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The modern game of handball was first played towards the end of the 19th century in Denmark, Germany and Sweden. Recognition of field handball based on the games of “Raffball” (snatch ball) and “Konigsberger Ball” (Konrad Koch, 1846-1911) occurred at the turn of the century. Team handball started to catch on throughout Europe in 1912 when Carl Hirschmann, the honorary Secretary of the International Football Association, encouraged players to pick up field handball to stay in shape during the off-season. (www.factbites.com)

The sport evolved and grew in popularity early in 20th Century. The first set of team handball rules was published on October 29, 1917 by Max Heiser, Karl Schelenz and Erich Konigh from Germany. After 1919, these rules were further improved by Karl Schelenz. The first international games were played under these rules, between Germany and Belgium for men in 1925 and Germany and Austria for women in 1930. Men’s field handball was played at the 1936 Summer Olympics in Berlin at the special request of Adolf Hitler. It was removed from the list of Olympic sports, to return as team handball in 1972 for the 1972 Summer Olympics in Munich. (www.encyclopedia.com)

The International Amateur Handball Federation (IAHF) was set up in 1928 on the occasion of the Olympic Games in Amsterdam. In 1938 the first Field Handball World Championship was played in Germany. The International Federation (IHF) was formed in 1946 by the eight founding members of the International Amateur Handball Federation (IAHF). At that time, both the 11-a-side handball played in Europe and a new 7-a-side indoor version preferred by the Scandiavians had equal popularity. Between 1938 and 1966 both forms of handball were played at separate world Championships.

Handball, as one of the indoor games, has made a tremendous progress in the past few years and the masses world over accept it as a team sport. Handball became an International and Olympic game when it was introduced as one of the regular events (for men) in the Munich Olympic Games in the year 1972 and subsequently (for women) in Montreal Olympics in the
Handball has been played in the Asian Games since 1982 when it was introduced at the 9th Asian Games Delhi 1982. This Olympic sport has now also made its roots in India too. In the year 1972, when Amateur Handball Federation of India (AHFI) introduced this game, handball marked its prominent place in the sporting events of the country. Men and women; boys and girls, all over India, are playing handball today. Now, several measures to popularize this ball game are being taken by the Handball Federation of India (HFI) by organizing national championships regularly. So far Handball Federation of India has conducted forty Senior National Championships, thirty-five Junior National Championships, twenty-ninth Sub-Junior National Championships and fourteen Mini (boys) National championships in addition to other zonal championships. The game has been included in the programme of inter-university, School Games, Federation of India, and Woman Festival. State level and district level competitions are also organized every year to promote this game. Competitions in handball are also being conducted for boys and girls in colleges and the inter-school level. Though handball players have gained ample experience in international competitions through their participation in Asian Handball Confederation Championship, Asian Games Competitions, and Cultural Exchange Programs with GDR. yet, the standard of performance of Indian handball players is not satisfactory still, which may be attributed to the lack of scientific, systematic and psychological training.

The success and failure of an individual athlete depends upon the blending of physical ability, conditioning, training, mental preparation and the ability to perform well under pressure. It is not uncommon to hear, coaches and athlete express disbelief on how poorly their team performed against a certain opponent, or how they feel apart in crucial situation.

Sport competitions are designed in such a manner that the inferior competitors compete in the earlier rounds and the superior ones in the higher rounds so that as the competition progresses, its intensity goes on increasing and it becomes more thrilling. In simple words, individuals and teams are matched according to their standing. However, this matching at the base line is random. In the higher rounds, matching by a force is amongst the equals. The semi-finals and finals of a sport fixture are really an action-packed drama, a feast to the spectators’ eye but a question of life and death for the competitors who put everything at stake in order to reach the top of the ladder and wish to sustain there as long as possible.
To be competitive and get to the top, sportsperson and teams have to undergo years of grueling training in skills, techniques, tactics and strategies of the games and performance. Mental preparation is very essential to any competitive sports that continuously constraints the players to ‘think’ over their plan and concentrate over it. Games are said to have been won as a result of mental preparation, or lost for the lack of it.

