Jan Kochanowski University in Kielce. Faculty of Pedagogy and Psychology

ZOFIA STASZEWSKA
ORCID: 0009-0001-7289-5849
zofiastaszewska06@gmail.com

Personality Traits and Motivation in Handball: Nonconformism and Self-Confidence as Determinants of Achievement Motivation

Cechy osobowości i motywacja w piłce ręcznej: nonkonformizm i pewność siebie jako czynniki determinujące motywację osiągnięć

ABSTRACT

This article analyzes the personality traits and achievement motivation of handball players from a personological perspective. The aim of the research in the paper was to determine the relationship between nonconformity, self-confidence and achievement motivation in a group of handball players. The study was conducted on a group of 107 professional handball players, including 54 women and 53 men, aged 18–40 (M = 20.22; SD = 3.56). The study used The Creative Behavior Questionnaire KANH III, the Trait Sport Confidence Inventory TSCI-PL and the Achievement Motivation Inventory LMI-K. Statistical analysis allows for the following conclusions: there is a relationship between nonconformity, self-confidence, and achievement motivation. It was also demonstrated that low nonconformity is a predictor of high achievement motivation. It was also found that low personality nonconformity negatively correlates with self-confidence and achievement motivation in handball players. The research results can be used both in the selection of handball teams and to guide the development of the psychological potential of male and female players in this sport.

Keywords: nonconformity; self-confidence; achievement motivation; handball

INTRODUCTION

Running a handball team involves recruiting players for the team. It is also the functioning of a given player in the team and his efficiency at training which later translates into victory or defeat in a match. Selecting the right person for the team or shaping a particular individual to function best in the collective is related to knowing what personality traits are useful in a team sport such as handball. The research explores how nonconformity and self-confidence may contribute to a player's level of achievement motivation.

NONCONFORMITY

Nonconformism can be seen as an energetic motivational resource (Popek, 2001) it is a self-reinforcing causal mechanism with self-regulatory abilities (Deci, Ryan, 1985; Tokarz, 2005) that stimulates, organizes and directs human capabilities and creative resources toward their expression or realization. Nonconformism can be defined as independence and self-reliance in thinking, forming judgments and taking actions, as well as a willingness to express and defend them, based on one's own autonomous value system. It is a tendency toward social independence, manifested in resistance or opposition to environmental pressures and low susceptibility to social norms – but without the intention to deliberately and excessively violate them (Bernacka, 2017).

Independence, psychological freedom, originality, one's own value system and the generation and concretization in the action of creative transgression are attributes defining the constructive nature of nonconformism (Popek, 2015). The action of a constructive nonconformist is aimed at achieving a new quality, going beyond what is known and accepted, both in terms of utility and cognitive and aesthetic values (Bernacka, 2017). The essence of constructive nonconformism is its close relationship with creative transgression, which consists in exceeding previous limitations in the intellectual, material, moral, social and cultural spheres, in order to discover or create new values (Kozielecki, 2001).

In sport, however, nonconformism may take on different meanings depending on the discipline and the level of interdependence between athletes. In highly interdependent sports such as handball, excessive deviation from established norms can negatively affect team cohesion and collective performance (Greenleaf et al., 2001; Ma et al., 2022). This aligns with research showing that strong team cohesion is positively linked with athlete engagement and performance, and behaviors that undermine cohesion – such as training noncompliance – can harm both individual and group outcomes (Leo et al., 2010).

SELF-CONFIDENCE

Self-confidence is considered one of the key psychological aspects of mental training (Vealey, 2007). In relation to sports, which results from one's own application, achieving success in their disciplines (Vealey, 1986). Studies appear that with the emergence of among the most important professions, it results that they are available on their performances (Greenleaf et al., 2001). A review of studies conducted by Barker et al. (2013) distinguished that in the analysis of the distinguished psychological aspects in sports, beyond the self, was one of the most common side effects of sports performance. The model of sports self-confidence, proposed by Vealey (1986), includes three components: self-confidence as a trait, self-confidence as a state, and competition orientation.

Self-confidence as a trait refers to the fact that they are triggered by the possibilities achieved by sports, while the self as a state is variable and dependent on the specific situation and influencing it. Orientation to competition, on the other hand, the equivalent definition of goals and goals for their implementation (Vealey, 1986). Vealey's (1986, 1988) research, which result from the self as a trait, in the opinion of the orientation to competition, affect the level of checking the self as a basic state in conditions. Awareness of the role of self-confidence in the case of control Vealey et al. (1998) to analyze the sources of sports self-control. In team sports, however, the relationship between self-confidence and performance may be weaker than in individual sports because success depends on collective rather than individual execution (Hays et al., 2021). Cohesion research further suggests that in a strong, united team, shared efficacy may compensate for lower individual self-confidence (Kjørmo, Halvari, 2002; Leo et al., 2010).

