

A Study of Achievement Motivation of Low and High Level Volleyball Players

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Abstract

The aim of the present study was to examine the relationship of Sports Achievement Motivation of volleyball players. A group of (N=50) male subjects divided into two groups (N=25 high performers) and (N=25 low performers) were selected for this study from rural games mela held at Mendhar tehsil of Jammu and Kashmir State. Their age range of the subjects was 25 to 30. It was hypothesized that there may be significant differences with regard to achievement motivation among low and high performers. The 't' test was used to analyze data. The achievement motivation scale by Kamlesh (1990) was used to assess the differences among the low and high performers. The level of $p < .05$ was considered significant. Results indicated that significant relations were found between high/low performers.

Keywords: Achievement Motivation, Volleyball players

1. Introduction

Achievement motivation cannot be described as something that occurs during competition but mostly as a trait having 'permanent character,' being formed during the preceding weeks, months and years. It is an essential element of human personality and it directs a person's activity and makes it more (or less) dynamic. This property, the "driving power of activity", should be understood as the joint function of the motive power (which is a permanent property of personality) and the consequences of what a given individual expects of his own actions (Franken, 1993). Numerous studies have demonstrated the impact of psychological factors on sports performance (Crespo, 2002). Taylor (1994) treated motivation as the base of a pyramid towards success in sports. Among the indoor games, volleyball occupies a place of pride both as an individual as well as team sport inspite of frequent changes that have occurred in various aspects of competition pertained to the game including, fitness level, skills, strategies and tactics. Scientific pedagogies and innovative approach have made the game more performance oriented than ever before.

This action is a product of two tendencies: (1) to achieve a success and (2) to avoid a failure. People with greater achievement motivation prefer tasks and situations where they can do their best. Such people continue long lasting insoluble tasks more effectively and reveal greater persistence (Atkinson and Feather, 1966). Achievement motivation leads people to set realistic but challenging goals. High-achievers have a great desire to succeed and are not put off by the fear of failure. High-achievers tend to enjoy challenges (opponents who are equal to them or slightly superior to them); they need feedback and respond well to constructive criticism; and they do not fear failure, which means they persist at sports. To become an elite athlete in any sport requires hours upon hours of training. Often this training is rigorous, painful, or injurious. However, the athletes who have reached the pinnacle of their sport have more than likely put in their time to get to achieve that high level of success. To do this, these athletes must have something that motivates them to continually push their bodies and come back from whatever struggles or setbacks they may experience along the way (Kamlesh, 2004).

2. Purpose of the Study

The present study was designed to explore the relationship of sports achievement motivation with low and high performance of volleyball players.

3. Material and Methods

3.1 Procedure

The study was undertaken on the players participated in the rural games volleyball competition (men) held at tehsil Mendhar of Poonch district of Jammu and Kashmir in the month of october, 2011. A total 50 volleyball players served as the participants for this study (N=25 high performers) and (N=25 low performers). Keeping in view the research objectives and availability of the appropriate questionnaires/inventories, *Sports Achievement Motivation Test* developed by Kamlesh (1990), comprised 20 incomplete statements which can be completed by choosing either of the two proposed parts against each statements, was used. The data was analyzed by using 't' test. Prior to the administration of psychological test, the investigator approached coach and participants at the personal level requested to help in the data collection. The investigator explained clearly the questionnaire to the participants and was asked to complete all test items.

4. Result and Discussion

To find out the differences among the two performance level groups (i.e., low and high level volleyball players) on Achievement Motivation, t test was applied and descriptive values (mean and SD) were worked out. These results have been presented in Table 1

Table 1: Mean standard deviation (SD), and "t" value of achievement motivation of low and high level volleyball players.

	Mean	SD	't'
High Performers	30.33	5.82	0.77
Low Performers	29.86	2.74	

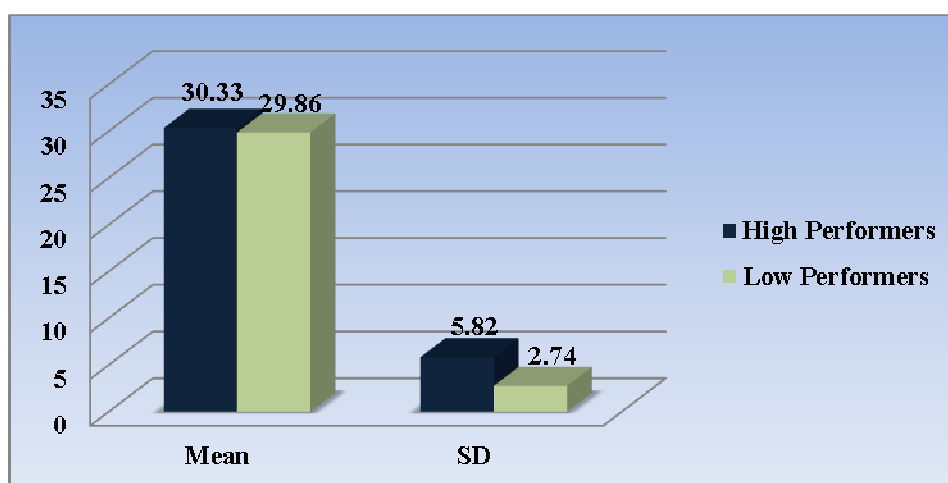


Figure 1: Mean standard deviation (SD), and "t" value of achievement motivation of low and high level volleyball players.

From the results of this study it is evident that significant differences were found between low and high performers on achievement motivation. Table 1 revealed that there the significant differences were found between low and high level volleyball players of their sports achievement motivation at 0.05 level of significance. Referring to mean values of these two groups in Table 1, it has been found that

the high performers were having higher levels of achievement motivation (mean score 30.33) as compared to the low performers (mean score 29.86) The calculated 't' value (0.77) is higher than tabulated 't' value.

5. Conclusion

On the basis of the result of the present empirical investigation it is concluded that significant relations were found between sports achievement motivation and low and high performance of volleyball players. These results may be corroborated with the findings of Rathee and Singh (2011) they observed that the differences between the two performance levels i.e. national and international have been found to be significant. These results provided evidence that high achievement motivation is an important factor that distinguishes high level performers (Butt and Cox, 1992).

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