As psychology has affected all games and sports, hand ball too is not an exception to it. This ball game is no longer a physical and technical display, but it has to have sufficient psychological preparation for higher performance too. Achieving top-most place in any sports is a good experience and it is thrilling for coaches and sports scientists. But attaining unexpected height in any sports discipline is due to the dominance of mind over body. Although multiple factors like strength, speed, endurance, flexibility, agility, co-ordination and techniques are of great importance in the game yet without psychological aspects one cannot hope of managing and winning the laurels.

Although the field of sports psychology is still very much in its infancy, one can easily discern today an upsurge of interest in conducting research investigation in this area with a view to tackle diverse psychological problems involved in the understanding of sports behaviour. The sports psychology has numerous dimensions, which influence the sports performance of the athletes at different levels of the game. However this research work is focused upon the study and role of motivational patterns in the game performance.

A close observation of the present situation has revealed that trainers and coaches are struggling to find out the suitable means of motivation in teaching- learning process in general and achieving sports excellence in particular. The emphasis is on pushing the individual to learn sports related activities and achieve higher standard of performance. Motivation is a very effective device for physical educators and coaches to bring about the needed and effective changes in the behaviour, attitude and the performance of any sports personal. According to Crow & Crow (1969), “Motivation builds confidence, confidence leads to control of movements; control coupled with concentration assists each sportsman/sportswoman to become a creative force in the society”. This has attracted the trainers and coaches to study the intrinsic and
extrinsic motivation techniques for the values adopted by them to draw the best form of sports performance.

Writing in this context, Cratty (1973) comments, “Future records will be broken primarily because of increased attention to the psychological parameters of human personality.” Singer (1972) elaborates, “Perhaps someday the coach will select athletes not only according to demonstrated skill and physical characteristics, but according to personality traits as well. If two players have similar ability, the deciding factor may be the presence in one of them of a desirable combination of personality traits known to be associated with success in a given sports.” To explain and analyze an athlete’s competitive behaviour, one must examine his socio-psychological dimensions in his/her movement context. Psychological factors can affect the performance of an individual and as such the whole team. These tendencies can make or mar the performance depending on ‘assets’ or ‘liabilities’; assets when we possess them, liabilities when they possess us. Psychological stresses and time pressure associated with competitions are likely to have a direct or indirect affect on the decision making and performance of the game.

The performance of the players of a particular country, in international sports competitions especially in Olympics and World Cup, is a matter of great pride for them and their respective country. According to Renewas (1972) “Performance is a very note of all the sports. It is the basic principle as the sports has become prestigious aspect to pride ones superiority over others”.

Scientific evidences have revealed that competitive performances depend upon several factors such as body types, anthropometrical variables, fitness, biomechanical and psychological factors. It is quite apparent that psychological investigations have been involved in every performance-oriented sport. The individual or team performance does not depend merely on physical, technical and tactical qualities, but also on psychological considerations.

To train an athlete for achieving specific goal, one has to focus upon psychological factors and it is only after prolonged-efforts that the trainer/coach can look forward to desired results. In the absence of psychological conditioning, the stage of plateau can develop in the player, where the player or the athlete gets slightly de-motivated. Thus, the physical
characteristics may limit the ability of a player but the psychological factors play a decisive role and keep him going.

Various psychologists, coaches and trainers believe that it is necessary to pay more attention to the psychological factors of a player than to his/her physical, psychological and mechanical aspects and it will certainly help them in getting the desired competitive performances. Top performance in sports is therefore characterized by a strong reliance upon understanding the psychological makeup of the performer.

There are a many psychological attributes which influence the sports performances in one-way or the other, but among them motivation is the most important factor that plays a crucial role during all stages of the training and competition.

1.1 Motivation

‘Motivation’ is considered something that prompts, impels and energizes an organism to act or behave in a particular situation, for attaining some specific goal. According to Mc Donald (1962), “Motivation is an energy change within the person characterized by affective arousal and anticipatory goal relation. Thus, motivation refers to the state within the individual that derives his behaviour towards some goal. It is that psycho-psychological condition of the organism, which causes an individual to work or strive to fulfil his needs. In the absence of motivation not only learning process, but life also becomes an uninteresting uphill task”.