ACHIEVEMENT MOTIVATION

In these considerations, the Onion Model of Achievement by Heinz Schuler and Michael Prochaska (Klinkosz, Sękowski, 2013) was adopted as the leading model. According to the authors, the structure of achievement motivation is layered and consists of four groups of features: source aspects, peripheral aspects, theoretically related features, and personality traits related to motivation (Schuler, Prochaska, 2000). The source aspects are a group of features that is insensitive to change and constitutes the innermost layer, which includes: goal orientation, driving force, perseverance, hope for success, and fear of failure (Klinkosz, Sękowski, 2013). The next group is peripheral aspects. They include behavioral tendencies, such as independence and status orientation. These are behavioral behaviors that, although they are not central elements of achievement motivation, can theoretically be related to it. However, they are less frequently considered and described in the scientific literature (Klinkosz, Sękowski, 2013). The following

subset consists of theoretically related traits that interact with achievement motivation but do not belong to the source aspects, such as the tendency to attribute (Klinkosz, Sękowski, 2013), a sense of control and self-confidence (Klinkosz, Sękowski, 2013). Schuler et al. (2000) emphasize that the model of achievement motivation they developed takes into account the multidimensional nature of this phenomenon, and each of these dimensions plays an important role in the functioning of an individual, especially in the professional context. At the same time, they indicate that their approach to achievement motivation remains related to other psychological theories, which emphasizes its complexity and setting in a broader theoretical background (Klinkosz, Sękowski, 2013).

In this model, achievement motivation is understood as a personality trait that has a significant impact on whether a person will achieve success. Observing achievement motivation allows for assessing a person's commitment to work and allows for diagnosing whether this person's motivation results from the desire for personal development or is related to external obligations (Klinkosz, Sękowski, 2013). This observation is particularly useful in the process of selecting employees for positions where initiative and activity are valued (Klinkosz, Sękowski, 2006), and these features can be considered valuable when selecting players for a sports team. In sport, achievement motivation is a decisive factor for sustaining long-term commitment, overcoming setbacks, and pursuing excellence. Research in team sports highlights that cohesion and collective goal clarity are strongly associated with both individual and team achievement motivation (Kjørmo, Halvari, 2002; Ma et al., 2022). These findings are particularly relevant to selection and training processes, where high achievement motivation – whether driven by personal development or team-oriented goals – can be a key determinant of success in a cooperative sporting environment (Leo et al., 2010).

REVIEW OF STUDIES ON NONCONFORMITY, SELF-CONFIDENCE AND ACHIEVEMENT MOTIVATION

The source search conducted did not reveal research reports covering the issue of nonconformity and self-confidence in handball players versus their perception of achievement motivation in sports. Nevertheless, there are studies that confirm the correlation of the mentioned variables with each other.

Lickiewicz's (2006) findings on personality and achievement motivation give rise to the conclusion that there is a relationship between the traits of nonconformism and achievement motivation. Nonconformism correlates negatively with neuroticism, which is related to task persistence. Individuals with high nonconformism have low neuroticism, which is followed by persistence in goal and achievement in sports, as their motivation is higher compared to unsuccessful athletes. In contrast, a study by Sękowski and Sitko (2018) found

that self-confidence, as an aspect of emotional intelligence, is a predictor of achievement motivation factors. It was examined whether female managers possessed a specific repertoire of traits in the field of emotional intelligence and achievement motivation.

Romanowska-Tołłoczko et al. (2016) sought to explain the relationship between self-esteem and achievement motivation and the perception of the difficulty of sports activities. The results demonstrated a relationship between self-esteem, which is a component of self-confidence, and achievement motivation. The results indicate a statistically significant positive correlation between self-esteem and achievement motivation in men. Bhatt and Bahadur (2018) addressed the issue of self-esteem, self-efficacy and achievement motivation among students. The results indicate a strong correlation between efficacy and students' self-esteem. They also found a weak but positive correlation between efficacy, self-esteem and achievement motivation.

The purpose of Maleki and colleagues' (2011) study was to examine the relationship between self-esteem and achievement motivation among successful and unsuccessful athletes. The results showed that there was a significant relationship between self-esteem and achievement motivation between the two groups. Also, the results of the *t*-test revealed a significant difference between self-esteem and achievement motivation among successful and unsuccessful athletes. That is, self-esteem and achievement motivation were significantly higher in successful athletes compared to unsuccessful athletes.

