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Analysis Of Achievement Motivation Among The Attacker, Setter And Libero Player At Inter Collegiate Level Men Volleyball Players.

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Abstract

Physical Education is an integral part of total Education. The word 'Sports' occasionally denotes either to a pleasant part time or somewhat hazardous recreation. Today sports are considered as international discipline as it develops international understanding and universal brotherhood. Ask any person who is successful in whatever he or she is doing what motivate him/her, and very likely answer will be "goals". Goal setting goals, is extremely important to motivation and success. What motivates you? Why are you in college? If you are in college because that's what your parents want, you may find it difficult to motivate Yourself Sure, it's possible to succeed with someone else providing the Motivation for you. "If you graduate from college, I'll give you a car!" or Worse "If you don't graduate from college, you won't get a car." But Motivates that comes within really makes the difference. The purpose of the study was to analysis of achievement motivation among attacker, setter, and libero player at inter collegiate level volleyball players. A total of 90inter collegiate level volleyball players, consist of attacker setter and libero are selected as a random, they were divided in to 3 equal groups (30 from attacker, 30 from setter and 30 from libero). The data that were collected from the subjects were treated statistically. The purpose of the study was to find out whether there was any significant difference in achievement motivation for the inter collegiate level attacker, setter, libero of the volley ball players. In order the achieve the purpose of the study 90 selected men volley ball players only. To assess the level of aggression inventory questionnaire was used and the data were collected from the subjects. To assess the level of achievement motivation the sports achievement motivation questionnaire designed and validated by Mr. Kamlesh was used the data were collected from the subjects. The collected data were put into statistical analysis. The level of significance was set at 0.05 levels to find out the significance difference between means one way analysis of variance was used. Attacker players have significant higher achievement motivation scores as compared to setter and Libero players at inter collegiate men volleyball players. ($F=3.4596$, p

Keywords: sport psychology, Motivation, Volleyball, Achievement motivation, Attacker, Setter & Libero

Introduction:

Sport has become one of the most widely practiced human activities Whether as professionals of amateurs, regularly or occasionally, millions of people now engage in the various forms of physical and sporting activity available in the European Union. Physical Education is an integral part of total Education. It is an education through physical Fitness, Social Fitness, moral fitness and emotional fitness for an individual to develop not only a good physique but also help in develop desirable social qualities. The word 'Sports' occasionally denotes either to a pleasant part time or somewhat hazardous recreation. Today sports are considered as international discipline as it develops international understanding and universal brotherhood. Sports develop national character and also it provides to fullest self-expression to man and it is one of the fundamental needs. Sport is a dynamic, creative, continuous process which gives meaning to reflect and the values believes and ethics of participation. Sports is a chief component in promoting friendship, peace and understanding between people society and country because the trouble free delight come only from sport. Donohue (2006) did a research on effects of brief yoga

exercises and motivational preparatory interventions in distance runners: results of a controlled trial. To examine the efficacy of two preparatory interventions on one mile run participants had completed a one mile baseline run, they were randomly assigned to participate in either one of two Interventions (brief yoga exercises, motivational shouting exercises) or a no intervention control condition. Experimental conditions were implemented one week after the baseline run about 20 minutes before a second one mile trial.

Result

participants assigned of the effect was small, participants assigned to yoga exercises showed significant improvements in running performance relative to control condition participants. Consumer satisfaction ratings indicated that participants who were assigned to the motivational and yoga exercise groups liked their interventions more than those assigned to the control group.

Sport Psychology

Sports psychologist is the scientific study of people and their behaviors in sport. The main job of a sports psychologist is to recognize how participation in sport exercise and physical activity enhances a person's development. Sport psychology is a specialization within psychology that seeks to understand psychological/mental factors that affect performance in sports, physical activity and exercise and apply these to enhance individual and team performance. It deals with increasing performance by managing emotions and minimizing the psychological effects of injury and poor performance. Some the most important skills taught are goal setting relaxation, visualization, self-talk awareness and control, concentration, using rituals, attribution training, and per iodization.

