



Analysis of selected psychological parameters among wrestlers of Himachal Pradesh University

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Abstract

This study aimed to investigate the differences in achievement motivation and emotional intelligence between 60 wrestlers (30 medalist and 30 non-medalist) from the intercollegiate of Himachal Pradesh. Achievement motivation level measured with the help of sports achievement motivation test (SAMT) developed by Kamlesh (1990). The reliability of questionnaire is 0.70 and emotional intelligence level measured with the help of emotional intelligence scale developed by Sanjyot Pithe, Upinder Dhar, and Anukool Ayde. The data was analysed by using SPSS. The statistical tools used for the study were mean; SD and 't' test was used. The results have shown significant comparison between the above said variables.

Keywords: Achievement motivation, emotional intelligence

Introduction

Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success and the incentive value of success. (Harter & Connell, 1984) [5]

Spinath, Spinath, Harlaar and Plomin (2006) describe the importance of achievement motivation. They state that achievement motivation is considered a prerequisite for success, not only in academic, but also in sports and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that student's motivation, operationalized e.g. as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students.

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards and affective reactions that may be irrational, inaccurate and contradictory. (Dweck & Elliott, 1983) [3]

Kleiber (1986) [6] defines achievement motivation as a drive to succeed or to master difficulties. Achievement motivation has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavor to interpret human and inter human behavior.

Good and Merkel (1974) [4] defined achievement motivation as a combination of psychological forces, which initiate, direct and sustain behavior towards successful attainment of some goals which provide a sense of significance. No single measurable factor seems to account for it.

According to Newcomb (1964) achievement motivation is the acquired tendency and one of the most important social needs. It has been defined by McClelland, Atkinson, Clark and Lowell (1953) as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment.

The achievement motivation is often expressed as competitiveness, the desire to reach a higher level of

performance (Weinberg & Gould, 2015). Achievement motivation focuses on the desire of athletes to strive for success and how certain situations affect their desires, emotions and behavior (Tod, 2014). According to the need achievement theory (Atkinson, 1974; McClelland, 1961), the achievement motivation is a personal trait by which some individuals have the desire to succeed greater than the fear of failure. In this case, it can be said that there is high achievement motivation. But for some individuals the fear of failure is a very important factor, which leads to low achievement motivation. The personality is not the only factor influencing the motives, but it is important to know the probability and incentive of success (Jarvis, 2006).

Emotional Intelligence (EI) is a young concept in the academia, which was firstly put forth by Salovey and Mayer (1990) in their influential article called Emotional Intelligence. In this article, Salovey and Mayer (1990) put forth the definition of EI after defining the terms of emotions and intelligence separately. A hierarchical model of EI was also formulated, which comprised four distinct components: appraisal and expression of emotion in the self, appraisal and expression of emotion in others, regulation of emotions, and utilization of emotional information in thinking and motivating (Salovey & Mayer 1990).

Later Daniel Goleman (1995) popularized this topic in his prominent book called Emotional Intelligence, which brought attention to the worldwide audience. In this book, Goleman (1995) crafted five factors related to effective emotional intelligence including self-awareness, motivation, self-regulation, empathy, and social skills. With the emergence of his book called Working with Emotional Intelligence, Goleman (1998) described these five factors deeply to personal and organizational success. The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer and Salovey, 1997). This definition is now being the most widely accepted one among so many definitions of emotional intelligence, as proposed by numerous researchers in this field. A more scientific definition was proposed by Mayer, Salovey and Caruso (2004), who define EI as the capacity to reason about emotions, and of emotions to enhance thinking. It includes

the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. It can be described as the ability to identify, use, understand, and manage one's own emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges, and defuse conflict. EI is said to be an ability which allows us to recognise and understand what others are experiencing emotionally. Mostly, this recognition and understanding occurs as a nonverbal process that influences both our inner world of thought and our outer world of interpersonal relationships (Segal, Smith, & Shubin, 2016).

Objective of The Study

The objective of the present study was to compare the sports achievement motivation and emotional intelligence of wrestlers of Himachal Pradesh. For this purpose 60 wrestlers were consisting of 30 medalist and 30 non-medalist wrestler which were taken from the inter-collegiate of Himachal Pradesh.

Hypothesis

The researcher hypothesized that there would be no significant difference in achievement motivation and emotional intelligence between medalist and non-medalist intercollegiate wrestler of Himachal Pradesh.

Design of the study

A survey type of research study has been designed to investigate the psychological variables level of the medalist and non-medalist intercollegiate wrestler of Himachal Pradesh. The researcher selected 60 wrestlers were consisting of 30 medalist and 30 non-medalist wrestler which were taken from the inter-collegiate of Himachal Pradesh.