Bernacka's (2018) study focused on nonconformity in relation to creative attitudes and personality typology. The primary goal of the study was to determine whether there are emotional factors that can predict the occurrence of constructive and apparent nonconformity. Nonconformists achieve higher scores in emotional intelligence and in coping with stress by taking action aimed at solving problems. Although the study did not directly address achievement motivation, it indicates that nonconformity is associated with traits that may influence motivation levels. Pufal-Struzik and Bernacka (2019) explored the temperament and achievement motivation of managers from a personal perspective. Although the study did not focus directly on nonconformity, it indicates that some temperamental traits related to nonconformity may influence achievement motivation. In another study, Bernacka and colleagues (2023) investigated whether female leaders of theme villages exhibited traits particularly expected in theme village management: nonconformism, social identity and self-efficacy. The analysis revealed significant relationships between nonconformism and self-efficacy.

The above review indicates that the issue of nonconformism and self-confidence in handball players vs. their perceptions of achievement motivation in the sport being coached has been the subject of research analysis, but not in combination together or in this specific group that is united by the sport.

HYPOTHESES

Based on a review of theoretical considerations and empirical studies, the following research problems of this paper are posed:

Hypothesis 1. There is a relationship between non-conformism and self-confidence and achievement motivation of handball players.

Hypothesis 2. Nonconformity and self-confidence are predictors of achievement motivation in handball players.

Hypothesis 3. Personality non-conformism differentiates self-confidence and achievement motivation in handball players.

METHOD

Participants

A total of 107 people participated in the study. The respondents were in the age range of 18 to 40 years old ($M = 20.22$; $SD = 3.56$). Length of sports participation ranged from 3 years to 28 years ($M = 9.72$; $SD = 3.65$). More detailed information on the characteristics of the study participants is presented in Table 1.

Table 1. Sociodemographic variables characteristics

		n	*%*
Gender	Female	54	50.5
	Male	53	49.5
Education	Secondary education	12	11.2
	Higer	55	51.4
	Elementary	40	37.4
Sport seniority	Up to 10 years	71	66.4
	11–15 years	28	26.2
	16–20 years	6	5.5
	More than 20 years	2	1.9
Sports class	No class	18	16.8
	Second class	22	20.6
	First class	22	20.6
	Championship class	34	31.8
	International championship class	11	10.3

Source: Author's own study.

Procedure

Questionnaires from active female and male handball players were analyzed to conduct the research for this study. The research was carried out using an online form submitted among handball players. Selection criterion was purposive. The subjects had to be active female and male handball players. They gave voluntary consent to participate in the study. The study was anonymous.

The subjects received a questionnaire in the form of a web link and answered the questions in it independently, marking the appropriate answer. To reach the players, a link with a questionnaire was sent to handball clubs playing in Polish leagues. Each survey tool was presented on a separate board and was preceded by instructions for completing the questionnaire.

Questionnaires

The study used three research tools and a metric that included questions on gender, age, sports seniority and sports class of handball players.

In order to determine the sports class of the players, the criteria from the Regulations for Assigning Sports Classes to Players Participating in Competitions Organized by the Polish Handball Federation, the European Handball Federation and the International Handball Federation were used. Four sport classes were defined according to athletes' achievements: international championship class, championship class, first class and second class.

The KANH III Creative Behavior Questionnaire (Bernacka, 2009; Bernacka, Popek, Gierczyk, 2016) was used to determine the levels of the personality variable Nonconformity. KANH III consists of 26 self-descriptive items, the truthfulness of which in relation to one's own person the respondent evaluates by choosing from a 5-point Likert-type scale: A – *yes*, B – *rather yes*, C – *I have no opinion*, D – *rather no*, E – *no* (adequately according to the key are converted into points 4, 3, 2, 1, 0). The reliability of the tool was calculated for the individual scales: Cronbach's alpha = 0.69 for the conformism-nonconformism scale used in this study.

The TSCI-PL Trait Sport Confidence Inventory, based on the Theory of Self-Confidence in Sports by Vealey (1986) in a Polish adaptation by Gazdowska and Parzelski (2017), was used to determine the level of the Self-Confidence variable. The TSCI-PL consists of 13 self-report statements, in which the subject must mark a response on a Likert scale on a 9-point scale as to how much he or she agrees with the statement (1–3 low, 4–6 medium, 7–9 high). The reliability of the TSCI-PL is $\alpha = 0.94$.

