



REVIEW OF RESEARCH

ISSN: 2249-894X

UGC APPROVED JOURNAL NO. 48514

IMPACT FACTOR : 5.2331(UIF)

VOLUME - 7 | ISSUE - 5 | FEBRUARY - 2018



A COMPARATIVE STUDY OF SPORTS ACHIEVEMENT MOTIVATION AMONG DIFFERENT LEVEL OF VOLLEYBALL PLAYERS

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ABSTRACT

The purpose of the present study was to assess the level of achievement motivation among state, national and international level of volleyball players. For said purpose 90 male volleyball players were selected as a subject. Whole sample (N= 90) categorized into three groups i.e., 30 state, 30 national and 30 international level volleyball players. Sports achievement motivation of the subjects were measured by Kamlesh (1990) questionnaire. The reliability of questionnaire is 0.70. Descriptive statistics and ANOVA (One Way) were used to interpret the results. It was concluded that there was a significant difference among state, national and international level of volleyball players on sports achievement motivation. Whereas, international level volleyball players had higher level of sports achievement motivation in comparison to national and state level volleyball players.

KEY WORDS: Sports Achievement motivation, international, national and state level volleyball players

INTRODUCTION

Psychology is the study of human behavior in different situation. Whereas sports psychology focuses on relationship between psychology and performance. It considers both the participants and the spectators. Today we known that some psychological factors like tension, anxiety, stress and motivation play an important role in improving sports performance. Moderate amount of tension and anxiety are necessary to put forth the best performance. Therefor sports psychology helps to make sport more attractive to prospective athletes.

Motivation defined as arousal of behavior involves whatever brings an organism to action. It may result from stimuli inside or outside the body. When we motivated we activates or energises behavior, direct behavior, create persistence in behavior strength determines activation and direction in face of competing motives.

Achievement motivation is defined as desire for significant accomplishment. People with high need to achieve tend to, choose task that allow for success, yet still require skill and effort and keep persisting until success is a achieved.

Why does one sports person become more motivated to achieve than other sports person? Coaches and trainers have an influence on the roots of



motivation (emotional and cognitive). Emotional roots, learning to associate achievement with positive emotions. Cognitive roots, learning to attribute achievement to one's own competence, thus raising expectation of oneself.

Motivation may be considered the most important variable in athletics. It can affect sport performance as well as the overall sports experience for an athlete. But what exactly is motivation? How is it defined? And how is it assessed? Motivation has been defined in many contexts, but a widely accepted definition is, "It represents the hypothetical construct used to describe the internal and/or external forces that lead to the initiation, direction, intensity, and persistence of behavior. Thus, motivation leads to action" [16, p. 428]. However, a concern defining motivation is it is not directly observable, but must be inferred from an athlete's behavior [16]. That is, a coach might determine a player is motivated to perfect the spike in volleyball when he or she would stay after practice and work on footwork drills associated with the skill, but not when an athlete consistently does no more than the minimum required by the coaches.

Many researchers had done the research and they reached on different-different conclusions such as Singh, Ahmed and Hussain (2010) assess the relationship between gender difference and achievement motivation. They reported no significant difference between male and female on achievement motivation. Dureha, Singh, Yaduvanshi and Mishra (2010) compared the incentive motivation, achievement motivation and anxiety level between different levels of hockey players. They reported no significant difference between different levels of hockey players on incentive motivation, achievement motivation, state anxiety and trait anxiety. K. Kaur, Sharma and Dureha (2007) find out the relationship between achievement motivation and pre-competition anxiety in inter university hockey players. They revealed significance relationship between achievement motivation and pre-competition anxiety. Haider (2012) studied the achievement motivation, emotional and social intelligence of hockey players at different levels of participation. The data was collected from inter-varsity (n=100), national (n=50) and intercollegiate (n=150) levels hockey players. The results of the study revealed that national level players had higher level of achievement motivation as comparison to inter-varsity and intercollegiate level hockey players.

Ibrahim and Gwari (2011) investigated the achievement motivation among high and low level volleyball players. For the purpose of the study 25 high performance male volleyball players and 25 low performance male volleyball players were taken as subjects ranging in age from 25 to 30 years. Results showed significant difference between high and low performance volleyball players. Further high performance volleyball players had the higher level of achievement motivation as compared to low performance volleyball players. Rathee and Singh (2011) investigated the sports achievement motivation and adjustment patterns among international and national players of different teams (basketball, hockey and handball) sports. The finding revealed significant difference between international and national level players. Further international players had higher level of achievement motivation as compared to the national level players.

METHODOLOGY OF THE STUDY

For the purpose of the present study 90 male volleyball players of different levels were selected as a sample i.e., 30 state, 30 national and 30 international. The age of subjects were ranged from 18-35 years. The purposive sampling technique was used for selection of subjects from state, national and International level tournament.

Sports achievement motivation were measured with the help of sports Achievement motivation test (SAMT) developed by M L Kamlesh (1990). The reliability of questionnaire is 0.70.

The test consists of incomplete statements which can be completed by choosing either of the two proposed parts against each statement. The subjects were asked to tick to second part, which in their opinion fits in the best, in the first part. Scoring The Sports Achievement Motivation Test is a self-evaluation questionnaire of twenty statements. It includes positive and negative statements, response value which extends from 0 to 40. Each statement carries a maximum score of two and the minimum, zero. When the

subject ticks the high pole part, they were given two points and when they touch the low poles they earn zero.

