

ACHIEVEMENT MOTIVATION OF INDIAN FIELD HOCKEY PLAYERS AT THREE DIFFERENT LEVELS OF COMPETITIONS

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ABSTRACT

This study conceptualized to compare the achievement motivation of Indian field hockey players at three different levels of competitions. To work on the purpose of the study 300 male Indian field hockey players played at different levels of competitions were selected. The age of the participants ranged from 17 to 25 years. For the purpose of the present study three strata were made, inter-collegiate, north-zone intervarsity, and all India intervarsity hockey players. Stratified random sampling technique (proportionate) was done and 100 participants were selected for each stratum. Achievement motivation of the subjects was measured by using sports achievement motivation test developed by Kamlesh (1990). In order to find-out the achievement motivation of the field hockey players of different levels of competitions, One Way Analysis of Variance (ANOVA) was used to find out the significant difference among inter-collegiate, north-zone intervarsity and all India intervarsity level field hockey players. To know more about the pattern of differences existing within a set of population means, Least Significant Difference (LSD) Post-hoc test were used. The significance was tested at 0.05 level. Results of the study showed that significant difference exists among inter-collegiate, north-zone intervarsity and all India intervarsity level hockey players on achievement motivation. Thus it can be concluded that achievement motivation as one of the most important psychological component that influence the performance of the field hockey players.

Keywords: Achievement motivation, field hockey, inter-collegiate, north-zone intervarsity, all India intervarsity.

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1. INTRODUCTION

Field hockey occupies a significant place in India and regarded as a national game of the country. Being the national game of India, obviously hockey considered a game of masses wherein India reigned supreme starting from its debut in 1928 till 1960 Olympics when they first time lost to its neighbour Pakistan in the finals. Later on in due course of time India regained its lost glory at Tokyo in 1964. Thereafter an unprecedented decline in the performance of Indian hockey team started, and in recently concluded Olympics shows Indian lost their supremacy in the world of field hockey.

The experts in the field believe that there have been numerous factors which are responsible to this decline in the performance. Despite of the declined performance of Indian team in premier tournaments, Indian team is still being considered one of the world's best teams. In today's game of hockey merely techno-tactical soundness is not enough. There is still need to learn as well as develop all those factors on which present day performance in hockey lies. Keeping in view the demand of the today's game it is documented that psychological makeup of players is one of the significant factors in the performance determination. Among different psychological parameters, achievement motivation is one of the major psychological factor which is associated with the performance determination.

Achievement motive is an impulse to master challenges and reach a high standard of excellence. Achievement motivation can be defined as the athlete's predisposition to approach or avoid a competitive situation. In a broader sense, it includes the concept of desire, or desire to excel. The desire to achieve success in sport is not an innate drive, such as hunger or thirst, but is likely one that is developed or learned in the sporting environment.

Motivation is a one of the significant psychological trait, but limited researches have been directed towards defining the competitive specific motivational profile of elite Indian hockey players (Raglin, Morgan & Luchsinger, 1990). After reviewing of literatures and motivation theories, it has been found that motivation is an essential element of human personality. It directs a person's activities and makes it more or less dynamic. Without the desire to success other psychological features and abilities do not provide nearly so much influence on performance. Motivation plays important role in determining the extent to which a player can face challenges or difficulties. It has one of the greatest impacts on the sport person's ability to achieve. A proper motivated player has not lost his or her self-concept and stable in stressful conditions.

Motivation is a frequently studied theme in various areas such as business, (Shwalb, Shwalb, Hamisch, Maehr & Akabane, 1992), sports (van Heerden, 2014; Ahmadi, Namazizadeh, Abdoli & Seyyed, 2009; Ali, Hussain & Rahaman, 2010;

Haider, 2012; Kaur, Sharma & Dureha, 2007; Cumming & Ste-Marie, 2001; Martin & Hall, 1995; Theodorakis, Weinberg, Natsis, Douma & Kazakas, 2000; Munroe-Chandler, Krista & Hall, 2005; Solmon, 1996; Tappe, Duda & Menges-Ehrnwald, 1990; Nicholls, 1984; Duda & Nicholls, 1992) and education (Ames & Archer, 1988). Motivation is a strong desire to be more than one can be, to do more than one can do in other words it describes why some people choose to participate in different activities, try harder, and persist longer than others.

The main factor bringing achievement motivation into existence is the need for achievement (Murray, 1938). The need for achievement shows itself as a desire to complete a task or behavior according to perfection criteria or even better than these criteria. For instance, doing something much more than the rivals, reaching or obtaining difficult goals, solving complex problems, improving skills, and completing homework successfully show the need for achievement.

