

GENDER DIFFERENCES IN ACHIEVEMENT MOTIVATION OF STATE LEVEL VOLLEYBALL PLAYERS

Mukesh Kumar Verma**, *Mohd. Tariq & *Triloki Yadav****

* Asst. Professor, Department of Physical Education, Dr. R. M. L. Avadh University Faizabad (India).

** Asst. Professor, Department of Physical Education, University of Lucknow, Lucknow (India).

Abstract

The concept of Achievement motivation was developed by McClelland and Atkinson in 1951. Motivation is a frequently studied topic in various areas of sports scientific research studies such as physical education, sports, education, and business and so on. Specifically, motivation is a device that describes why some people choose to participate in various activities, try harder, and persist longer than others. Motivation is important psychological variable in sports and its need to achieve high level of competition. The study was carried out to investigate the effects of gender differences on achievement motivation of U.P. State volleyball players.

The current study was based on state level volleyball players who participated in U.P. state volleyball championship, held on Lucknow. Sports Achievement Motivation Test (SAMT) developed by Dr. M.L. Kamlesh was used to collect the data. The hypotheses were tested using t-test. The results of the study showed that there was no difference between male and female volleyball players on achievement motivation.

Keywords: Achievement motivation, SAMT, Gender difference, Volleyball players,

Introduction

The application of psychological principles to the improvement of performance in sport has received greater attention in these days. There are certain accepted psychological principles which have to be applied so that the athletes and players are able to show their best in their performance. It is important to know about the role of emotional phenomenon like incentive motivation, achievement motivation, state and trait anxiety and sport competition anxiety of the players during training as well as competitive situations. Achievement motivation helps us in understanding what the athletes do, how well they do and how long they continue in sports.

Achievement motivation can be defined as the athlete's predisposition to approach or avoid a competitive situation. In fact, it includes the concept of desire to excel. The desire to achieve success in sport is not an innate drive, such as hunger or thirst, but is likely one that is developed by sports environment.

Motivation in general is a process, which indicates why people participate in sports, the way they perform. The urge to run and play and learn when young, to excel, the sports literature is full of examples of athletes who have excelled because of this internal desire. Much of the greatness of elite athletes is attributed to an intense internal desire to work hard and success. There is a fundamental internal drive that motivates athletes to literally commit a large portion of their lives to achieve a particular goal. When competing to struggle, when hindered to prove something when challenged, to escape when confined to be aggressive, when angered and to flee when frightened are typical of man as he matures and develops and moves through life many dangerous and competitive situation

Many studies conducted have been conducted in the field of achievement motivation and its effect on performance. Studies suggest that achievement motivation is most significant predictor of performance and essential to participate in a competition (Huschle, Katie S. & M.S, 2008). Several motivation theories in the academic area have been adopted in the quest for greater understanding of achievement motivation in sports (Ames, 1992).

Atkinson and Feather (1966) stated that a person's achievement oriented behaviour is based on three parts: the first part being the individual's predisposition to achievement, the second part being the probability of success, and third, the individual's perception of value of the task. McClelland (1961) proposed that, "There are at least two kinds of achievement motivation, one of which appears to be oriented around avoiding failure and the other around the more positive goal of attaining success." The present investigation was an attempt to find out the difference of achievement motivation between male and female volleyball players participated at state level. It was hypothesised that there was no significant difference in the score of male and female players on achievement motivation.

Methodology

For the present study 40 volleyball players were selected from various districts who participated in state volleyball tournament held at Lucknow by random sampling. They were divided into two groups; one of males and other of females. Each group consisted of 20 subjects whose age ranged from 16 to 25 years. Sports Achievement Motivation Test (SAMT) by Dr. M.L.Kamlesh was used for the collection of data. Before contacting the players the consent of coaches were taken. The questionnaire was distributed to the subjects after giving the necessary instructions to them. t-test was applied to test the significant of difference of achievement motivation between male and female volleyball players.