Kamlesh (1983) observes that in the field of Physical Education and sports, no athlete can win or even show better performance without motivation. It is almost a wonderful force that works like miracle with the athletes on and off the field. It is a sort of warm-up before the final plunge; a way to over excite children to learn and the athletes to compete.

Motivation works as an important tool in the hands of Physical Education teachers and coaches to bring out effective and needed changes in the behaviour of learning at any stage. The coaches can motivate an athlete in two ways: First, by making use of intrinsic or subjective motivational devices (exploiting the natural urge for activities); and second by extrinsic or objective method to stimulate learning. In competitive sports extrinsic motivating factors in a
number of cases have made sportsmen to achieve inconceivable standards in performance. Professional cricketers, footballers, boxers, lawn tennis players etc. have shown much better performance than those who have pursued amateur sports. Positive motivation stimulates real interest for activity whereas negative motivation forces the athletes to quit rather than to learn.

The impact and effect of various motivational devices are different on different individuals. Children belonging to lower economic strata will be easily motivated through materialistic rewards, but this may not work in the case of athletes belonging to well-to-do families.

Though motivation leads to high remarkable results but research on motivation suggests that younger children should not be motivated beyond their physiological as well as psychological limits by using too strong doses of motivation. Over exerting in physical activities is more often hazardous. If after over-motivation, the desired goal, the psychological equilibrium of the individual is shattered then it may be extremely difficult to regain. So, the coach should make use of this device intelligently.

The study of motivation has traditionally to be related with analysis of various factors that indicate and direct an individual action. “How behaviour gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all this is group on” Jones (1955).

Behaviour is the result of different motivational factors (conscious and unconscious). Some are of biological nature; other being psychological and certain others draw their specific characteristics from the socio-cultured context. In general, motivation has been conceptualized and explained on the basis of internal and external forces. Internal sources comprises of feeling of well-being, self esteem confidence, awards, reward, status etc. External sources are the basis of extrinsic motivation, which could be in the form of praise, grades, prizes and the like. In fact, our culture seems to encourage this type of motivation. Frequently, an individual is motivated to achieve higher levels of skill development because social status or prestige is attached in a peer group. The incentives a person receives from the basis of intrinsic motivation could be in the form of satisfaction, self-fulfilment or just plain joy of participation along with the self-respect and pride in achievement. Most sports and games provide their own motives. In skill
performance a great deal of motivation comes from the consequences, of the skilled movement itself, the periodic feedback from knowledge of results and progress becomes an active source of motivation. The feedback from internal sources such as proprioceptive sensitivity and knowledge of results as judged by a success criterion, such as hitting the target or goal is generally useful to influence motivation. This type of feedback should be followed immediately after the response if it has to be the most effective.

Educationists and Psychologists insist that the intrinsic motivation is more valuable and effective since it brings more desirable and lasting modifications in an individual’s behaviour. Extrinsic motivation is considered to be less natural and effective as compared to intrinsic motivation because in it the attention shifts to some material gains of the performer. However, in many cases, extrinsic motivation is more of reinforce than natural stimulus for an activity. In competitive settings, motivation has made sportsman achieve unbelievable high standards in performance.

Sports motivation is described as evolving on four levels; the biological, the psychological, the social and secondary reinforcement level. The first and the fourth levels provide two major influences on biological energy or life forces common to all living things and a set of learned reinforcements. The reinforcement may be extrinsic, i.e., in the form of overt reward, or intrinsic, i.e. in the form of feeling of well-being and personal growth.

White (1959) formulated in human functioning, which he called competence motivation. According to his view, a significant process in personality functioning is the motivation towards dealing competently or effectively with the environment. Individuals appear to take pleasure in increasing tension or excitement and in trying out new behaviour. As individual’s mature, more of their behaviour appears to be involved with developing skills, merely for the sake of mastery or for dealing effectively with the environment and less of their behaviour appears to be exclusively in the services of reducing tension.