McClelland claims that individuals with high achievement need to take reasonable risks prefer activities that can be achieved easily reach inner satisfaction stemming from their successes and do not care for anything except their tasks. Low need for achievement is thought to be associated with a sense of low competence, low expectations, and orientation toward failure (Atkinson, 1964; Atkinson, 1977).

There are various studies conducted in the aspect of achievement motivation and their effects on performance. Studies suggest that achievement motivation is most significant predictor of performance and there is a significant positive relationship between high level of achievement motivation and sports performance (Huschle & Katie, 2008; Aktop & Erman, 2006; Shafizadeh, 2007; Sheldon & Eccles, 2005; Tjeerdsma, 1994; Maxson, 1982; Mesug, 1978; Wills, 1968) several motivation theories in the academic area have been adopted in the quest for greater understanding of achievement motivation in sports (Ames, 1984a; Ames, 1984b; Dweck, 1986; Nicholls, 1989).

In India hockey is played by all levels of competition, the purpose behind this study is to know, at different level of participation what the status of achievement motivation of the players is. Then we can only guide and suggest our players about the actual need and importance of the achievement motivation.

2. METHODS AND MATERIALS

2.1 Participants

The present study was conducted on 300 male Indian field hockey players played at different levels of competitions. The age of the participants ranged from 17 to 25 years. The samples were collected randomly from different competitions in different time. For the purpose of the present study three strata were made, inter-

collegiate (those players were selected who were not playing north-zone intervarsity and all India intervarsity), north-zone intervarsity (those players who were not playing all India intervarsity) and all India intervarsity hockey players. Stratified random sampling technique (proportionate) was done and 100 participants were selected for each stratum.

2.2 Tools

Achievement motivation of the subjects was measured by using sports achievement motivation test developed by Kamlesh (1990). The test consists 20 incomplete statements which were to be completed by choosing either of the two proposed parts against each statement. Each statement has a maximum 2 and minimum 0 as a response value. The response value ranged from 0-40. The test-retest reliability of questionnaire is 0.70.

2.3 Procedure of Data Acquisition

The researcher initially tried to contact to organizing authorities of tournaments and received permission to collect the data. The managers and coaches of all the respective teams were contacted personally and were explained the purpose and significance of the study and request to permit their respective team members to take as subjects for this study. Convenient meeting dates, time and place arranged with teams managers, coaches and captains. Before filling the questionnaire instructions printed on the questionnaire were explained verbally so that the subjects do not hesitate to give their honest, personal and frank response in the correct manner. Before the filling actual questionnaires, each participant completed a background information such as age, participation in game, and level of participation. This information was used to determine motivation characteristics of the participants. The questionnaires were responded in a quiet, comfortable, and familiar environment at the participant's living rooms and grounds.

2.3 Statistical Analysis

In order to find-out the achievement motivation of the field hockey players of different levels of competitions, data were summarized by descriptive statistics (mean, standard deviation). One Way Analysis of Variance (ANOVA) was used to find out the significant difference among inter-collegiate, north-zone intervarsity and all India intervarsity level field hockey players. To know more about the pattern of differences existing within a set of population means, Least Significant Difference (LSD) Post-hoc test were used. The significance was tested

at 0.05 level. All the statistical procedure was performed with the help of SPSS (V.19).

3. RESULTS

Table 1: ANOVA summary on achievement motivation among inter-collegiate, north-zone intervarsity and all India intervarsity level field hockey players

Source of Variance	<i>df</i>	<i>SS</i>	<i>MSS</i>	<i>F</i>
Between Groups	2	8658.34	4329.17	247.87*
Within Groups	297	5187.24	17.46	
Total	299	13845.58		

*Significant *Tab. F_{.05} (2, 297) = 3.03*

A cursory glance over table 1 reveals that the computed value of *F*- ratio (247.87) is more than the tabulated value of *F*-ratio (3.03). It is concluded that there is a significant difference exists among inter-collegiate, north-zone intervarsity and all India intervarsity level hockey players on achievement motivation. Further to analyze which level of players had better achievement motivation, pair wise mean's comparison analysis had been done by using Least Significant Difference (*LSD*) Post-hoc test and its results is presented in the upcoming table 2.