To determine the level of the Achievement Motivation variable, the Achievement Motivation Inventory (abbreviated version) LMI-K was used, which

was based on the Onion Model of Achievement Motivation by Schuler, Prochaska and Frintrup (2001) in the Polish adaptation by Klinkosz and Sękowski (2018). The inventory consists of 30 self-report items, in which the subject assesses on a 7-point Likert scale whether the statement applies or does not apply to the subject (from 1 – *doesn't apply to me at all*, to 7 – *fully applies to me*). In this study, the scale demonstrated an overall Cronbach's alpha reliability index of 0.87.

RESULTS

The analyses began with the calculation of descriptive statistics of the studied variables, along with tests of normality of distribution are presented in Table 2. To determine the shapes of the obtained distributions, statistics such as range (min–max), measures of central tendency (mean) and dispersion (standard deviation), measures of asymmetry and concentration (skewness, kurtosis) and tests of normality of distribution were calculated. To check whether the resulting distributions differ from the theoretical normal distribution, the Kolmogorov–Smirnov test was used.

The normality of distribution tests indicate that the normality distribution of all studied variables is not close to a normal distribution, except for Achievement Motivation. The values of skewness and kurtosis for the psychological variables were analyzed. They are within +/- 2, which means that the distributions of the variables can be considered close to a normal distribution. It was assumed that non-parametric tests would be used for statistical calculations.

Table 2. Descriptive statistics of the studied variables with the test of normality of distribution

Variables	*M*	*SD*	*Min*	*Max*	*Sk*	*Kurt*	*K*	*p*
Nonconformity	31.05	6.76	16.00	50.00	0.69	1.12	0.14	0.001
Confidence	75.19	17.17	29.00	102.00	-0.85	0.14	0.12	0.001
Achievement Motivation	138.57	21.29	90.00	179.00	-0.32	-0.30	0.06	0.200
Seniority	9.72	3.65	3.00	28.00	1.84	6.03	0.15	0.001
Age	20.22	3.56	17.00	40.00	3.51	15.46	0.27	0.001

Note: *M* – mean, *Me* – median, *SD* – standard deviation, *R* – range, *Min* – minimum, *Max* – maximum, *Sk* – skewness, *Kurt* – kurtosis, *K* – Kolmogorov–Smirnov test coefficient value, *p* – significance level

Source: Author's own study.

Verification of hypothesis 1

In order to verify hypothesis one assuming that there is a relationship between nonconformism and self-confidence and achievement motivation of handball

trainers, Spearman's rho correlation analysis was conducted, and the results are shown in Table 3.

Table 3. Spearman's rho correlation coefficient of the relationship between nonconformism and self-confidence and achievement motivation in handball players

	Achievement Motivation *rho*	Confidence
Nonconformity	-0.729**	-0.619**
Confidence	0.542**	
** *p* < 0.01		

Source: Author's own study.

Correlation analysis showed that nonconformism negatively and statistically significantly correlates with certainty. The strength of the correlation is very strong. Increasing personality nonconformism is accompanied by a strong decrease in certainty. In contrast, the strength of the correlation between nonconformism and achievement motivation is very strong and negative. Increasing personality nonconformism is accompanied by a high decrease in achievement motivation. In contrast, confidence correlates positively and strongly with achievement motivation of the studied athletes.

Hypothesis one assuming that there is a relationship between nonconformism and certainty and achievement motivation in handball trainees should be considered confirmed. Increasing personality nonconformism is accompanied by a moderate decrease in certainty and a high decrease in achievement motivation. The higher the certainty, the higher the achievement motivation.

Verification of hypothesis 2

In order to verify the hypothesis assuming the presence of predictors of achievement motivation, a linear regression analysis was conducted. Nonconformism and sociodemographic variables (gender, age, seniority, class) were taken into account. The results are shown in Table 4. The model was a good fit to the data $F (100, 6) = 22.31$; $p < 0.001$. The variables explained 55% of the variance in achievement motivation.

Table 4. Measures of fit of the regression model

				General model test			
Model	R	R^2	ΔR^2	F	*df1*	*df2*	*p*
1	0.757	0.572	0.547	22.31	6	100	0.001

Source: Author's own study.

Regression analysis (Table 5) indicated that only nonconformism acted as a predictor of achievement motivation at a statistically significant level. Other variables, i.e. confidence, and sociodemographic variables: gender, age, seniority, sports class, were not significant at the statistical level. If nonconformism increases according to the prediction model, achievement motivation will decrease.

