

---

**A Comparative Study Of N Ach Of Player And Non Player College Going Students**

---

**Dr. Neelam Singh**

Associate Professor

R.G. P.G. College, Meerut

**ABSTRACT**

In the light of MC Cleland's assumption, subjects high on N ach are those who want to do well in whatever field they undertake. They are very energetic hardworking and fast learning. Dr. V.P. Bhargava's achievement test was administered on 160 college going students. This ex post Facto consist of 80 players and 80 non players (40 boys and 40 girls each) includes 2x2 design. Statistical Analysis reveals significant differences among the different groups. Male players score significantly higher than non-player males while non player female score significantly higher than rest of the groups.

**N Ach = Achievement Motivation****INTRODUCTION**

The players, as such, are expected to possess the best of achievement motive. Athletes tend to be prominently realistic individuals, which means they often enjoy working out doors or applying themselves to a hand on project. They also tend to be enterprising, which means that they are usually quite natural leaders who thrive at influencing and persuading others. Athletes have higher level of self-esteem be more intelligent, lower stress levels than non-athletes.

“Personality is defined as all the consistent ways in which the behaviour of one person differs from others, especially in social situation” (Cox 2012)

There are two type of personality in sport : Those that are driven by success and thrive a challenge (N-Ach)

Those who are driven by need to avoid looking weak / in competent (N-AF)

“If you want to win, you must not be afraid of to lose” (McLeland)

N – Ach / N – AF theory

- None is one set personality
- Our motivation will change dependent on the situation
- High / low stress

---

The youth with vigor, feelings of independence, good health and equipped with sports knowledge and physical training is expected to have a high motivation for achievement. Psychologists need to develop a fuller understanding of particular circumstances and variables that influence that achievement striving (Graham 1998, Betancourt and Loper 1993) specially in the fields of sports, because a little work has been done in the area.

The present study- N-Ach of players and non-players college going students college going students has been made to explore the impact of sports and gender in so far as their N-ach is concerned and to discover new and sensitive areas on the basis of analysis and interpretation of results.

The framework of the study relates to variables like N achievement, playing and non-laying behaviour and gender. We may discuss few of them.

#### **The Need of Achievement : Striving for success**

Simply motivation is concerned with factor that directs and energizes the behaviour of human and other organisms. Therefore, the study of N-ach consists of identifying, why people seek to do the things to do the things they do?

Like biological drives we are also motivated by powerful secondary drives that have no clear biological basis (Maclelland 1985, Geen 1984) Among the most prominent of these is the need of achievements.

The need for achievement is a stable, learned characteristic in which satisfaction is obtained by striving for and attaining a level of excellence (Maclelland etal 1953). People with a high need for achievement seek out situations in which they compete against some standard be a grades, money or winning at a game and prove themselves successful.

People with low achievement tend to be motivated particularly by a desire to avoid failure. People with high fear of failure will stay away from tasks of intermediate difficulty since they may fail where others have been successful (Atkinson and Feather 1966, Sorrentino Hewitt and Rass-Knott 1992).

Achievement motivation has been studied with a wide variety of others correlates viz sex (Kan Jagbir 1972; Dutta N.K. and Sabharwal 1973; Mednic and Hottman 1975; Rani Uma 1988 etc) Culture and self-esteem as correlates (Hussaini and Baquar 1974) as a correlate of competition (Pareek U. & Banerjee D. 1976) as a correlate of aptitude (Echore Barbara 1980) etc.

#### **GENDER :**

Males and females do not vary only in anatomical physiological frames but there are socio-physiological variations to which boys and girls remain exposed to different nurturing, sub cultures and receive different treatment from parents, adults and playmates (Seaward

---

Georgeng 1946); Mead Margaret 1949; Mishra 1953, Seward Georgana 1956; Margaret 1946; Mishra 1953, Seward Georgana 1956.

A review of the literature reveals that the study related to Nachievement of college going students is highly meaningful so far as the relationship with objects of sports education and higher education a whole are concerned.

