in other words high achievement motivation group handball players were scored more than low achievement motivation group in the first stage of Jump Throw and Accuracy Throw tests respectively. Whereas, high achievement motivation group handball players were taken less time as compare to the low achievement motivation group to complete the task of Dribble test.

Table 3: Performances of Handball players in the second stage of Jump Throw, Accuracy Throw and Dribble Tests at different levels of Achievement Motivation

Tests	AM	N	Mean	SD	t-value
Jump Throw	High	110	45	6.15	18.54**
	Low	110	25	4.70	
Accuracy Throw	High	110	42.16	8.01	17.42**
	Low	110	21.56	4.06	
Dribble	High	110	26.12	6.24	15.32**
	Low	110	38.06	8.32	

Significant at 0.05 level

Table 3 presents mean, standard deviation and t-values of Handball players at different levels of achievement motivation in the second stage of Jump Throw, Accuracy Throw and Dribble Tests performance.

It can be observed from the table that the mean score of high achievement motivation group handball players are 45, 42.16 and 26.12 and low group are 25, 21.56 and 38.06 in the second stage of Jump Throw, Accuracy Throw and Dribble tests respectively. The t-values (18.54, 17.42 and 15.32) were significant at 0.05 level.

Hence, in other words high achievement motivation group handball players were scored more than low achievement motivation group in the second stage of Jump Throw and Accuracy Throw tests respectively. Whereas, high achievement motivation group handball players were taken less time as compare to the low achievement motivation group to complete the task of Dribble test.

2. Analysis of relationship of among the selected variables of high school Handball players:

Table 4: Relationship of among the selected variables of high school Handball players

Tests	R-value
Jump Throw V/S Achievement Motivation	0.86**
Accuracy Throw V/S Achievement Motivation	0.84**
Dribble V/S Achievement Motivation	0.82**

Significant at 0.05 level

Table 4 presents r-values of Handball players between achievement motivation and Jump Throw, Accuracy Throw and Dribble Tests performance.

It can be observed from the table that the r-values between achievement motivation and Jump Throw, Accuracy Throw and Dribble tests scores show significant relationship among the variables respectively. The r-values (0.86, 0.84 and 0.82) were significant at 0.05 level.

Hence, in other words there is significant relationship between the achievement motivation and Jump Throw and Accuracy Throw and Dribble test respectively.

Conclusions

1. High achievement motivation group handball players were performed well as compare to low achievement motivation group in the first and second stage of Jump Throw and Accuracy Throw tests respectively.
2. Whereas, high achievement motivation group handball players were taken less time as compare to the low achievement motivation group to complete the task in both stages of Dribble test.
3. There is significant relationship between the achievement motivation and Jump Throw and Accuracy Throw and Dribble test respectively.

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