Table 5. Results of regression analysis of achievement motivation

Predictor	B	SE	t	p
Fixed	190.28	19.58	9.72	0.001
Nonconformity	-1.99	0.26	-7.54	0.001
Confidence	0.17	0.10	1.62	0.109
Seniority	1.04	0.66	1.59	0.114
Sports class	-1.51	1.17	-1.28	0.203
Age	-0.70	0.68	-1.02	0.309
Gender	3.83	3.09	1.24	0.219

Source: Author's own study.

In summary, the predictors of high achievement motivation of athletes according to hypothesis two include low nonconformism. Hypothesis two can be considered confirmed in terms of only one predictor which is nonconformism.

Verification of hypothesis 3

In order to verify hypothesis three, which assumes that personality nonconformism differentiates self-confidence and achievement motivation in the studied athletes, an analysis was carried out using the Kruskal–Wallis H test and the results are shown in Table 6.

Table 6. Kruskal–Wallis H test between conformists, nonconformists and with average intensity of nonconformism in achievement motivation and self-confidence

	H
Achievement Motivation	47.032**
Confidence	36.19**

** $p < 0.01$

Source: Author's own study.

The results of the statistical analysis indicated that conformists, nonconformists and those with an average degree of nonconformism differed in achievement motivation and self-confidence.

Table 7. Games–Howell test of confidence and achievement motivation between conformists, athletes with average nonconformity seed, and nonconformists

Variable	(I) Level N	(J) Level N	Difference of means (I–J)	p
Confidence	1.00	2.00	5.63	0.142
		3.00	25.39*	0.000
	2.00	1.00	-5.63	0.142
		3.00	19.75*	0.000
	3.00	1.00	-25.39*	0.000
		2.00	-19.75*	0.000
Achievement Motivation	1.00	2.00	6.66	0.137
		3.00	36.15*	0.000
	2.00	1.00	-6.66	0.137
		3.00	29.50*	0.000
	3.00	1.00	-36.15*	0.000
		2.00	-29.49*	0.000

* $p < 0.05$; 1 – conformist; 2 – average intensity of nonconformism; 3 – nonconformist

Source: Author's own study.

The results of the statistical analysis (Table 6) show that self-confidence and achievement motivation are significantly lowest in the group of nonconformist players. They differ significantly from conformists and those with an average intensity of nonconformism. In contrast, athletes with an average intensity of nonconformism do not differ significantly in confidence and achievement motivation from conformist athletes.

In conclusion, the third hypothesis assuming that personality nonconformism differentiates self-confidence and achievement motivation in the studied athletes should be considered confirmed. Self-confidence and achievement motivation are significantly the lowest in the group of nonconformist athletes with respect to conformist athletes.

DISCUSSION

Analyzing the results of the conducted research, it is worth noting that they fit into previous scientific findings (e.g. Maleki et al., 2011), while filling the existing theoretical and empirical gap and providing new insights into the studied characteristics. This is because previous studies have not taken into account the simultaneous juxtaposition of the variables in question in the context of people who train handball professionally.

This study found no differences in the intensity of nonconformity between women and men, which is surprising, as the literature suggests that women are more likely to express a conformist attitude than men (Eagly et al., 1981; Maslach et al., 1987; Santee, Maslach, 1982). The study also found no differences in the intensity of self-confidence and achievement motivation depending on sport class and sport seniority. This indicates that regardless of the league level and how many years they have been playing handball professionally, players have similar levels of these traits; second-division handball players approach matches in the same way as top-division players.

In the present study, an increase in personality nonconformism was associated with a moderate decrease in self-confidence and a marked decrease in achievement motivation. This result is in contrast to findings by Lickiewicz (2006) and Bernacka (2018), who reported a positive correlation between nonconformism, self-confidence, and achievement motivation. A plausible explanation for this discrepancy lies in the characteristics of the study groups. While the previous research examined populations unrelated to professional sport, our sample consisted of professional handball players, for whom conformity to team norms and strategies is essential for success. In such contexts, high nonconformism may disrupt team cohesion, which can negatively impact both confidence and motivation to achieve.

Our results are, however, consistent with the observations of Greenleaf et al. (2001), who noted that nonconformist behaviors in sport – such as deviating from prescribed training routines, stepping out of line with one's own ideas for completing tasks, or generally breaking group norms – can undermine preparation for competition. This may explain why, in the present study, athletes with higher nonconformism displayed lower readiness for matches and, consequently, reduced self-confidence.

