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A survey study of achievement motivation among male Nagpur District-level Kabaddi Players

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Abstract

The purpose of this study was to achieve the aim of achieving the achievement motivation levels of district-level male kabaddi players and the objectives of male kabaddi players and the objectives of comparing the achievement motivation levels of district-level Kabaddi players categorized and grouped on the basis of achievement, participation experience and levels, and training age; 94 Kabaddi players in the age group of 18–26 years drawn from different registered clubs of Maharashtra State during the state Kabaddi Championship were measured for their achievement motivation levels through Achievement Motivation Scale developed and standardized by Dr. Kamalesh. The subjects were then grouped under different categories, such as high achievement group (n = 48) and low achievement group (n = 46) and low participation group (n = 46) and high participation group (n = 48) and below 5 years of training age (n = 29), between 6 and 10 years of training age (n = 59), and above 10 years of training age (n = 6). Achievement motivation scores that were derived from the subject's responses to 20 items of the scale represented the data for the present study statistical analysis involved computation of mean and application of t-test and f-test (completely randomized design) to find out if any significant differences existed in the mean achievement motivation scores of Kabaddi players categorized and prepared.

Keywords: Achievement, motivation, kabaddi, motivation scale performance, training age

Introduction

Kabaddi is a contact team sport that originated in Tamil Nadu. It is the national sport of Bangladesh. It is also popular in South Asia and is the state game of the Indian states of Kerala, Andhra Pradesh, Bihar, Haryana, Karnataka, Maharashtra, Punjab, Tamil Nadu and Telangana. Two teams compete, each occupying its own half of the court. They take turns sending a "raider" into the opposing team's half and earn points if the raider manages to touch opposing team members and return to the home half, all while chanting word "kabaddi". However, if the raider is tackled and prevented from returning, the opposing team gets the point.

The game is known by its regional names in different parts of the subcontinent, such as Kabaddi or "Chedugudu" in Andhra Pradesh Kabaddi in Kerala and Telangana, hadudu in Bangladesh, bhavatik in Maldives, kauddi or kabaddi in the Punjab region, Hu-Tu-Tu in Western India and Hu-Do-Do in Eastern India and chadakudu in south India.

In earlier versions, the raider had to continuously sing a song, which varied by region. This was later condensed to repeating the name of the game (Kabaddi, Sadugudu, etc).

Kabaddi received international exposure during the 1936 Berlin Olympics, demonstrated by India. The game was introduced in the Indian National Games at Calcutta in 1938. In 1950 the All India Kabaddi Federation (AIKF) came into existence and framed the rules.

Kabaddi is a 4,000 year old team sport originated in India and played by many South Asian nations. The name derives from a Tamil word meaning "holding of hand", which is the crucial aspect of play. It is a team sport, which requires both skill and power, and combines the characteristics of wrestling and rugby. It was originally meant to develop self defense, in addition to responses to attack, and reflexes of counter attack by individuals, and by groups or teams. It is a rather simple and inexpensive game, and neither requires a massive playing area, nor any expensive equipment.

Modern Kabaddi is a synthesis of the game played in various forms under different names. It was introduced by Vivek Samvedi from Mumbai. Samit Damad then introduced some new rules which are effective since 14th July 2011. The game has been played in its original form since Vedic times. Kabaddi received international exposure during the 1936 Berlin Olympics, demonstrated by Hanuman Vyayam Prasarak Mandal, Amaravati, Maharashtra.

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The game was introduced in the Indian Olympic Games at Calcutta in 1938. In 1950 the All India Kabaddi Federation came into existence and compiled standard rules. In 1955, First Kabaddi Indian National Championship was held in Calcutta. It was here that women played competitively for the first time. Although this thigh slapping, full body contact sport doesn't seem to be very popular with the ladies, it is fancied by men worldwide, yet rarely seen on TV. The Amateur Kabaddi Federation of India (AKFI) was founded in 1973. It is the national game of Bangladesh and the state game of Tamil Nadu, Punjab and Andhra Pradesh in India. Kabaddi is the Only Game being played in all the 3 versions of Asian Games i.e. Asian Games, Asian Indoor Games and Asian Beach Games.

In the international team version of kabaddi, two teams of seven members each occupy opposite halves of a field of 10m × 13m in case of men and 8m × 11 m in case of women. Each has three supplementary players held in reserve. The game is played with 20 minute halves and a five minute halftime break during which the teams exchange sides. Two teams occupy opposite halves of a field and take turns sending a "raider" into the other half, in order to win points by tackling members of the opposing team; the raider then tries to return to his own half, holding his breath and chanting "kabaddi, kabaddi, kabaddi" during the whole raid. Meanwhile, defenders must form a chain, for example, by linking hands; if the chain is broken, a member of the defending team is sent off. The goal of the defenders is to stop the raider from returning to the home side before taking a breath.