### **SPORTS –**

Players and non-player students – players refer to those who give a skilled performance in sports and physical activities, whereas non-player mean who are not participating in any type of physical activity or in sports neither in college nor at home. A book ‘Problem Athlete and how to handle them (1966) was co-authored by sports psychologists Brue Ogitivic and Thomas Tulke. This book was designed so that a specialized interest in psychological principles and studies could provide a more factual and scientific basis. As a result, the International Society for Sports Psychology (ISSP) and North American Society for Psychology of Sports and Physical Activity (NASPSA) were founded. Players have been studied with many variables (Dorothy O Harris 1972, 1974 Donald E. Fuos, Robbert J. Troppman 1985)

Considering the popularity of sports, its length of existence and its impact on society until recently relatively little meaningful research has been done in the area the application of sports psychology is still in its formative years, with psychological principles specially with motivation – N ach is less explored area which in turn necessitated the study to find out the differences among the means of N-ach scores of player and non-player males and females.

### **OBJECTIVES –**

The objective can be specifically mentioned –

1. To study the differences between the means of N-ach scores of males and females.
2. To study the difference between the means of N-ach achievement scores of players and non-players.
3. To study the interaction between sportsmanship and gender in affecting N-ach scores.

### **HYPOTHESIS –**

**The following null – hypothesis were formulated :-**

1. Players and non-players do not differ significantly on N-ach.
2. Males and females do not differ significantly on N-ach.

3. Sportsmanship and gender do not interact significantly while affecting the scores of N-ach.
4. Player male do not differ significantly from non-player male on N-ach.
5. Player female do not differ significantly from non-player female on Nach.
6. Players male and player female do not differ significantly on N-ach.
7. Non player male and non-player female do no differ significantly on Nach.
8. Player male and non-player female do not differ significantly on N-ach.
9. Non-player males and player female do not differ significantly on Nach.

#### **METHOD –**

This ex post facto consist of 2x2 design. The sample comprises of 160 college going students – 80 players and 80 non players (40-40 each gender) selected on the basis of Quota Sampling (Non-probability sampling technique).

**Table 1**  
**Gender wise distribution of the sample**

	<b>Players</b>	<b>Non-Players</b>	<b>Total</b>
Male	40	40	80
Females	40	40	80
Total	80	80	160

#### **TOOLS –**

Dr. V.P. Bhargava's test of N-ach was used. This is a highly valid and reliable test in hind.

The verbal N-ach test was administered on the entire group of players and non-players in neutral conditions as the main interest was neither to depress nor to increase the level of motivation but keep it normal so as to obtain measures of the achievement of the subjects.

#### **RESULTS –**

The means and standard deviations of score obtained by the four groups viz player males and females as well as non-player males and females have been shown in the table.

Table – 2

## Means and SDs of the scores of players and non-players (Gender wise)

	Players	Non-players	
Males	M = 19.95 SD = 2.61	M = 17.87 SD = 4.30	M = 18.9
Females	M = 17.55 SD = 4.21	M = 20.8 SD = 4.83	M = 19.19
	18.75	19.34	

Table – 3

## Summary Table ANOVA

Source of Variance	Df	Sum Square	Variance mean sum of squares	SD	F. ratio
Among groups	3	300	100		F. ratio = 5.63
Within groups (Errors)	156	3042	19.5	4.41	
II.V (Sports)	1	13.80	13.80		F. ratio = .707 NS
III.V (Gender)	1	2.57	2.57		F ratio = .13 NS
Interaction	1	283.56	283.56	F. ratio = 5.63	F. ratio Int = 14.31*

\* Significant at .01 level

**Table – 4****Showing trends of result on N-ach in four different groups**

Non-player females	>	Player Males	>	Non-player males	>	Player females
20.8		19.95		17.85		17.55

**Table – 5****Showing the values required for significance**

SED =	.97
D required for significance at .01 level	2.50
D required for significance at .05 level	1.90

**Table – 6****Result of t-test**

Between groups	Difference	Level of significance	Hypothesis
Player males and Player females	2.40	.05	HO <sub>6</sub> Rejected
Male Players and Male non-players	2.08	.05	HO <sub>4</sub> Rejected
Non-player female and player female	3.25	.01	HO <sub>5</sub> Rejected
Non-player females and non-players males	2.93	.01	HO <sub>7</sub> Rejected
Non-player females and player males	.85	NS	HO <sub>8</sub> Rejected

Non-player Males and player females	.32	NS	HO <sub>9</sub> Rejected
-------------------------------------	-----	----	--------------------------

## RESULTS AND DISCUSSION –

A perusal of table 3 shows neither the players and non-players nor males and females as a whole differ significantly on N-achievement.