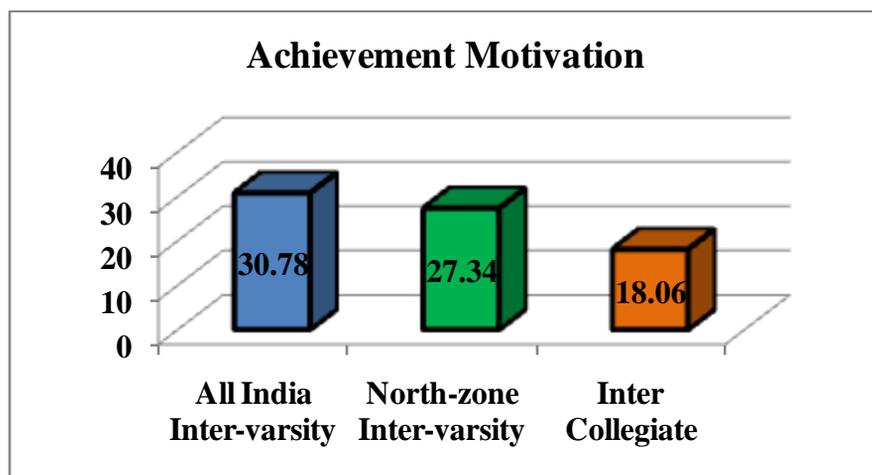
Table 2: LSD Summary on Achievement Motivation

Mean Value			<i>MD</i>	<i>Sig.</i>
All India Inter-varsity	North-zone Inter-varsity	Inter Collegiate		
30.78	27.34		3.44*	.000
30.78		18.06	12.72*	.000
	27.34	18.06	9.28*	.000

*Significant at .05 level

Comparison of pair wise difference of means with tabulated difference, it is apparent from the table 2 that there is a significant difference between All India intervarsity and north-zone intervarsity ($MD = 3.44$); All India intervarsity and Inter-collegiate ($MD = 12.72$); and north-zone intervarsity and inter-collegiate ($MD = 9.28$) level hockey players.

Figure 1: Illustration showing means comparison among inter-collegiate, north-zone intervarsity and all India intervarsity level field hockey players



4. DISCUSSION

The purpose of the study was to determine the significant difference among inter-collegiate, north-zone intervarsity and all India intervarsity level field hockey players on achievement motivation. The results of the study revealed that there was significant difference among inter-collegiate, north-zone intervarsity and all India intervarsity level hockey players on achievement motivation. The inferences drawn by the researcher are supported by the following research findings of Khan, Khan, Chauhan and Ahmed (2012), Khan, Khan and Ahmed (2010), Ali (2010). The findings of the present study are also consonance with the study of Rathee and Singh (2011), Unierzyski (2003), Dureha, Singh, Yadhuvanshi and Mishra (2010), Haider (2012), Ibrahim and Gwari (2011) they all reported that higher level of performance group had higher level of achievement motivation in comparison to lower level of performance group. Aktop and Erman (2006) concluded that more experienced and successful athletes had higher level of motive to achieve success than less experienced and unsuccessful athletes. Kavussanu and McCauley (1995) reported that there was a significant difference between elite and non-elite athletes in respect of achievement motivation. They

concluded that elite level athletes had higher level of achievement motivation than non-elite athletes.

This difference might be due to the motivational climate, social environment, personal and parental support, educational level and socio-economical status of the parents. Motivational climate or sports environment have positively as well as negatively impact on the sports achievement motivation such as school environment, hinder or support the academic achievement motivation of the students (Esposito, 1999; Goodenow, 1994; Mouton & Hawkins, 1996). It was also found that most of the field hockey players belonged to below average in socio-economical status and average in educational background family. Some of researchers believed that socio-economical status does not affect the adolescents achievement motivation and academic performance (Maya, 2001; Ogunshola & Adewale, 2009) and educational background of the parents does not affect the achievement motivation in sports (Acharya & Joshi, 2010). It is very difficult to justify that whether economical status and educational level of parents effect the achievement motivation of the players, but If we read the biography of the remarkable hockey players around the world and we can see similarities among them (all India inter- varsity and hockey legends of the world), they belonged to average below socio-economical family but they have higher level of achievement motivation in sports.

The results might be due to the educational level, age and residential environmental conditions of the players. Haider (2012) concluded that age, education level, locality of residence and socio-economical status affect the achievement motivation of adults. Maqbool (2002) and Rehman (2001) reported that adult having higher level of education have higher level of achievement motivation as compared to those who have lower level of education. Harter (1998) and Wigfield and Eccles (2002) concluded that achievement motivation is positively and significantly correlated to the experience. Phillips and Zimmerman (1990), Paris and Cunighen (1996), Marsh and Hau, (2003) concluded that younger children tend to have positive and optimistic view about one's level of achievement.

5. CONCLUSIONS

On the basis of the findings of the study it was found that there is significant difference exists among inter-collegiate, north-zone intervarsity and all India intervarsity level hockey players on achievement motivation. Thus it can be concluded that achievement motivation as one of the most important psychological component that influence the performance of the field hockey players, without this, all the tasks will become uninteresting. No person can achieve higher goals unless he or she is properly motivated to do so.

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