Motivation

Ask any person who is successful in whatever he or she is doing what motivate him/her, and very likely answer will be "goals". Goal setting goals, is extremely important to motivation and success. What motivates you? Why are you in college? If you are in college because that's what your parents want, you may find it difficult to motivate Yourself Sure, it's possible to succeed with someone else providing the Motivation for you. "If you graduate from college, I'll give you a car!" or Worse "If you don't graduate from college, you won't get a car." But Motivates that comes within really makes the difference. So honest with yourself are you genuinely interested in going in College? Have you set realistic goals for yourself? How can you develop the internal motivation that really counts? When it comes to motivation, **KNOWING** is not important as **DOING**.

Volley Ball

Volleyball is a typical American game. It was invented by "William, G, Moran" Physical Director of Holyoake YMCA Mass, U.S.A. in the year 1895.he wanted to introduce a game to the members of his YMCA with a view to provide a suitable recreational game less strenuous then that of Basket Ball. There was at the time, a game called "Minton" in which at worsted yarn ball was batted back and forth over a 7 foot net with help of a racket. Morgan modified this game by eliminating the rocket and worsted yarn ball and experimented with an inflected basketball bladder, which was batted with the hands on over the net. He introduced this game in his gymnasium and he called this game as 'Mintonette'. Since the basketball bladder was not conducive for proper play, a new ball devised though the help of a sports company. **Dr. A.T. Haisteds** of spring Field College gave the application of "Volley Ball" to this game, since the idea of the play was to volley the ball to and fro over the net.

Statement of the Problem

The purpose of the study was to analysis of achievement motivation among attacker, setter, and libero player at inter collegiate level volleyball players.

Hypothesis

It was hypothesized that there will be a significant of achievement motivation among the attacker, setter, and libero player at inter collegiate level volleyball players.

Delimitation

The present study was delimited in the following aspects.

- 1) The study will be restricted to 30 attacker, 30 setter, and 30 libero players.
- 2) The age limit of the subject will be limited to the range of 18 to 25 years.
- 3) The study was restricted to two psychological variables namely achievement motivation and aggression were analyzed.
- 4) Only standardized questionnaire was measured the psychological variables.

A) M. L. Kamalesh questionnaire for achievement motivation.

Limitation

The limitation of the present study is as follows

- 1) The food habits, other regular habits and life style are not controlled.
- 2) The regular activities of the students will not be controlled.
- 3) Family background of the subject will not be considered.
- 4) Environmental factors, which contribute to the mental ability of the players, were not into consideration.
- 5) The response of the subject to the questionnaire might not be honest in all cases and this was recognized as a limitation

Significance of the Study

- 1) The study will be helping the players to find out psychological factors.
- 2) The study will help the coaches.

Definition of Terms Achievement Motivation

1. Achievement motivation is an effective arousal state directing behavior in an achievement oriented activity cognitively appraised as potentially satisfying. The desire to accomplish difficult tasks and overcome obstacles. More specifically, when an individual is not so much concerned with success or failure in a given task as with attaining a certain standard set for him or herself.
2. Achievement motivation is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments. In the workplace, achievement motivation leads some people to be high performers who desire success—and fear failure

Attacked

An offensive shot where a player returns the ball to the opponent's court. Normally this is done in a manner where the attacker hits the ball above the height of the net in a downward direction toward the floor.

Setter

Setters have the task for orchestrating the offense of the team. They aim for second touch and their main responsibility is to place the ball in the air where the attacker can hit the ball into the opponents' court in the easiest way possible. They have to be able to operate with the hitters with variety and break up the enemy's block. Setters need to have swift and skilful appraisal and tactical accuracy, and must be quick at moving around the court.

Libero

1. Lee beh rob" –Lee—means to act against the wind from same side of the two part and dictionary word
2. A back-row player and can only be replaced by the same player it replaces.