Another noteworthy finding is that low nonconformism was associated with higher achievement motivation. This outcome directly contradicts the positive correlation reported by Pufal-Struzik and Bernacka (2019). The difference may stem from the study context: this research was conducted among managers, whose professional success often relies on independence, autonomy, and the ability to challenge norms, whereas in a team sport such as handball, adhering to collective rules is more beneficial for the group's success.

With regard to the relationship between self-confidence and achievement motivation, our analysis did not confirm the strong positive correlation widely reported in previous studies (Bhatt, Bahadur, 2018; Maleki et al., 2011; Sękowski, Sitko, 2018). One possible explanation is that in a highly interdependent sport, individual confidence – understood here as "a general belief, stable over time, in one's ability to succeed in sports" (Gazdowska et al., 2019, p. 22) – may not directly translate into higher motivation if athletes do not see themselves as

central to the team's performance. This stands in contrast to individual sports or leadership contexts, where self-confidence often serves as a direct driver of personal achievement goals.

Finally, the contrast between our findings and those of Bernacka et al. (2023) further highlights the importance of context. Their research, conducted among women expected to act as community leaders, found that high nonconformism correlates positively with self-efficacy, autonomy, authenticity, and achievement motivation. Such traits are advantageous in roles that require independent decision-making and control over others' work. In handball, however, the same behaviors may conflict with the collaborative structure necessary for optimal team functioning, where conformity to shared norms can enhance both individual and collective performance.

In team sports such as handball, group cohesion emerges as a critical determinant of self-confidence, motivation, and performance. Cohesion positively predicts athlete engagement, providing social support, enhancing belonging, and bolstering self-confidence through mental toughness and collective identity (Ma et al., 2022). Moreover, team cohesion has been shown to enhance perceptions of personal and collective efficacy, according to studies on semi-professional soccer and basketball (Leo et al., 2010). A meta-analytic perspective further highlights that in team sports, the link between self-confidence (or self-efficacy) and performance is generally weaker than in individual sports, likely reflecting shared responsibility among teammates and the contextual complexity in executing coordinated tasks (Hays et al., 2021).

Additionally, models of elite athlete performance suggest parallel pathways: one from self-confidence through reduced anxiety to performance, and another from cohesion through clear shared goals to performance. In team sport contexts, these factors are intricately connected and interact in more complex ways than in individual sports (Kjørmo, Halvari, 2002).

By the nature of the sport of handball, players are expected to follow rules that are imposed from above by the club's management and coach, but also rules that the players on the team have carved out for themselves to improve functioning in a large group of people. It is possible that by this, in handball players, low nonconformism is associated with higher self-confidence and higher achievement motivation. Adhering to the established rules and performing conscientiously to a pre-imposed training plan results in better preparation of the player for the match and a greater desire to succeed, through their hard work in accordance with the rules and as part of a team. This is probably why low nonconformism, which in team sports manifests itself in conforming to established rules correlates positively with high self-confidence, which is the belief in one's abilities and achievement motivation, which is the desire to succeed.

REFERENCES

Barker, J.B., Mellalieu, S.D., McCarthy, P.J., Jones, M.V., Moran, A. (2013). A Review of Single-Case Research in Sport Psychology 1997–2012: Research Trends and Future Directions. *Journal of Applied Sport Psychology*, *25*, 4–32. DOI: 10.1080/10413200.2012.709579.

Bernacka, R.E. (2009). *KANH III Questionnaire of Creative Behaviour – presentation of the revised version*. In: R.E. Bernacka, C.W. Domański, S. Popek (Eds.), *Psychologia twórczości – nowe horyzonty* (pp. 169–175). Lublin: Wyd. UMCS.

Bernacka, R.E., Popek, S., Gierczyk, M. (2016). Kwestionariusz Twórczego Zachowania KANH III – prezentacja właściwości psychometrycznych. *Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia*, *29*(3), 33–57. DOI: 10.17951/j.2016.29.3.33.

Bernacka, R.E. (2017). *Predyktory nonkonformizmu pozornego*. Lublin: Wyd. UMCS.

Bernacka, R.E. (2018). Emocjonalne predyktory nonkonformizmu. *Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia*, *31*(2), 47–69. DOI: 10.17951/j.2018.31.2.47-69.

Bernacka, R.E., Pufal-Struzik, I., Gierczyk, M. (2019). Osobowość nauczyciela w ujęciu psychologicznym. *Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia*, *32*(4), 97–115. DOI: 10.17951/j.2019.32.4.97-115.