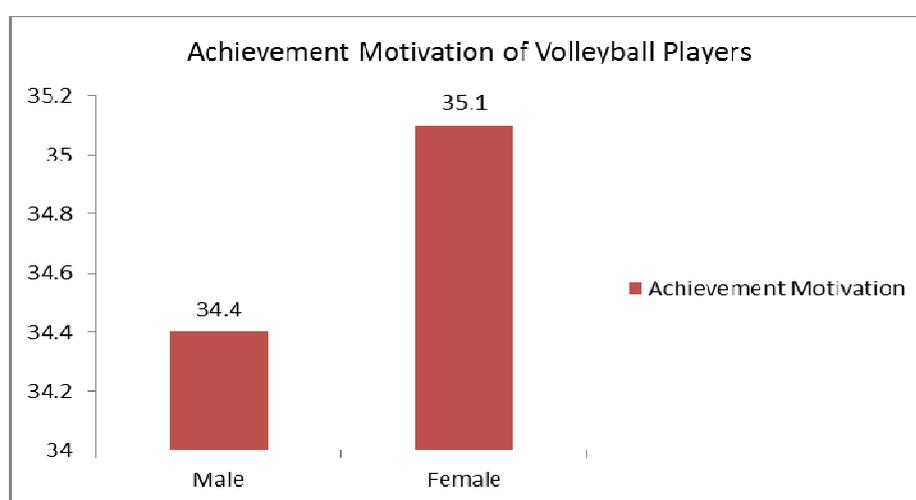
Result

The mean, standard deviation and t-values has been computed to arrive at results. The following table and figure depict the result of the study.

Table: 1 - Achievement motivation of male and female volleyball players

Group	Number of players	Mean	Standard Deviation	t-value
Male	20	34.40	3.07	0.76
Female	20	35.10	2.56	

Fig.1: Achievement Motivation of male and female volleyball players



The Table: 1 reveals that there is no significant difference between male and female volleyball players on achievement motivation. However, the mean scores indicate that achievement motivation of female volleyball players was higher than the male volleyball players. The result is also well explained by Fig.1.

Discussion

After analyzing the data researcher found that no significant difference exists on the variable of achievement motivation between male and female volleyball players. The finding of the study supports the study of Khan et.al. (2011) who studied the difference of achievement motivation among university level male and female basketball players. The findings of the study also supports the study of Sood (2006), Pandey & Ahmad (2007). The present study endorses the study of Nagarathanamma & Rao (2007) who found no significant gender difference between adolescent boys and girls on achievement motivation. Kaushik & Rani (2005) also confirmed the findings. They studied the difference on achievement motivation between adolescents and found that there was no significant gender difference on achievement motivation in students of four educational

streams. The findings of the present study are in contradiction with the results of the studies conducted by Bidyadhar (2006) who reported that tribal and non-tribal girls differed significantly with their counterparts in their level of achievement motivation and also contradict with the study of Adsul & Kamble (2008) who studied achievement motivation among college students and found significant difference between male and female students. The study may help to the administrators of physical education program as well as to the coaches to know that achievement motivation amongst the male as well as females remains the same. The study further may help to researchers of management of physical education program to find out the cause of non participation of females in physical education programmes.

Conclusion

Achievement motivation is a very important factor for the performance of players. The findings of the study revealed that no statistically significant difference exists between male and female volleyball players on the variable of achievement motivation. It is recommended that such type of studies may be conducted on larger scale or sample on different games players for more precise results.

REFERENCES

1. Adsul, R.K. and Kamble, V. (2008). Achievement Motivation as a Function of Gender, Economic Background and Caste Differences in College Student, *Journal of the Indian Academy of Applied Psychology*, Vol. 34, No.2, 323-327
2. Ames, C. (1992). Achievement goals, motivational climate and motivational process. In G. C. Roberts (Ed.). *Motivation in sports and exercise* (pp.161-176). Champaign, IL: Human kinetics.
3. Agyajit Singh, *Sports Psychology A Study of Indian Sportsmen* (Delhi Friendly Publication, 1992), p.15.
4. Agyajit Singh, *Motivation and Sports performance*, Sports Authority of India, (NSNIS Patiala publication,2009), p.59
5. Atkinson, J. W. and Feather, N. T.(ed), (1966). *A theory of Achievement motivation*, New York; John Wiley & Sons, Inc.
6. Bidyadhar, S. (2006). Achievement motivation among secondary school tribal and non-tribal students *Journal of Indian Education*, Vol. 32, Issue 1, pp 108.
7. Duda J. L, and Nicholls J. G. (1992). Dimensions of achievement motivation in schoolwork and sport. *Journal of Educational Psychology* 84:290-99.

8. Huschle, Katie S., and M.S. (2008) Academic and athletic achievement motivation of collegiate female basketball players Southwest Minnesota State University 69 pages; AAT 1455893
9. Kaushik, N and Rani, S. (2005). A Comparative study of achievement motivation, home environment and parent child relationship of adolescents. Journal of Psychological research, 49, 189-194.
10. Khan, Z., Haider, Z. and Ahmed, N. (2011). A study of achievement motivation of university level male and female players, Entire Research, Vol-3, Issue-I, 81-82.