Methodology Selection of Subjects

A total of 90 inter collegiate level volleyball players, consist of attacker setter and libero are selected as a random, they were divided in to 3 equal groups (30 from attacker, 30 from setter and 30 from libero)

Selection of Variables

The research scholar reviewed the available scientific literature, books, journals, periodicals, and magazine and research papers pertaining to the study. Taking into consideration of the importance of these variables and the feasibility criteria for these following variables were selected for the investigator.

□ Achievement motivation.

Collection of Data

The administration of the test and the method of the collection data were explained questionnaire.

Psychological Variables

1. Achievement motivation laws measured by using questionnaire.

2. Psychological factors can be positive, such as happiness, affect, and vitality, or negative, such as anxiety, perceived stress, and depressive symptoms.

Achievement Motivation

Motivation was measured through achievement motivation questionnaire prepared by M. L.Kamlesh

Achievement motivation was given to all investigation; the computed questionnaire was scored as follows.

For items 1,3,4,9,10,11,12,13,16,17 and 20 the responded answer “a” scored two points; if he answers “B” scored only zero points.

For items 2, 5, 6, 7, 8, 14, 15, 18 and 19 the responded answer “b” is scores 2 points; if he answers “a” scored only zero points.

The larger the score, higher the achievement motivation of the subject

(The copy of the questionnaire was given in Appendix-I).

Statistical Techniques

The data that were collected from the subjects were treated statistically. To find out the significance difference among the attacker, setter and libero with their achievement motivation for that Analysis of Variance (ANOVA) was used to find out any significant difference among the group.

Analysis and Interpretation of Data

Hypothesis: There is no significant difference between three groups of players (Attackers, Setter and Libero) at inter collegiate men Volleyball players respect to achievement motivation scores.

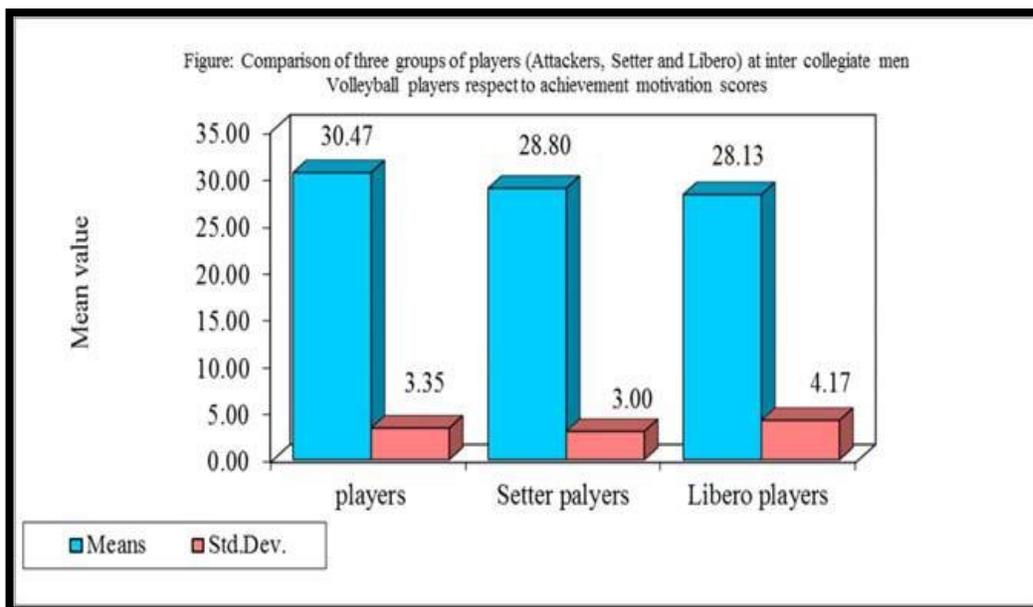
To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table

Table: Results of ANOVA test between three groups of players (Attackers, Setter and Libero) at inter collegiate men Volleyball players respect to achievement motivation scores

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value
Between groups	2	86.67	43.33	3.459	6
Within groups	87	1089.73	12.53	0.035	8*
Total	89	1176.40			

* $p < 0.05$

From the results of the above table it can be seen that, the three groups of players (Attackers, Setter and Libero) at inter collegiate men Volleyball players differ statistically significant respect to achievement motivation scores ($F=3.4596$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the attacker players have significant higher achievement motivation scores as compared to Setter and Libero players at inter collegiate men Volleyball players. The mean of achievement motivation scores are also presented in the following figure.