The raider is sent off the field if: (1) the raider takes a breath before returning or (2) the raider crosses boundary line or (3) A part of the raider's body touches the ground outside the boundary (except during a struggle with an opposing team member). Each time a player is out the opposing team earns a point. A team scores a bonus of two points, called a lona, if the entire opposing team is declared out. At the end of the game, the team with the most points wins.

Motivation can affect the selection, intensity, and persistence of an individual's behavior, which in sport obviously has a strong impact on the quality of an athlete's performance. An athlete's motivational level is determined by the interaction of personal factors such as personality, needs, interest, or ability and specific situational factors such as the practice, facilities, type of coach, or the terms win/loss record. Motivation is a process by which an individual is inspired, guided, or coaxed to do something. It is one of the important conditions rather than the central core of life. It is believed that superior athletic performance has benefited from the knowledge of the physiology and biomechanics of human motor activity. However, many coaches and psychologists throughout the world believe that future records will be broken primarily due to increased attention to the psychological parameters of human personality. Sinha tried to analyze some of the factors associated with success and failure in university education. On the basis of examination marks, 185 high achievers and 190 low achievers were tested on Sinha's anxiety scale, Bihar test of general intelligence, and Saksena's personality inventory. High achievers were found to be superior in intelligence, better in adjustment, and moderate in level of anxiety. Muthayaa studied motivation with the help of McClelland's need achievement test under neutral conditions on a group of 60 adolescent schoolboys. He observed that the mean score on need achievement of the high achievers was greater than that of low achievers, the mean difference being significant beyond 0.01 level.

Hypothesis

- The subjects as a group may have moderate levels of achievement motivation.
- There may not be any significant difference in the achievement motivation levels of high and low achievers.
- There may not be any significant difference in the achievement motivation levels and Kabaddi players in respect to their levels of participation.
- There may not be any significant difference in the achievement motivation levels of Kabaddi players in respect to their training age.

Delimitation

- The study was delimited to 94 male Kabaddi players from three different categories.
- The study was delimited to male Kabaddi players of Maharashtra State only.
- The study was basically delimited to male district-level Kabaddi players of the age groups and who had participated in various tournaments, local, university, district, state, and national.
- The study was further delimited to assessment of achievement-motivation in relation to, levels of achievement of subjects (high and low achievement groups), levels of participation (high level and low level), and training age (three categories).

Significance of the Study

- The results of the study may help sports persons (Kabaddi players) in evaluating their achievement motivation levels their abilities and success.
- Knowledge of the results of the study can be useful for players, coaches, and trainers.
- The knowledge of results can be used as motivation techniques by themselves. Because the players know where they stand along the given dimension of achievement motivation.
- The results can be useful for feedback purposes so that the players can themselves evaluate their level of achievement motivation as well as the coaches can make attempts to strengthen and augment motivation levels through psychological training.

Methodology

The subjects for the present study were drawn from various Kabaddi clubs of Maharashtra State who participated in the District and State Kabaddi Championships. The subject drawn for the present study was regular participants in various Kabaddi tournaments from local, district to national level. The subjects were male district-level Kabaddi players in the age group 18–26 years.

Description of the Test

The sports achievement motivation test developed and standardized by Dr. Kamlesh consists of a series of question numbering 20. Each question or item in the questionnaire has two alternative answers. The subject will have to tick the one that he or she feels is most suited to him or her. This would reveal a response to each item of the questionnaire or scale. All instructions in the questionnaire are very clearly stated, and depending on the response of the subject, the subject would get either zero mark or two marks for an answer to each question. The scoring key has also been given in the manual. A subject answering the questionnaire may get a maximum of 40 marks, as described in the manual. The subject would be

graded on the basis of the total number of marks that he would get after answering all the 20 questions. The final score that the subject would get would be considered as the achievement motivation score of each subject. The subjects could also be graded or characterized as high in achievement motivation (31–40 marks), average or moderate in achievement motivation (24–30 marks), and low in achievement motivation (0–23 marks).

Results and Discussion

The data collected were statistically analyzed computing the mean achievement motivation scores and the significance of differences in the mean achievement scores of different categories of subjects was analyzed by applying, t-test and f-test. The statistical analysis of data has revealed the following results that are presented in Tables 1–4.

Table 1 indicates that the mean value of achievement motivation scores of the subjects selected was found to be 27.30. As per the mean scores, the Kabaddi players were found to have average achievement motivation scores and hence average or moderate in achievement motivation level. Hence, the hypothesis formulated in the present study won accepted.

