

## **A STUDY OF ACHIEVEMENT MOTIVATION AMONG VOLLEYBALL PLAYERS**

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### **ABSTRACT**

The purpose of the study was to compare the college level and university level volleyball players with regard to achievement motivation. The subjects of the present study were purposively selected from the inter-college and inter-university level volleyball players. A total 50 volleyball players of various colleges of Guru Nanak Dev University, Amritsar aged 18-24 years, were selected for the study. 25 volleyball players were inter-university level and 25 were inter-college level. Statistical analysis was performed using SPSS version 16.0 for windows (SPSS Inc, Chicago, IL, USA). The data was presented as descriptive statistics such as mean and standard deviation. The independent samples t-test was applied to assess the significant difference between inter college and inter university female volleyball players on motivational profiles and achievement motivation.

**Keywords:** Volleyball, Achievement motivation, Inter- college, Inter-university.

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### **INTRODUCTION**

Man is the only being who is curious about the Universe-its forces and phenomena. In the beginning, this curiosity was about concrete things but soon after the focus shifted to abstract metaphysical concepts such as soul, mind, spirit etc. Thus, was born all-inclusive philosophy, truly called the love of wisdom by ancient Greek philosophers. Some scientific minded philosophers became interested in the understanding of mental processes and the various influences on human behaviour. Where there are human beings, there is behaviour; and where there is behaviour, whether individual or social-there is bound to be psychology, in one some form. The behavioural effects of motivation are vital to all achievement-oriented tasks, whether the situation is the laboratory, classroom, or playing field. How motivation functions in achievement setting is an

important question for parents, teachers, coaches, and scientists alike. It is not surprising, then, that a common goal in social psychology and sports psychology is to develop knowledge to the extent that motivation can be optimized for all individuals facing achievement tasks. If this goal is achieved and equality of motivations and achievement striving is obtained, each individual will have the opportunity of reaching his or her athletic potential. Although it could never be said with certainty that an individual was fully developing this potential, those occasions when development was definitely halted could be recognized. Within sports psychology, motivation is of central importance as research attempt to understand and explain human behaviour within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientation and achievement goals.

Motivation sustains life; it acts as a catalyst for our growth and development from a mere zygote state to adult stage. It inspires and empowers us to accomplish and achieve incredible things. It is a directing agent for our actions that aim at something higher, better and greater. All life-activity can be explained on the basis of motivation that we exhibit in greater or lesser degree in one situation or the other, and for one thing or the other. No two individuals are alike in everything that goes to construct personality. Achievement motivation remains a central issue within sport psychology as researchers continue to examine an individual's choice, effort, and persistence related to physical activity participation. Much research conducted in the area of achievement motivation has been based on Nicholls's (1984, 1989) goal perspective theory. The theoretical perspective states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definition of success and failure are based on two goal orientations. A task goal orientation is characterized by self-referenced perception of competence and emphasizes effort, task mastery, and performance improvement. An ego orientation includes norm-referenced perception of competence and an emphasis on winning and positive social comparison with others. Several factors influence the selection of the specific sports participation of the current study. First the researcher's familiarity with basketball through participation experience, specially with regard to motivation, initially spurred interest in the examination of motivational difference among male and female basketball players. Like physical fitness, the psychological status of male and female basketball players is different. However, such a comparative study of sex-wise difference on sports achievement motivation in basketball is measure. Many researchers had done related to sports achievement motivation. It attempts to measure what an individual has learned – his or her present level of performance. Sport achievement tests are particularly helpful in determining

individual or group status in sports settings. Studied to compare the sports achievement motivation of male and female north zone badminton players. Results indicated that no significant difference was found between male and female north zone badminton players in their sports achievement motivation. Pooja, Durehaet al (2010) Studied on comparative study of incentive motivation, achievement motivation and anxiety level between national and international volleyball players. As shown by the result of the study there were insignificant difference was found in incentive motivation, achievement motivation, state anxiety and trait anxiety between national and international volleyball players and significant difference was found in sports competition anxiety. Kauret al. (2007) Purposed a study to find out the relationship between achievement motivation and pre-competition anxiety among inter university volleyball players. Finding of the results reveals that there was a significance relationship between achievement motivation and pre-competition Schilling (2001) Investigates achievement Motivation among high school Basketball and Cross-Country Athletes. This research present implication for practice and research, particularly in terms of situational factors (e.g., motivational climate) related to goal perspectives. The athletes in this study, particularly. The basketball players indicated the importance of social factors in achievement motivation. They suggested that Cross-country has highest Motivational level than High School Basketball Players. The factors like self-efficacy, competitive anxiety and coping skills to a large extent affects the outcome of the specific behaviour and performance.

## **MATERIAL AND METHODS**

### **Selection of variables**

A feasibility analysis as to which of the variables could be taken up for the investigation, keeping in view the availability of tools, adequacy to the subjects and the legitimate time that could be devoted

for tests and to keep the entire study unitary and integrated was made in consultation with experts. With the above criteria's in mind, the following variables were selected for the present study:

**Achievement Motivation**

Achievement Motivation Scale by Kamlesh has been found as unitary and psychologically, sociologically and educationally meaningful entities in many researches in various Institution situations and environmental conditions. Achievement Motivation Scale is the complete and exhaustive list of student's motivation, fields and test items depending upon many research worker's personal and social traits and situation tests. By this scale Kamlesh hoped to ensure comprehensive estimation of the whole area of students in achievement motivation. It is mentioned by Kamlesh that the scale furnishes best information about the student's motivation to various aspects of college and general life in terms of their characteristics, behaviour and feelings in and about the life. This test is untimed but normally takes fifteen to twenty minutes to complete it. In the present study the English version of the scale was used. For Administrations, instructions for completion,

method of scoring, and definitions of Achievement Motivation, the test manual was strictly followed.

