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ACHIEVEMENT MOTIVATION AMONG VOLLEY BALL PLAYERS

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ABSTRACT

The sports world needs the motivation and achievement theories to boost the sports activities in faster way. Present study the research investigator is to find out the significance difference among volleyball players in achievement motivation factor, the objectives of the study are to find out the significance difference among volleyball players and to find out the age factor influence on the achievement motivation factor. The hypothesis of the study – there would be significance difference among volleyball players in achievement motivation test, fifty volleyball players are the sample of the study, twenty five senior and twenty five junior players are selected as sample for this study, To measure Achievement Motivation, the Sports Achievement Motivation Test developed by Dr. M.L. Kamlesh (1990) will be used. The research data will be collected through the research tool, many statistical techniques like mean, sd, t test will use in the present study to prove the research hypothesis.

Key words - Achievement Motivation, volleyball players.

CONCEPT OF ACHIEVEMENT MOTIVATION

In the contest of the classroom, “motivation” refers to such characteristics of student behavior as interest, alertness, attention, concentration and persistence. These are motivational qualities of immediate interest to the teacher. If students will not pay attention, follow instructions and complete assignments, it is obviously difficult to teach them. The educator is also concerned with long term motivational characteristics. For instance, the primary school history teacher wants students to develop a continuing interest in current events.

Significance of Motivation is concerned with arousal of interest in learning and, to that extent, is basic to learning. The teacher is ever on the alert to discover stimuli that will produce pleasant feelings or satisfaction in order that the interest of learner shall be maintained long enough for him to master definite ideas or subject matters. No lessons plan is considered complete unless it includes motivation. The teaching approach that is integral part of learning procedure often serves as the most effective form of motivation. The teacher attempts to relate the

content of new learning material to experiences with which the learner is familiar and e give him satisfaction. It is not sufficient, however, merely to develop an immediate or temporary interest. The learner must be motivated that his interest will be directed toward a definite goal which will take him beyond the experiences which are used as motivator's further learning. Important as motivation is in arousing learner interest, too much time and energy should not be given to part of lesson. Interest for its own sake can retard rather than encourage the mastery of new ideas. Education is a serious business, and a teacher should not try to entertain simply to motivate the learners. Motivation is effective only when it gives a mental set toward learning. Otherwise it is a distracting rather than a directing force.

DEFINITION OF ACHIEVEMENT MOTIVATION

1. Gupta (1993) Achievement motivation concentration primarily upon achievement related behavior. Behavior in which there is competition with a standard of excellence.
2. Atkinson (1964) defined achievement motivation as the tendency to endeavor for the attainment of a goal. A specific motive is concerned with attainment of specific type of goal.
3. Atiknson and Feather (1966) characterized achievement motivation as a personality dimension in their theory and assumed that there is an intrinsic interaction among achievement motivation , value and expectancy. 4.
4. Heckhausen (1967) defined achievement motivation as the striving to increase or keep as high as possible one' s own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail.

TYPES OF ACHIEVEMENT MOTIVATION

Intrinsic achievement motivation: When we see people engage in action to display competency or exercise control over is happening, we infer they are intrinsically motivated. Intrinsic motivation is what the learner brings in to the learning situation. The more intrinsically controlled a person is the more intrinsically satisfying external events. We maintain intrinsic motivation by being involved in things or events that are internally satisfying. They do not have to lead to intrinsic reward .It represents concern over standard of excellence or doing something well for its own sake i.e. to attain inner feelings of personal accomplishment without regard to other benefits. In this, activity is, in itself, interesting and absorbing.

EXTRINSIC ACHIEVEMENT MOTIVATION:

Extrinsic achievement motivation represents concern over success in competition with other involving social competition and social recognition. Extrinsic motives are so called because they arise from a source outside the individual. We are said to be motivated, extrinsically when we do something, because someone else wants us to do it. For example, children love to be rewarded for their efforts.

HOW TO DEVELOP ACHIEVEMENT MOTIVE?

Development of achievement motive is affected by a number of variables in home, school and society. Home plays an important role in the early training of children for the development of attitudes and motives. Parental expectation and guidance to the child develop need for high achievement in life. The society and its social philosophy is an important variable in developing achievement motive. There are communities which are achievement oriented. The teacher can play a very crucial role in the development of achievement motive by following methods

- 1 The teacher should make clear the importance of achievement motive in life by means of telling the stories of great men and their achievement from all walks of life.
- 2 The teacher should provide a proper environment in the class and outside class. The teacher's attitude and enthusiasm will create better environment for achievement motive in children.