Hence the first and second Null-Hypothesis are accepted while there is a significantly interaction between sportsmanship and gender. (Fraction 14.31 significantly at .01 level) Hence the third null hypothesis is rejected. It means being a player affects N-Achievement of males and females differently. It becomes clear from the table of results trend analysis. The four groups differed significantly (F ratio significant at .01 level)

Table shows that the non-player female have scored highest on N-Ach

(mean 206 above average) while player females have scored lowest mean (17.55 average in performance on N-ach) The four groups differ significantly (P.01). So far as the separate cell wise differences are concerned male players and male non players differ significantly (P.05) male players scored higher than the non-player males. Hence the fourth Null hypothesis is rejected.

In the case of females, the non-player girls have scored significantly higher than player females (P.01) Fifth Null hypothesis is hereby rejected. The score of player girls being to west in their N-Ach may be attributed to the behaviour of the parents, teacher, class-mates and society in general where they are being reared.

There may be a tendency to evaluate themselves in view of the performance of their male counter parts and female are comparatively weak and shy by nature. Hence they might be but lower in achievement and this effect is clearly seen when we compare the player males and females.

The male players have secured significantly higher than their female counter parts. Hence the Sixth Null hypothesis is rejected on the other hand non player females have scored significantly higher than non-player males as well as the other groups. Seventh hypothesis is also rejected. The reason may be clearly attributed to the early childhood experiences as the girls are not promoted to go the fields as freely and frequently as their male creamer parts. They do not have ample opportunities for having coaching of sports and games.

---

The eighth and ninth hypothesis are accepted as the difference between players males and non-player girls as well as non-player boys and player girls have not been found to be significant.

The trend of results is worth noticing that the non-player girls are highest and the player girls are lowest in N-ach. More attention to the coaching off girls players and motivation should be given. They should be encouraged in the area of games and sports so that they may not be afraid of their failure in the area and they may take interest in games and sports in early childhood and become physically more healthy and smart and be successful in this area also.

#### REFERENCES :

McClelland, D.C., Atkinson, J.W., Clark, R.A., and Lowell, E.L. (1953), *The Achievement Motive*, New York : Appletan – century – crofts.

McClelland, D.C., (1984), *Motives, Personality and Society : Selected papers*, New York : Praeger

McClelland, D.C., (1987), *Human Motivation*, New York : University of Cambridge.

Harris, D.V., (1973), *Women in Sports, Some misconceptions*, <https://doi.org/10.1177> Google Scholar

Ogilvie, Bruce, (1966), "Problem Athletes and How to Handle them", *Prairie Strides Collection*. 13 [http://openprairie.Sdstate.edu/prairie strides](http://openprairie.Sdstate.edu/prairie%20strides) – Pubs / 13

J.W. Atkinson & Feather, (1966), *The Product of Motive, expectancy and incentive*, p. 328.

J.W. Atkinson & Feather, (1966), *The achievement motive*.

J.W. Atkinson & Joel D., Raynor, (1974), *Winston, Motivation and Achievement*.

Tutko, Thomas, A., (1976), *Sports Psyching : Playing : Your best game all of the time*, 9 editions published in English

---

Tutko, Thomas, A., (1972), Sports – Psychological Aspects motivation, Boston, Allyn and Bacon.

Tutko, Thomas, A., (1972), Coach's Practical guide to Athletic Motivation, Boston, Allyn and Bacon.

Harris, D.V., (1973), Women in sports, some misconceptions, <https://doi.org/10.1177> Google Scholar

McClelland, D.C., (1958), Methods of measuring human motivation. In J.W. Atkinson (Ed.), Motives in fantasy, action, and society (PP-7-42). Princeton, NJ:D Van Nostrand Company, Inc.

Mead, Margaret, (2001), Male and Female (1st Perennial ed.) New York : Perennial. ISBN 978-0-06-093496-5

Pareek, U. and Banerjee, D. (1976), Achievement Motive and competitive behaviour, Manas, 23 (1) : 9-15.

Pareek, U. and Banerjee, D. (1974), Development trends in the dimensions of cooperative and competitive game behaviour in some subcultures, Indian Educational Review, 9(1) : 11-37.

Glenna D. Carr & Barbara S. Echord, (1981), Influence of Motivation and Aptitude of Teasing Elementary Accounting <https://doi.org/10.1080/03616978>