Bernacka, R.E., Mazurek-Kusiak, A., Korcz, N., Kobyłka, A. (2023). Nonconformism, Social Identity, and Self-efficacy of Women Leaders of Thematic Villages. *Educational Studies Review*, *42*, 291–296. DOI: 10.12775/PBE.2023.024.

Bhatt, S., Bahadur, A. (2018). Role of Self Esteem & Self Efficacy in Achievement Motivation among College Students. *The International Journal of Indian Psychology*, *6*(2), 5–13. DOI: 10.25215/0602.061.

Deci, E.L., Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. London: Plenum Press.

Eagly, A.H., Wood, W., Fishbaugh, L. (1981). Sex Differences in Conformity: Surveillance by the Group as a Determinant of Male Nonconformity. *Journal of Personality and Social Psychology*, *40*(2), 384–394. DOI: 10.1037/0022-3514.40.2.384.

Gazdowska, Z., Parzelski, D. (2017). Psychometric Properties and Validation of the Polish Adaptation of the Trait Sport-Confidence Inventory (TSCI-PL). *Baltic Journal of Health Physical Activity*, *9*(3), 124–132. DOI: 10.29359/BJHPA.09.3.12.

Gazdowska, Z., Parzelski, D., Vealey, R.S. (2019). Polska adaptacja Inwentarza Pewności Siebie w Sporcie i Kwestionariusza Źródeł Pewności Siebie w Sporcie. *Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie*, *1*, 21–42.

Greenleaf, C., Gould, D., Dieffenbach, K. (2001). Factors Influencing Olympic Performance: Interviews with Atlanta and Nagano U.S. Olympians. *Journal of Applied Sport Psychology*, *13*, 154–184. DOI: 10.1080/104132001753149874.

Hays, K., Thomas, O., Maynard, I., Bawden, M. (2021). The Role of Confidence in World-Class Sport Performance. *International Journal of Environmental Research and Public Health*, *19*(11), 6381. DOI: 10.3390/ijerph19116381.

Kjørmo, O., Halvari, H. (2002). Two Ways Related to Performance in Elite Sport: The Path of Self-Confidence and Competitive Anxiety and the Path of Group Cohesion and Group Goal Clarity. *Perceptual and Motor Skills*, *94*(3suppl), 950–966. DOI: 10.2466/pms.2002.94.3c.950.

Klinkosz, W., Sękowski, A. (2006). H. Schulera i M. Prochaski polska wersja Inwentarza Motywacji Osiągnięć – Leistungsmotivationsinventar (LMI). *Czasopismo Psychologiczne*, *7*, 253–264.

Klinkosz, W., Sękowski, A. (2013). *Inwentarz Motywacji Osiągnięć H. Schulera, G.C. Thorntona, A. Frintrupa i M. Prochaski*. Warszawa: Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego.

Klinkosz, W., Sękowski, A. (2018). *Inwentarz motywacji osiągnięć H. Schulera, G.C. Thorntona, A. Frintrupa i M. Prochaski LMI: Diagnoza profilowa i typologiczna*. Warszawa: Pracownia Testów Psychologicznych PTP.

Kozielecki, J. (2001). *Psychotransgresjonizm*. Warszawa: Wyd. Akademickie „Żak".

Leo, F.M., Sánchez-Miguel, P.A., Sánchez-Oliva, D., Amado, D., García-Calvo, T. (2010). Interaction of Cohesion and Collective Efficacy on Team Performance in Semi-Professional Sports. *Journal of Sports Science and Medicine*, *9*(2), 320–326. Retrieved from: https://pmc.ncbi.nlm.nih.gov/articles/PMC3761725/ (access: 12.10.2025).

Lickiewicz, J. (2006). Osobowość i motywacja osiągnięć osób trenujących sztuki i sporty walki. *Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia*, *19*, 133–146.

Ma, J., Ma, C., Wu, X. (2022). The Influence of Team Cohesion on Athlete Engagement in Chinese Team Sports: The Mediating Role of Mental Toughness and the Moderating Role of Psychological Collectivism. *International Journal of Environmental Research and Public Health*, *19*(9), 5105. DOI: 10.3390/ijerph19095105.

Maleki, B., Mohammadzadeh, H., Ameri, M., Sani, S. (2011). The Relationship Between Self-Esteem and Achievement Motivation Among Successful and Unsuccessful Athletes in East Azerbaijan Province. *Department of Sport Injury, School of Physical Education and Sport Science, Urmia University*. DOI: 10.30525/2592-8813-2023-2-4.