Statistical Analysis and Interpretation of The Data

Table 1: Showing The Mean Performance In With Respect To Achievement Motivation Between Medalist And Non-Medalist

Variable	Group	N	Mean	SD	M.D	Df	t-value
Achievement Motivations	Medalist	30	25.30	2.054	7.533	58	17.369**
	Non-Medalist	30	17.77	1.194			

**Significant at 0.05 level ($t > 2.00$)

It is evident from table no. 4.1 that, the mean value of medalist is 25.30 is higher than the mean score of non-medalist 17.77. The standard deviation of medalist is 2.054 and the non-medalist is 1.194. The calculated 't' value is 17.369 at df 58 which is less than the table value of 't' (2.00) at 0.05 level of significance. Hence, it is interpreted that the two Groups i.e. medalist and non-medalist differ significantly in the achievement motivations.

The formulated hypothesis that 'there would be no significant difference in the between medalist and non-medalist is rejected.

The fact is graphically depicted in figure no 4.1 where mean value of both the groups in compared.

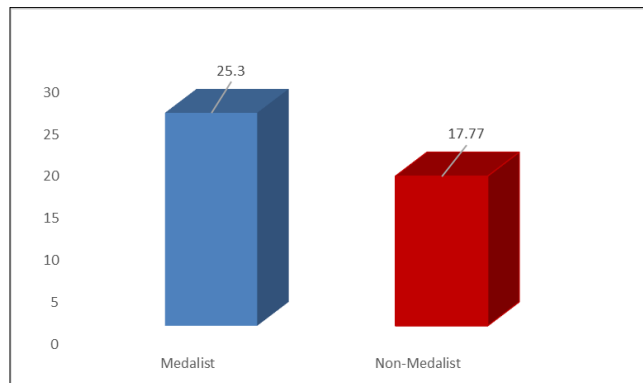


Fig 1: Comparisons Of Achievement Motivations Between Medalist And Non-Medalist

Table 2: Showing The Mean Performance In With Respect To Emotional Intelligence Between Medalist And Non-Medalist

Variable	Group	N	Mean	SD	M.D	Df	t-value
Emotional Intelligence	Medalist	30	131.77	4.352	10.993	58	9.267**
	Non-Medalist	30	120.83	4.786			

**Significant at 0.05 level ($t > 2.00$)

It is evident from table no. 4.2 that, the mean value of medalist is 131.77 is higher than the mean score of non-medalist 120.83. The standard deviation of medalist is 4.352 and the non-medalist is 4.786. The calculated 't' value is 9.267 at df 58 which is less than the table value of 't' (2.00) at 0.05 level of significance. Hence, it is interpreted that the two Groups i.e. medalist and non-medalist differ significantly in the emotional intelligence.

The formulated hypothesis that 'there would be no significant difference in the between medalist and non-medalist is rejected.

The facts is graphically depicted in figure no 4.2 where mean value of both the groups in compared.

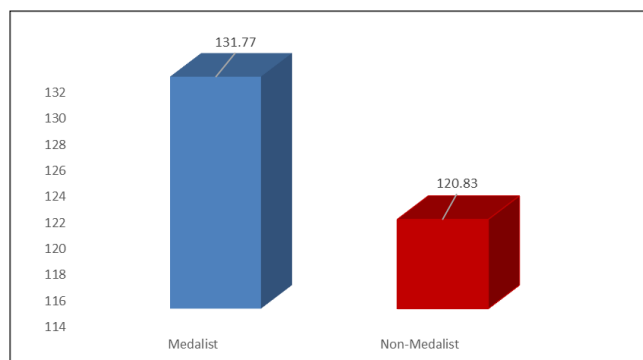


Fig 2: Comparison Of Emotional Intelligence Between Medalist And Non-Medalist

Conclusion

In conclusion, the results presented in Tables 4.1 and 4.2 reveal significant differences between medalists and non-medalists in both achievement motivation and emotional intelligence. For achievement motivation (Table 4.1), the mean score of medalists (25.30) was notably higher than that of non-medalists (17.77), with a significant t-value of 17.369, which exceeds the critical value at 0.05 significance level. Similarly, in emotional intelligence (Table 4.2), medalists had a higher mean score of 131.77 compared to

non-medalists' 120.83, with a t-value of 9.267, again showing a statistically significant difference. In both cases, the null hypothesis that there would be no significant difference between the two groups is rejected, suggesting that medalists demonstrate higher achievement motivation and emotional intelligence compared to non-medalists. These findings are visually supported in Figures 4.1 and 4.2, which illustrate the mean scores of the two groups.

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