Maslow (1954) suggests that at times the individual is stimulated by physiological and psychological needs and seeks to reduce tension. At other times he is stimulated by social needs for praise and respect. Such an integrated view is possible, but theorists have tended to use one or another model to account for the most momentary, fluid aspects of human behaviour.
The major motivational factors are participation motivation, performance motivation and achievement motivation. In the study we have discussed about participation, performance achievement motivation and their effects on performance of handball players.

1.2 Participation Motivation

Participation motivation is recognized as motives of participation in competitive sports. We can also say that when certain needs, drives or unaccomplished goals take the form of motives and force a person to participate in the event for some specific reason it is defined as participation motivation. Participation motivation thus acts as a force which energizes a man to act and to make constant efforts in order to satisfy his basic motives. The motive behind the participation of an athlete may be to achieve the external sources which are the extrinsic motivation factors such as praise, grades, prize and like-wise whereas, the incentives a person receives from the intrinsic sources, basis of intensive motivation could be in the form of satisfaction, self-fulfilment. Both these factors tend to increase the participation in sports activities and build a feeling of self-respect and pride in the performance.

The periodic feedback becomes an active source of participation motivation. It is of great concern to coaches, trainers and physical educationalists to know why people participate in competitive sports even when they feel discomfort, face injuries and sometimes feel out of breath and face an agony of defeat.

Participation motivation in sports has been examined by various approaches of Martens (1970), Sonstroem (1974), Gill, Gross and Huddleston (1983) and Singh and Sharma (1987). They conducted investigation on participation motivation of young athletes. From these studies it appears that the major motives that the young athletes have for their participation are improvement of their skill, improvement in fitness career making, fun and establishing new trends.

From the aforementioned study of participation motivation, it appears that it is related to the acquisition of material gains which have little deviation from achievement motivation that has more to do with in the improvement of self- image and goal acquisition of excellence in a particular field.
Till date, information on participation motivation in youth sports is limited. In fact, information on participation motivation at any level is limited. Participation motivation in sports has been examined using various approaches (Martins 1970; Sonstroem 1974), but these studies provide little guidance for investigations with youth sport populations. Martins (1970) related the general participation motivation categories of affiliation and task orientation to success and satisfaction with University, intramural participants and noted that high affiliation motivated teams were less successful, but more satisfied than low affiliated motivated teams whereas, high task motivated teams were more successful and more satisfied than low task motivated teams.

Sapp and Hauben-Stricker (1978) reported that ‘having fun’ was the most frequently identified reason for participating in youth sports, with ‘learning new skill’, ‘becoming physically fit’, and ‘friends play’ also cited as important reason.

Butt (1980) proposed a schematic representation of sports motivation, according to biological, social, psychological and reinforcement levels that interact to determine and shape extrinsic motivation for the individual in sports. Here in aggression, conflict and competence composed the psychological levels, while competition and cooperation tend to cover the social levels.

Some research studies have been conducted with an attempt to identify the needs, objectives and reasons for participation in sports and related physical activities by athletes and non-athletes. The following motivational factors have been identified as the most important to the populations surveyed: to develop skill in various sports, learn lifetime activities, having fun, getting regular exercise, keeping good health and physical fitness and challenge.

While a number different views of motivation have prevailed in the past, contemporary sports psychologists have found it most useful to view motivated behaviour as a continuous interaction between the athlete and the situation in which he or she is placed.

Alderman and Wood (1976) conducted one of the first investigations designed to assess the motivational factors among the young athletes sports participation, specifically, 425 Canadian male ice-hockey players, ages 11 to 14 completed a survey which assesses seven incentives for participation in hockey. They included independence incentives (e.g. doing things
without the help of others), power incentives (e.g. controlling others), affiliation incentives (e.g. making friends with others), excellence incentives (e.g. doing something very well) and aggression incentives (e.g. intimidating others). The results revealed that the players rated affiliation, excellence and arousal as the most important incentives with independence and power incentives being related as least important. In a subsequent investigation of several thousand young athletes, age 11 to 18, Alderman (1978) has reported similar results, with affiliation, excellence and arousal being rated as the most important incentives and aggression and independence being rated as the most important incentives and aggression and independence being rated as least important. Moreover, the young athletes were found to have the same incentives regardless of their age, sex or culture.