Meijer et al (2004) studied the joint contribution of sleep, intelligence and motivation to school performance. The relationship of chronic sleep reduction, eagerness, achievement motivation and intelligence with school performance demonstrates that the less chronic sleep reduction, greater eagerness, higher achievement motivation and intelligence give rise to a better school performance. El-Anzi and Freih (2005) conducted a study on academic achievement and its relationship with anxiety, self esteem, optimism and pessimism in Kuwaiti student. The aim of study was to examine the relationship between academic achievements

METHOD

Present study the research investigator is to find out the significance difference among volleyball players in achievement motivation factor, the objectives of the study are to find out the significance difference among

volleyball players and to find out the age factor influence on the achievement motivation factor, fifty volleyball players are selected as sample of the study.

OBJECTIVES OF THE STUDY

- To find out the level of achievement motivation among volleyball players
- To know the influence of age on the level of achievement motivation among volleyball players.

HYPOTHESIS OF THE STUDY

- There would be significance difference in achievement motivation level among volleyball players.
- There would be significance difference in achievement motivation level among senior and junior sample groups.

SAMPLE OF THE STUDY

Fifty volleyball players will be the sample of the study, twenty five senior and twenty five junior players will be selected as sample for this study, university level players will be the sample of the research study.

TOOL OF THE STUDY

Sports Achievement Motivation

The Sports Achievement Motivation Test (Dr. M.L. Kamlesh, 1990) consisted of 20 items. Each item was followed by the two statements (a) and (b), one correct and the other incorrect. For marking the right statement, 2 marks were given and for the wrong answer, 0 was assigned. Each Judoka must have filled the personal information like Age, Sex, Address, and Education etc. before submitting the sheet. The key to the questions had been provided in Scale Manual.

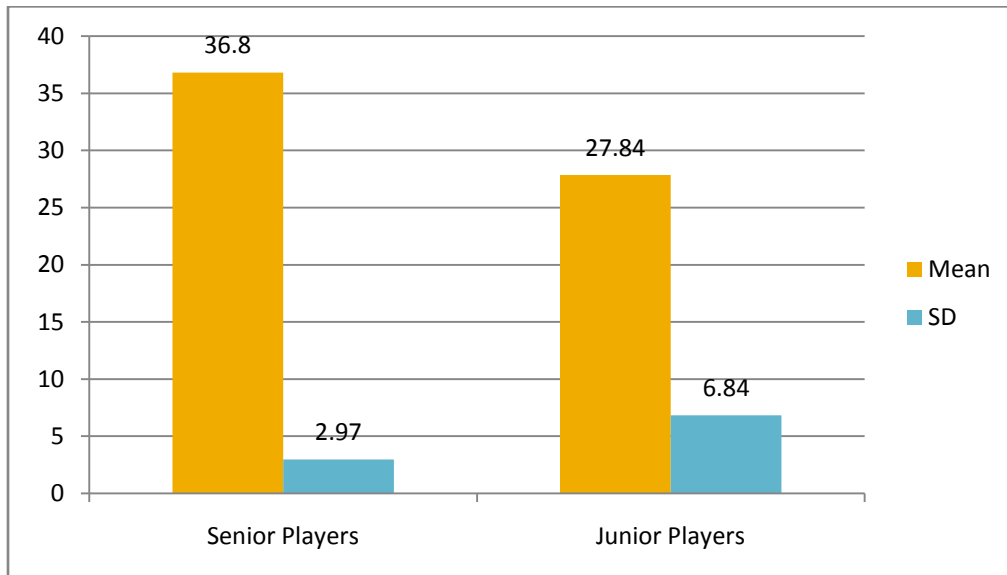
DATA ANALYSIS

Table No 1 Mean, sd, and t value of volleyball players in Sports achievement motivation test

Paired Samples Statistics

	Mean	N	Std. Deviation	T value
Senior players	36.8000	25	2.97209	5.613**
Junior players	27.8400	25	6.84154	

Significance at 0.05 level



The table No 1 and graph No 1 – Shows that the senior volleyball players are top of the achievement motivation test than the junior volleyball players. Its shows that there is significance difference among volleyball players due their age group, the study showing that the age factor also influences the achievement motivation in the sports players of Hyderabad Karnataka.

The achievement motivation factor is also influence so many factor which effect the sports performance of the players the investigator also interested to conduct the different sports players and different factor among sports players in the future study.

CONCLUSION OF THE STUDY

- ❖ There is significance difference among volleyball players in the achievement motivation test.
- ❖ There is significance difference among volleyball players due to their age factor.

RECOMMENDATION OF THE STUDY

- ❖ The study will conduct on different sports players in the Hyderabad Karnataka region.
- ❖ This study will be conduct on the age, gender, factors.

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