SCORING

Again the scholar scrutinized the completed questionnaire in order to ensure that the subject responds to every item and there was no question left unanswered. The items 1, 3, 4, 9, 10, 11, 12, 13, 16, 17, 18 and 20, if the respondent answers "a" he/she scores 2 points, if the answer is "b" he/she gets only zero point. The items 2, 5, 6, 7, 8, 14, 15 and 19, if the respondent answers "b" he/she scores 2 points, if "a" he/she gets only zero point.

Table-1
Descriptive Analysis of Achievement Motivation

Variable	Levels	Sample (N)	Mean (M)	Std. Deviation (SD)
Achievement Motivation	State	30	20.73	4.44
	National	30	26.80	4.91
	International	30	34.13	3.92

Table 1 clearly indicates the mean and standard deviations value of achievement motivation i.e. State, 20.73± 4.44, National, 26.80± 4.91 and International 34.13± 3.92.

Table-2
ANOVA Summary of Achievement Motivation

Source of variance	Degree of Freedom (df)	Sum of Squares (SS)	Mean Sum of Square (MSS)	F-value
Between Groups	2	2701.42	1350.71	68.31*
Within Groups	87	1720.13	19.77	
Total	89	4421.55		

*Significant at 0.05 levels
Tab. $F_{.05} (2, 87) = 3.10$

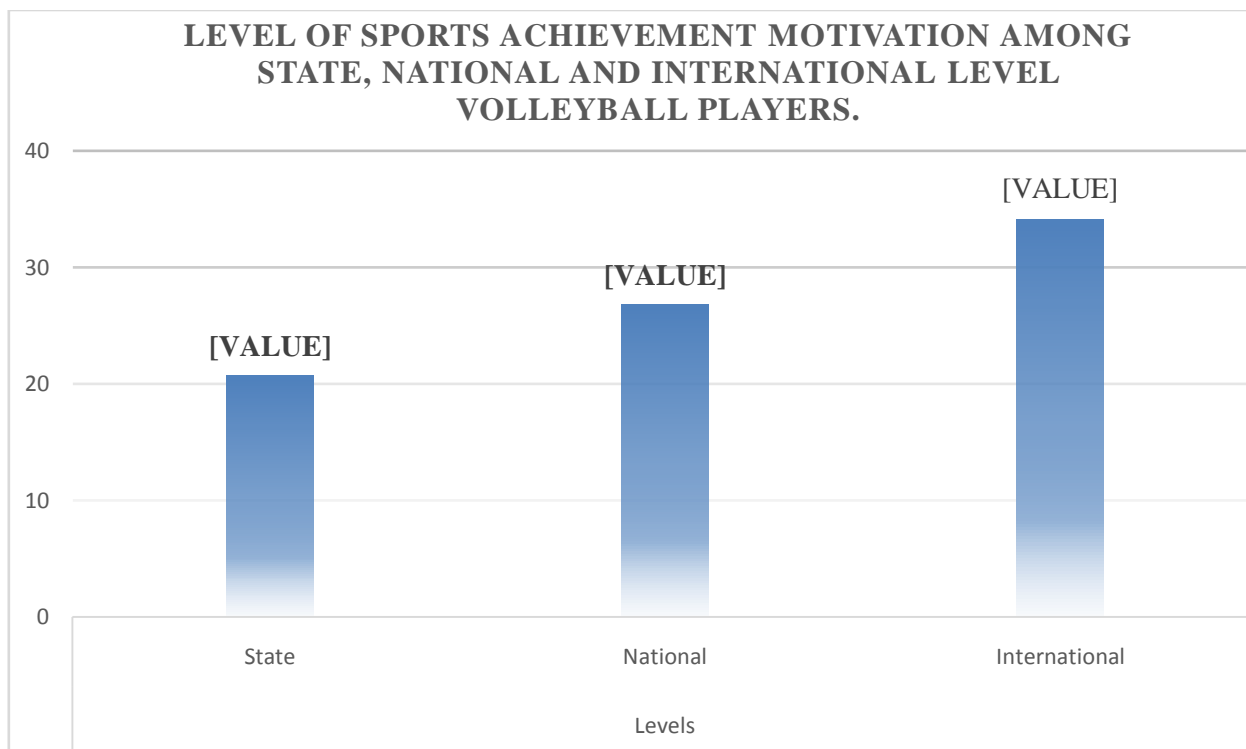
Table 2 depicts that the computed value of F- ratio (68.31) is more than the tabulated value of F- ratio (3.10). That means there is significant difference among state, national and international level volleyball players on achievement motivation [$F_{tab.} (2, 87) = 3.10, p < .05$]. Further to analyze which level of players had better level of achievement motivation, Least Significant Difference (LSD) Post-hoc test had been applied to testing the significant difference between paired means.

Table-3
LSD Summary on Achievement Motivation

State	National	International	Mean Difference (MD)	Critical difference (CD)
20.73	26.80		6.06*	2.29
20.73		34.13	13.40*	
	26.80	34.13	7.33*	

*Significant at 0.05 levels

Comparison of pair wise difference of means with tabulated difference, it is apparent from the table 3 that there is significant difference between state and national ($MD = 6.06$); state and international ($MD = 13.40$); national and international ($MD = 7.33$) levels volleyball players on calculated critical difference value [$CD_{cal. (87)} = 2.29, p < .05$].



FINDINGS OF THE STUDY

The purpose of the study was to compare the level of sports achievement motivation among state, national and international level of volleyball players. After analysis of the data it was concluded that international level volleyball players had higher level of sports achievement motivation in comparison to national and state level volleyball players. The outcome of the study with line of the study of Rathee and Singh (2011), Ibrahim and Gwari (2011) and Haider (2012).

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