Sub Hypothesis:

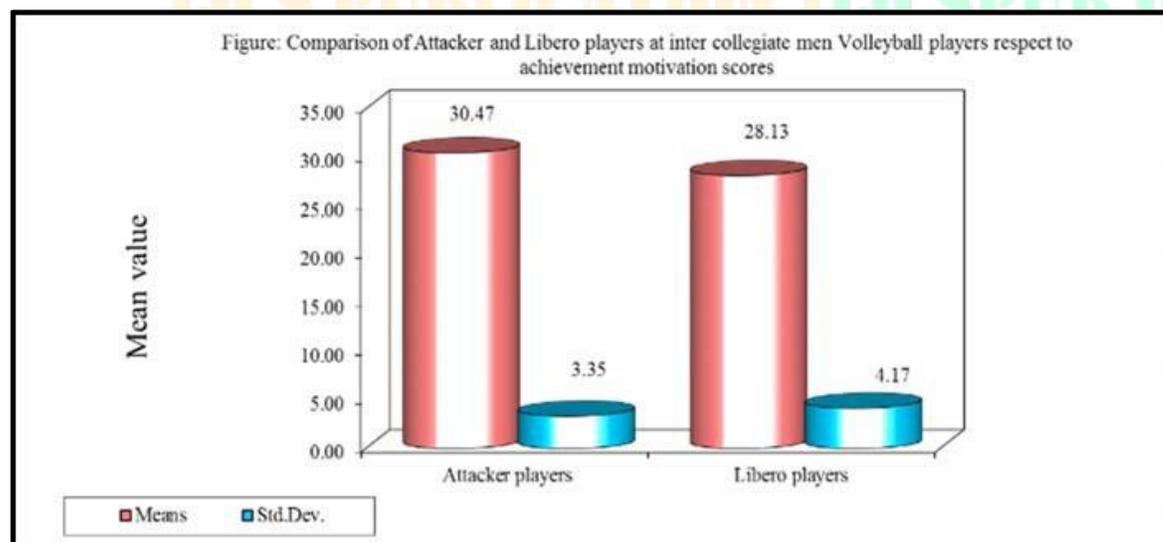
There is no significant difference between Attackers and Setter players at inter collegiate men Volleyball players respect to achievement motivation scores.

To achieve this hypothesis, the t- test was applied and the results are presented in the following table

Table: Results of t-test between Attackers and Setter players at inter collegiate men Volleyball players respect to achievement motivation scores

Players	Mean	SD	t-value	p-value
Attacker player	30.4667	3.3501	2.0303	0.0469*
Setter player	28.8000	2.9989		