**Reliability:** The reliability of the scale was determined by Test-rested method. For this purpose, the test was administered to a group of 10 randomly selected female basketball players. The reliability co-efficient was found to be 0.90 and the interval consistency was found to be 0.70 this shows the reliability of the test is very high for college students.

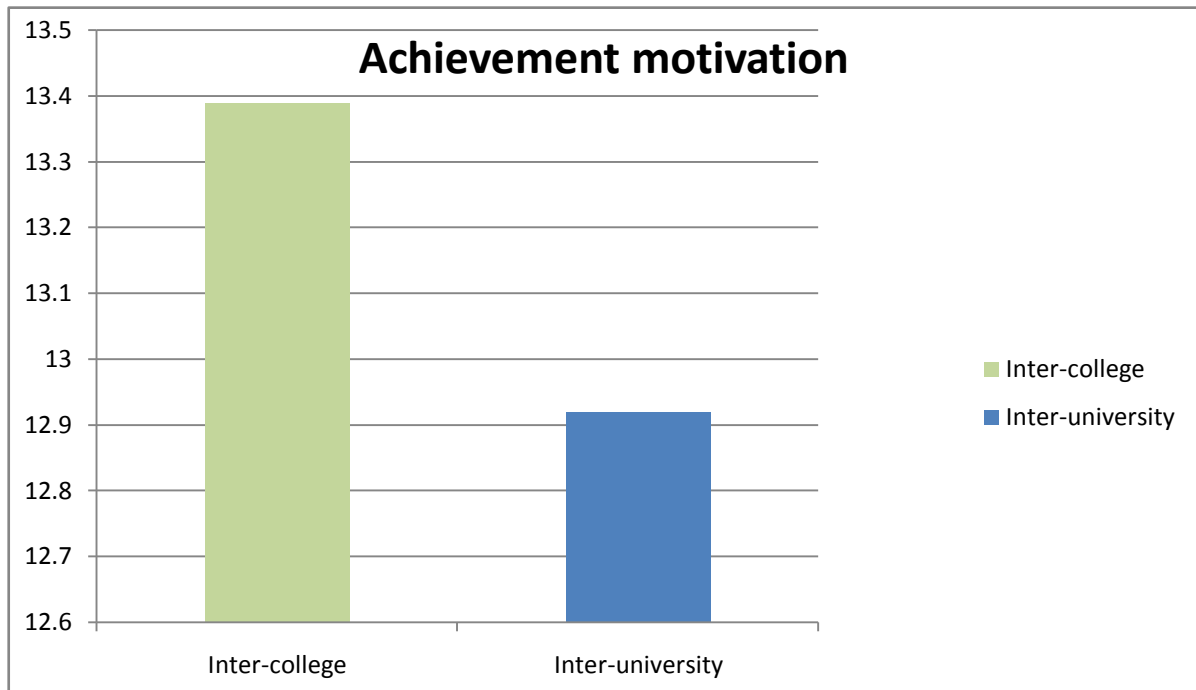
**Validity:** The co-efficient of validity with other scales are very high which indicates that the scale is valid to measure achievement and motivation of the subjects. Hence the test was used in the present study.

**Scoring:** The scoring of the filled questionnaires was done according to the instructions mentioned in the test manual for the purpose. One score was awarded to each write answer and zero to the wrong answer as mentioned in the scoring key. To obtain total score for the complete test all the scores for different items were recorded in the specified space provided in the questionnaire of the scale.

**RESULTS AND DISCUSION**

**Table 1. Comparison of inter-college and inter-university volleyball players on the variable achievement motivation.**

Variable	Inter-college (N=26)		Inter-university (N=25)		t-value	p-value
	Mean	SD	Mean	SD		
Achievement- motivation	13.69	2.85	12.92	2.41	1.04	.303



**Figure 1.** Mean values of achievement motivation of the inter-college and inter-university female volleyball players.

For each of the chosen variable, the result pertaining to significant difference, if any, of comparative study on anxiety level of among inter-college and inter-university handball player.

The motivational profile sub-variable i.e.achievement motivation of the inter-college and inter-university female volleyball players is presented in table 1 and figure 1. The mean and standard deviation of inter-college female volleyball players on the variable achievement motivation were 13.69 and 2.85 respectively. The mean and standard deviation of inter-university volleyball players on the variable achievement motivation were 12.92 and 2.41 respectively. The independent sample t-test revealed that there was no significant difference in achievement motivation

between inter-college inter-university female volleyball players.

The independent sample t-test revealed that there was no significant difference in achievement motivation between inter-college inter-university female volleyball players. Both groups show that they accept the anxiety and the challenges of competition equally. It shows that intercollege players also have abundant experience by playing many competitions to reach this level and that is also players are selected for interuniversity from intercollege competition. It is also recommended that to reduce the anxiety in the players regarding competition and make them self-determined special motivation programmed should be given the players in the training session programmes.

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