Alderman (1978) found that an athlete’s level of motivation results from the interaction or personal factors such as one’s personality needs and motives and situational factors such as importance of the game or event; one’s opponent and the approach utilized by one’s coach. Thus, to maintain and increase motivation in young athletes and the athlete’s motives for participation should be recognized and the athletic situation should be structured to fulfil these motives.

Individuals have both conscious and unconscious reasons why they behave in certain ways. These reasons can be considered as motives. Motives have two functions: they direct behaviour toward or away from some goal and activate a person to become more aroused to achieve the goal with all his might & concentration (Gleitman, 1991). So motives work to help individuals to reach their goals. Thus, in order to initiate or modify behaviour, it is necessary to understand the underlying motives behind the behaviour. Understanding individual motives for training, in the participant’s sports and exercise, session helps coaches, teachers and individuals to improve coaching, maintain motivation, prevent burn out and lower dropout rates (US Swimming, 1996).

These benefits, among others, have prompted a need for understanding motivation in sport and exercise, specially an understanding of why individuals initiate, continue and withdraw from participation. Research directed towards understanding sport and exercise motivation has focused primarily on motives for participation and withdrawal. Sport psychologists have termed this topic of research as ‘participation motivation.’ It has been defined by Roberts (1992, cited in
Busby, 1997) as “the reasons which individuals adopt for initiating, continuing and then sustaining involvement in physical activity, as well as the reasons which individuals choose to discontinue involvement”. The martial arts is an area in which there are high dropout rates and where little participation motivation research has been conducted (Tindale, Hooper, Rockliffe & Setford, 1989; ITFNZ, 1998). According to Weiss & Chaumeton (1992), different sports would “emphasize different motivational orientations” and whether an individual chooses to adopt particular “reinforcement system and goals”. Therefore, the motives of martial arts participation may be different from that of other sports and exercise. In contrast to competitive sports, taekwon-do is a martial art that focuses on developing and mastering predefined techniques at different levels and not competing with, or against others. However, taekwon-do also includes tournaments, where competitive aspects are displayed directly against others in sparring, or indirectly in patterns or board breaking.

From these studies, it appears that the major motives that initiate the young athletes for their participation are fun, to improve skill, to be with friends or make new friends, seek arousal, thrills and excitement and to become physically fit. However, many questions remain only partially answered or unanswered altogether. For example, do athletes of varying age, abilities and levels of experience differ in their participation motivation? To what degree do male and female athletes differ in their motives for participation? Does children participation in game have the same motives as have been found in children involved in other sports?

Thus participating in games and in tournaments and gaining mastery over the skill, the spirit to achieve certain goals, to attain higher positions, to achieve name, fame, money etc at national/international level are all directly related with achievement motivation. Without achievement motivation it is not possible and even participation in competitive sports is itself a form of achievement.

1.3 Performance Motivation

A part of the great desire for sports comes from excess physical energy and its joyous and self expression of sportsmen. As we all have probably noticed that healthy children are so full of pent-up energy that they often cannot keep still or be quite. Most individuals like to test their capability to perform physical activities of their interest i.e. just to know about their potentials.
They like risks and thrills for vigorous contests. They seek to gain reorganization, approval of society and prestige. They quickly participate in sports and rush through their daily work and duties. Frustrations in other areas may be forgotten, at least temporarily, through absorption in the games.

They can even relieve their piled-up resentment, irritations and aggression through participation in sports. Finally, as mentioned above, normal peoples suffer from inferiority complex and can help to overcome this process such feelings through sports successes when competing with others of equal ability.

But when one is motivated to learn to depend of his personal purposes and objectives and the learning of social values and particularly sportsmanship must be realized the purpose of the individual achievement and their results must be recognized and be made satisfying if learning is to take place properly. Gesell’s point mentioned earlier regarding the development of sportsmanship in children during their vigorous play is not reported to occur as frequently or to such a great extent as the athlete reaches higher grades and higher sports level performance.