* $p < 0.05$

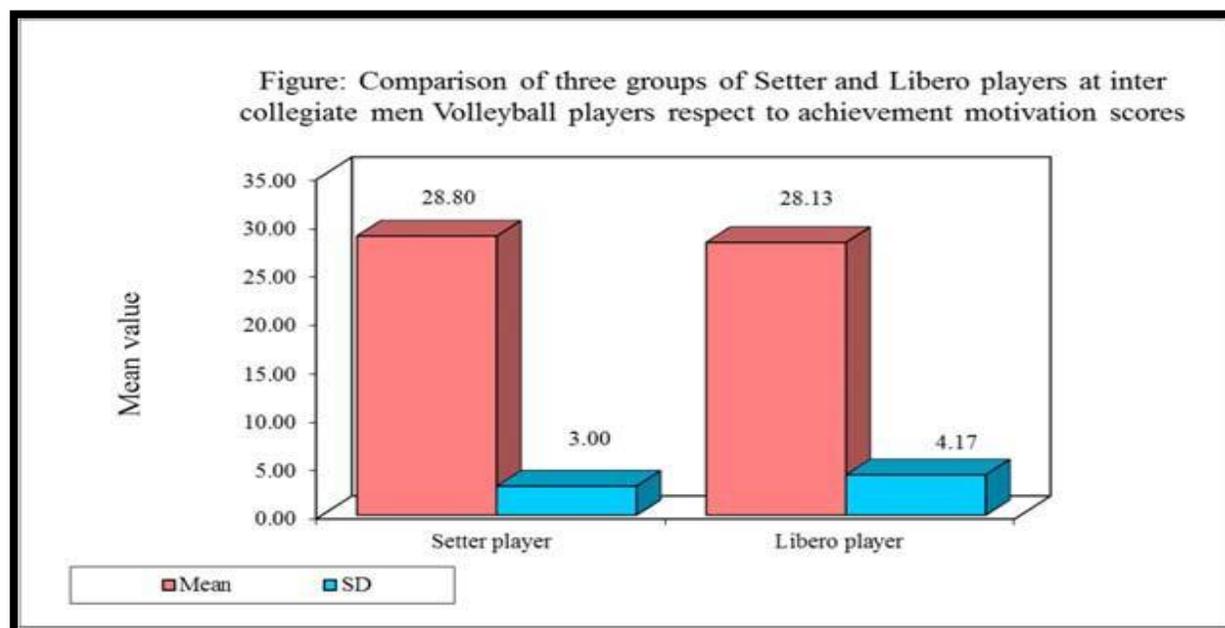


Sub Hypothesis:

There is no significant differences between Setter and Libero players at inter collegiate men From the results of the above table it can be seen that, the Attackers and Libero players at inter collegiate men Volleyball players differ statistically significant respect to achievement motivation scores ($t=2.3904$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the attacker players have significant higher achievement motivation scores as compared to Libero players at inter collegiate men Volleyball players. The mean of achievement motivation scores are also presented in the following figure. Volleyball players respect to achievement motivation scores to achieve this hypothesis, the t- test was applied and the results are presented in the following table.

Table: Results of t-test between Setter and Libero players at inter collegiate men Volleyball players respect to achievement motivation scores

Players	Mean	SD	t-value	p-value
Setter player	28.8000	2.9989	0.7113	0.4798
Libero player	28.1333	4.1666		



Discussion on findings

In view of the formulation of hypotheses the following results were emphasized based on the analysis of data The result of the study shows that there has no significant difference in the achievement motivation among attacker, setter, libero between these variables have better in achievement motivation

Summary The purpose of the study was to find out whether there was any significant difference in achievement motivation for the inter collegiate level attacker, setter, libero of the volley ball players.

In order to achieve the purpose of the study, 90 selected men volley ball players only. To assess the level of aggression inventory questionnaire was used and the data were collected from the subjects. To assess the level of achievement motivation the sports achievement motivation questionnaire designed and validated by Mr. Kamlesh was used the data were collected from the subjects. The collected data were put into statistical analysis. The level of significance was set at 0.05 levels to find out the significance difference between means one way analysis of variance was used.

Conclusion

On the basis of the interpretation of the data the following appropriate conclusions are drawn from the study.

- Attacker players have significant higher achievement motivation scores as compared to setter and Libero players at inter collegiate men volleyball players. ($F=3.4596$, $p<0.05$)

Suggestions

From the results of the above table it can be seen that, the Atta Setter and Libero players at inter collegiate men Volleyball players do not differ statistically significant respect to achievement motivation scores ($t=0.7113$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Setter and Libero players at inter collegiate men Volleyball players respect to achievement motivation scores have similar achievement motivation scores. The mean of achievement motivation scores are also presented in the following figure.

1. Similar study may be conducted taking to the other psychological variables.
2. Similar study may be conducted for school, state, national and university level Volleyball players.
3. Similar study may be conducted among different sports and games.
4. Similar study may be conducted among female Volleyball players.
5. Similar study can be conducted among different age groups

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