Table 2 indicates that the difference in the mean achievement motivation scores of high and low achievement groups was 4.3514. The “t” value obtained was 0.606 with 92° of freedom which was found to be non-significant (P <0.546). This has revealed that high and low achievers did not differ significantly in their mean achievement scores. Hence, the hypothesis number 2 formulated in the present study was accepted.

Table 3 reveals that high and low participation groups had the mean achievement motivation scores of 26.0417 and 28.5652,

respectively. The difference in the mean scores was –2.5236. The “t” value obtained was –2.422 with 92° of freedom which was found to be statistically significant (P < 0.017). The low participation group had significantly higher mean scores (man 28.57) compared to the high participation group (mean, 26.04). The hypothesis number 3 formulated in the present study was rejected.

Table 4 indicates the results of one-way ANOVA. The figures reveal a non-significant difference in the achievement motivation scores between the three groups of subjects categorized on the basis of training age. The “F” value of 0.521 with 2 and 91° of freedom is found to be non-significant (p < 0.596). The three groups of subjects do not differ significantly in their achievement motivation scores. Therefore, hypothesis number 4 formulated in the present study was accepted.

The Results Obtained in the Present Study may be attributed to the following Factors

The group of subjects selected for the present study was heterogeneous in terms of achievement participation experience and exposure and training age. Heterogeneity in respect of these factors might have contributed to average motivation levels. Because motivation appears to be stronger when goal-seeking is nearer low achievement groups, low participation groups, and low training age groups that might be thinking of higher achievements whereas their counterparts in high achievement groups, high participation groups, and higher training age groups might have achieved all that they wanted and hence might have reached a level of saturation point in respect of motivation.

Table 1: Mean Achievement Motivation Scores

n	Mean value	Standard deviation
94	27.30	5.20

Table 2: The Achievement Motivation Scores, Mean Difference, and “t” Value for High and Low Achievements Groups

ACH Score	n	Mean	SD	SEM	Score	t- test for equality of means			
						t	df	Sig. (two-tailed)	Mean Diff-erence
High	48	32.9167	48.5394	7.0061	Score	0.606	92	0.546	4.3514
Low	46	28.5652	4.3546	0.6420					

Table 3: The Achievement Motivation Scores, Mean Difference, and “t” Value for High and Low Participation Groups

ACH Score	n	Mean	SD	SEM	Score	t- test for equality of means			
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High	48	32.9167	48.5394	7.0061	Score	0.606	92	0.546	4.3514
Low	46	28.5652	4.3546	0.6420					

Table 4: One-way of ANOVA for Groups of Different Training Age

Points – Descripti ves				
	n	Mean	SD	SE
Below 5 years	29	27.1724	4.6450	0.8626
6–10 years	59	27.0508	5.4248	0.7062
Above 10 year	6	29.3333	6.0222	2.4585
Total	94	27.2340	5.2063	0.5370

Points – ANOVA					
	Sum of squares	Df	Mean square s	F	Significance
Between groups	28.532	2	14.266	0.521	0.596
Within groups	2492.319	91	27.388	-	-
Total	2520.851	93	-	-	-

This Factor Might Have Influenced Average or Moderate Motivation Levels

The same factors of heterogeneity and motivation levels of subjects belonging to different groups might have influenced the result of insignificant differences among them. The groups low in achievement and participation and training age will be seeking higher achievement and will be moving up on the motivation scale, and those who have already made achievements may be moving down the motivation scale due to saturation and lack of further motivation. This might have caused similarly in motivation levels among different groups of subjects. A significant difference between participation and high participation groups in mean achievement scores, in favor of low participation groups, may be again due to the fact that low participation groups will be aspiring for participation in higher levels and many competitions (goal seeking). They will be seeking higher achievements, whereas the high participation group will have already reached such participation exposure, successes, and achievements. Goal seeking will be lesser and hence low motivation levels.

Conclusions

1. The mean achievement motivation scores of the male Kabaddi players were found to be 27.30, and therefore, the male Kabaddi players were found to have moderate levels of achievement motivation. The hypothesis number 1 formulated in the present study was accepted.
2. There were no significant differences in the mean achievement motivation score of high and low achievers, the hypothesis number 2 formulated in the present study was accepted.
3. There were significant differences in the mean achievement motivation scores of low participation and high participation groups. The low participation group had significantly higher mean scores; hypothesis number 3 formulated in the present study was rejected.
4. There were no significant difference in the mean achievement motivation scores of Kabaddi players grouped under three categories on the basis of training age, the hypothesis number 4 formulated in the present study was accepted.

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