There is an evidence which indicates stronger motivation, stronger drive to work fast success if the subjects have been deprived of many things. Satiation and perhaps the satiation from luxurious living may lower one’s drive and willingness to work long and laboriously to reach high skill level in sports. Moreover a “deprived” may have fewer recreation and social outlets such as cars, club membership and accompanying facilities for entertainment, money for travel, special opportunities in drama or music. Many of the poor have no other outlet for their energy except those furnished by the ball court, back alley basket ball or the playground. A popular film of the mid 1980s, The Gods Must Be Crazy, focused on the adventure of a member of a previously isolated African society during his first contact with the civilization while he did not visit a large city, it is interesting to speculate on what his reactions might have been if he had done so. Everywhere he looked he would see sings. Billboards and advertisements only on two topics: food and sex. As a result he might quickly conclude that strained people around him were literally abscessed with these topics. Since we have already considered hunger in some detail, so now we would turn to the second of these important motives: sexual motivation.
Motivation has been considered an important variable from the athlete’s performance point of view. Its role in training as well as in competition is well established through empirical studies. The experts observe are able to differentiate between motivated behaviour from the behaviour which lacks motivation. It energizes behaviour, a force that reflects in outcome of an effort. Butt (1976) asserts, “Two people engaged in the sports activity may behave in a similar fashion overtly, but each may reach differently under the stress of winning or losing and may have different feelings”. When talking about his participation in sports, the difference between the two lies in the degree or the extent to which each has been motivated. Cratty (1968) stated that motives could be defined as factors or conditions, which influence conditions or objects that are selected for attention. They reflect the intensity with which a person is engaged in some activity. However, motivation is a complex phenomenon because the laws that deal with motivation do not operate in a uniform manner as there are individual differences among different people. In a vast field of human environment, the situation and internal factor of the individual appears to interact to produce motivated behaviour in the individual.

Sports motivation needs for best results varies with the individual, but each individual has his own tolerance level beyond which his performance declines and it indicates that individuals are sometimes inclined to put too much of the pressure on themselves. Oxendine (1968) sums up motivation as “An aid to learning”. High level motivation is advantageous for gross motor performance, but it may interfere with fine motor coordination.

One of the important questions in research studies revolves around the fact that what conditions and incentives are likely to produce intrinsic motivation in contrast to the extrinsic motivation. It is generally believed that people who are intrinsically motivated do better in athletic competitions, business, education and industry than those who depend on outside sources of motivation. However, sometimes it is important to use external source of motivation to alter intrinsic feelings of individuals. However, rewards on one hand may be perceived as controlling behaviour on other hand they may provide feedback to the athlete. However, the danger of external rewards is that they might undermine intrinsic motivation of an individual. Alderman and Wood (1976) discovered the strength of various incentive systems of young hockey players. These include affiliation, stress, excellence, success, aggression, power and independence. Alderman (1978) reported that his motivational system was consistent when his inventory was
employed on several thousand athletes. According to Ryan and Lakie (1965) achievement needs often interact with competition in positive ways. This may also produce excessive task related anxiety. Achievement motivation scores are not always high predictive of superior athletic performance but to provide psychological indicators with which an overall pattern of behaviour may be assessed.

Jagdish Kaur (1994) in her study, on an assessment of motivation for sports participation and performance of Punjabi athletes, developed an inventory relating to motivation for sports performance and motivation for sports participation, through factor analysis. She has identified the items from a vast pool of motivational data which are instrumental in sports performance. These items too have some similarity with the incentive systems discovered by Alderman (1976).

Gould et al (2002) studied the psychological characteristics of Olympic champions and identified mental toughness as a significant contribution to sports performance enhancement.

Golby and Sheard (2003) studied mental toughness at different level of rugby league and reported that the athletes scored significantly higher on two of the seven mental toughness subscales (negative energy control and attention control).

One factor that helps children bounce back from challenging situation Papalia, Old, and Feldman (2004) it seems that is their ability to control their impulsive behaviors. Therefore, it was hypothesized in study that children’s ability to control impulsive behaviour positively influences their academic performance.

1.4 Achievement Motivation

Achievement motivation (abbreviated s n. Ach.) 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”.