Maslach, C., Santee, R.T., Wade, C. (1987). Individuation, Gender Role, and Dissent: Personality Mediators of Situational Forces. *Journal of Personality and Social Psychology*, *53*(6), 1088–1093. DOI: 10.1037/0022-3514.53.6.1088.

Popek, S. (2001). *Człowiek jako jednostka twórcza*. Lublin: Wyd. UMCS.

Popek, S. (2015). *W kręgu aktywności twórczej*. Lublin: Wyd. UMCS.

Pufal-Struzik, I., Bernacka, R.E. (2019). Temperament i motywacja osiągnięć menedżerów. *Annales Universitatis Mariae Curie-Skłodowska, sectio J – Paedagogia-Psychologia*, *32*(4), 197–215. DOI: 10.17951/j.2019.32.4.197-215.

Romanowska-Tołłoczko, A., Piwowarczyk, P., Błacha, R. (2016). Samoocena i motywacja osiągnięć studentów. *Roczniki Naukowe Wyższej Szkoły Wychowania Fizycznego i Turystyki w Białymstoku*, *4*(18), 31–41.

Santee, R.T., Maslach, C. (1982). To agree or not to agree: Personal dissent amid social pressure to conform. *Journal of Personality and Social Psychology*, *42*(4), 690–700. DOI: 10.1037/0022-3514.42.4.690.

Schuler, H., Prochaska, M. (2000). Entwicklung und Konstruktvalidierung. *Diagnostica*, *46*(2), 61–72. DOI: 10.1026/0012-1924.46.2.61.

Schuler, H., Prochaska, M., Frintrup, A. (2001). *Leistungsmotivationsinventar (LMI) – Manual*. Göttingen: Hogrefe.

Sękowski, A., Sitko, A. (2018). Inteligencja emocjonalna i motywacja osiągnięć u kobiet na stanowiskach kierowniczych. *Psychologia Społeczna*, *13*(1), 48–60. DOI: 10.7366/189618002018130105.

Tokarz, A. (2005). *Dynamika procesu twórczego*. Kraków: Wyd. UJ.

Vealey, R.S. (1986). Conceptualization of Sport-Confidence. *Journal of Sport Psychology*, *8*, 221–246. DOI: 10.1123/jsp.8.3.221.

Vealey, R.S. (1988). Sport-Confidence and Competitive Orientation. *Journal of Sport and Exercise Psychology*, *10*, 471–478. DOI: 10.1123/jsep.10.4.471.

Vealey, R.S. (2007). Mental Skills Training in Sport. In: G. Tenenbaum, R.C. Eklund (Eds.), *Handbook of Sport Psychology* (pp. 287–301). Hoboken: John Wiley & Sons. DOI: 10.1002/9781118270011.ch13.

Vealey, R.S., Garner-Holman, M., Hayashi, S.W., Giacobbi, P. (1998). Sources of Sport-Confidence. *Journal of Sport and Exercise Psychology*, *20*, 54–80. DOI: 10.1123/jsep.20.1.54.

ABSTRAKT

W artykule analizie poddano zagadnienie cech osobowości i motywacji osiągnięć zawodników piłki ręcznej w ujęciu personologicznym. Głównym celem badawczym w pracy było określenie zależności pomiędzy nonkonformizmem, pewnością siebie i motywacją osiągnięć w grupie zawodników piłki ręcznej. Badanie przeprowadzono na grupie 107 osób będących w profesjonalnym treningu piłki ręcznej, w tym 54 kobiet i 53 mężczyzn, w wieku 18–40 lat ($M = 20{,}22$; $SD = 3{,}56$). W badaniu użyto narzędzi: Kwestionariusz Twórczego Zachowania KANH III, Inwentarz Pewności Siebie w Sporcie TSCI-PL oraz Inwentarz Motywacji Osiągnięć LMI-K. Analiza statystyczna pozwala na sformułowanie następujących wniosków: istnieje związek pomiędzy nonkonformizmem, pewnością siebie i motywacją osiągnięć. Wykazano również, że predyktorem wysokiej motywacji osiągnięć jest niski nonkonformizm. Stwierdzono także, że niski nonkonformizm osobowościowy koreluje ujemnie z pewnością siebie i motywacją osiągnięć u zawodników piłki ręcznej. Wyniki badań można wykorzystać zarówno w selekcji do drużyny piłki ręcznej, jak i do ukierunkowania rozwoju potencjału psychologicznego piłkarzy oraz piłkarek tej dyscypliny sportu.

Słowa kluczowe: nonkonformizm; pewność siebie; motywacja osiągnięć; piłka ręczna