As per the discussion of effects of motivation achievement, motivation and competitiveness not just deal with the final outcome or the pursuit of excellence; they also deal with the psychological journey of getting to the desired goals. If we understand why motivation differences occur in people, we can find positive results. Thus, we are interested in finding out as to how a person’s competitiveness and achievement motivation influence a wide variety of behaviour, thoughts, and feelings.

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”.

Achievement motivation has been defined by Heckhausen (1967) as “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 Me 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.

Achievement motivation is a process of achieving the goals or targets that may be in the form of economic security, wealth, health, fame, recognition, happiness, peace of mind etc. It plays a vital role in life of an individual acting as a mover for individual’s energies. It is quoted as a move in any condition in the organism that affects its readiness to initiate and continue any activity, in the use of terms like, want, need, interest etc. Achievement motivation is basically a desire to do well. It refers to the behaviour of the individual who strives to accomplish something remarkable. This involves competition in a particular standard of excellence and performance. Achievement motivation can be best defined as expectancy of finding satisfaction in mastering and challenging a difficult performance. In the education era it is also termed as “Pursuit of Excellence.”

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”.

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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. Cattell16 PF questionnaire was provided to 10 high ranking Indian table tennis and badminton players who had represented India at international level and to 10 low ranking players who had never achieved any distinction in their respective games. 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. Contrary to the expectations, there was no significant difference in intelligence, ego-strength, self-sufficiency, tenseness and anxiety between the high and 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.

As achievement motivation have been considered as a personality factor, sports psychologists have viewed it like personality, progressing from a treat oriented view that emphasize more changeable achievement goals and how these affect and are affected by the situation. Achievement motivation and sports is popularly called competitiveness.

A number of studies have already been undertaken by number of researchers to understand the philosophy of motivation.

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. The most frequent responses to personal failure and then failure discouragement were most frequently evoked.

Hayajnah (1989) conducted a study on achievement motives for finding out participatory rate and dropping out rate of youth sports in the United States and Jordan. Her first purpose was to determine the differences if any between the American and Jordanian in the regions. The second purpose was to examine factors in terms of perceived competence, perceived control, extrinsic/intrinsic motivation and achievements goals.

Need for achievement refers to motivation for accomplishment and excellence. It refers to the energy or derive 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 recodes, 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.

1.5 Statement of the Problem

The purpose of this research work was to find out the influence of participation, performance and achievement motivation in relation to gender and performance of National level, handball players. Therefore, the problem has been stated as:-

“A STUDY OF MOTIVATIONAL PATTERN OF HAND BALL PLAYERS IN RELATION TO GENDER AND PERFORMANCE”.

1.6 Limitations of the Study

The following were the limitations of the study:-

1. Questionnaire method was used for the collection of data which has its own limitations.

2. No special technique was used to motivate the subjects before or during the administration of tests.

3. The subjects for the study were selected from National level. The data were to be collected in 39th Senior National Handball competition (Men & woman) and they could not be brought to common place at the same time for administering tests due to administrative and technical problems, which were beyond the control of the research scholar. However, efforts were made to make the conditions as similar as possible. Nevertheless some fluctuations in data might have occurred due to this factor, which can be considered as a limitation of this study.
1.7 Delimitations of the Study

The study was delimited as follows:-

1. The proposed study has been delimited to the male and female handball players.

2. The study has been confined to the inferences drawn from National level handball championships (Men and Women).

3. The study has been delimited to three motivational patterns, i.e., Participation motivation, Performance motivation and Achievement motivation.

1.8 Objectives of the Study

The study is focused to achieve the following objectives:-

1. To find out difference between male and female first position holders of National level handball players on all three variables of motivational pattern.

2. To find out difference between male and female second position holders of National level handball players on all three variables of motivational pattern.

3. To find out difference between male and female third position holders of National level handball players on all three variables of motivational pattern.

4. To find out difference between male and female fourth position holders of National level handball players on all three variables of motivational pattern.

5. To find out difference among different performers in male handball players on all three variables of motivational pattern.

6. To find out difference among different performers in female handball players on all three variables of motivational pattern.

7. To find out inter-relationship among all three variables of motivational pattern on male National level handball players.

8. To find out inter-relationship among all three variables of motivational pattern on female National level handball players.

9. To find out the inter-relationship of the total sample (including male and female) among all the three variables of motivational pattern of National level handball players.
The hypotheses of the study will be as follows:-

1. There would be a significant difference between male and female National level handball players in case of first position holders on all three variables of motivational pattern.
2. There would be a significant difference between male and female National level handball players in case of second position holders on all three variables of motivational pattern.
3. There would be a significant difference between male and female National level handball players in case of third position holders on all three variables of motivational pattern.
4. There would be a significant difference between male and female National level handball players in case of fourth position holders on all three variables of motivational pattern.
5. There would be a significant difference among four groups of male handball players (first position, second position, third position and fourth position holders.) in all three variables.
6. There would be a significant difference among four groups of female handball players (first position, second position, third position and fourth position holders.) in all three variables.
7. There would be no significant relationship among three variables of National level male handball players.
8. There would be no significant relationship among three variables of National level female handball players.
9. There would be no significant relationship among three variables on total sample of male and female National level handball players.

1.10 Definitions and Explanations of the Terms Used in the Study

**Hand Ball:** In the present study, the word ‘handball’ refers to the game of handball, internationally known as ‘team handball’ and not be misunderstood with ‘wall-handball’ a different game from the handball or team handball.
**Team Hand Ball:** Team handball, also known as field handball or Olympic handball, is a team where two teams of seven players each (six court players and a goalkeeper) pass and bounce a ball trying to throw it in the goal of the apposing team on a field forty meters long by twenty meters wide.

Hand ball (or “team handball”) is a fast-paced game involving two teams of (sixteen players for the tournament, fourteen players for the match) seven players who pass, throw, catch and dribble a small ball with their hands while trying to score goal. A game consists of two 30 minutes haves with a 10 minutes half-time break.

**Motivation:** (Denhardt et al, 2008) “Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself.”

“Motivation is not something that people do to others. Motivation occurs within people’s minds and hearts. Managers can influence the motivational process, but they cannot control it.”

**Participation Motivation:** Certain needs, derives or unaccomplished goals which further take the form of motives and force a person to participate for some specific reason is known as Participation Motivation.

According to Sapp and Hauben-Stricker (1978) reported that ‘having fun’ was the most frequently identified reason for participating in youth sports, with ‘learning new skill’, ‘becoming physically fit’, and ‘friends’ play’ also cited as important reasons.

**Performance Motivation:** It relates to the proficiency with which a skill in a specific sports event is performed. It is measurable objectivity (as the distance in throw is measured in meters and centimeters and the distance covered in a race is measured against time) and subjectivity (as the evaluation of gymnastic performance by the judge.)
According to Singh (1991) “Sports performance is the unity of execution of a sports action or a complex sequence of actions measured or evaluated according to socially determined and agree norms”.

“Performance is a highly complex process and it is a product of several internal and external factors encompassing all the aspects of human personality.”

**Achievement Motivation:** Achievement motivation is an effective arousal state directing behavior in an achievement-oriented activity cognitively appraised as potentially satisfying.

According to Gill (1995) “Achievement Motivation is a person orientation to strive for task success, persist on the fare of flair and experience pride and compliment.”

1.11 Significance of the Study

Motivation in any form plays a vital role in bringing out the best talent of the sportsperson. It motivates, inspires and builds confidence in an athlete and at the same time helps him/her to perform beyond physical, psychological limitations. It has been seen that many athletes have reached their physical limitations in the competitive sports world and despite that they had broken the records surpassing beyond these limitations, with the help of psychological preparation in general and motivation in particular. The present study also focuses on the motivational pattern of athletes. The study would help and contribute in a big way to find out the strength of various motivational patterns. Further it would also study the following points.

1. The study would reveal the participation motivation differences as related to performance of male and female handball players of National level.

2. The study would unfold the performance motivation differences as related to performance of male and female National level handball players.

3. The study would unfold the achievement motivation difference as related to the performance of male and female National level handball players.
4. The study would help in acquiring knowledge about various motivational factors, which would, in turn, help the teachers and coaches to provide training to their players in the future.

5. This study will add to the professional literature of sports.