

A comparative study on motivation among male volleyball players of 12th south asian games

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Abstract

The study was conducted to investigate the motivation among India, Nepal, Srilanka and Bangladesh kho-kho players. To obtain data for this for this study the researcher had selected the subject from 12th South Asian Games 2016, which was organized by India in Guwahati (Assam). Total 36 (Thirty six) male Volleyball players, 12 players of India, 12 players of Srilanka, 12 player of Nepal were (20-35 years of age) selected. The motivation score of the subjects was obtained by using sports motivation scale (sms28) developed by Luc G. Pelletier, Michelle Fortier. The selected variables was motivation. The obtained data were analyzed by applying analysis of variance 'F' test in order to find out the motivation among India, Srilanka, Nepal and Volleyball players. Further, the level of significance was set at 0.05 level of confidence. The finding of the study reveals that there was no significant difference in case of motivation among India, Nepal and Srilanka Volleyball players. The insignificant difference was found may be due to the reason that

Keywords: motivation and India, Srilanka, Nepal, Volleyball players

1. Introduction

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice-versa. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior. According to Maehr and Meyer, "Motivation is a word that is part of the popular culture as few other psychological concepts are

Motivation plays a key role in any given activity or task, stated by "Sage states as the direction and intensity of ones efforts" (cited by Sewell, Watkins and Griffin, p.355), referring to the drive to take part in some form of activity and persisting in that activity. Weiss (1992) and Weinberg (1995) [3] argued that this definition is too simplistic (cited by Wesson, Wiggins, Thompson and Hartigan, p.576). This essay aims to define and evaluate the three main types of motivation and their consequences in terms of participation within sport and physical activity. Motivation itself can be categorized into three types: amotivation, extrinsic motivation and intrinsic motivation.

The first type of motivation is amotivation, and occurs when an individual has very low levels of motivation towards any given task. The individual will display neither intrinsic nor extrinsic based behavior (O'Connor & Vallerand 1989) [4]. From a sporting perspective, an amotivated athlete will not know why they participate in their sports. In addition they won't find any benefits from participation in their sport or physical activity.

The second type of motivation is extrinsic motivation. Defined by Honeybourne (2005, p.81) as "the drive that is caused by motives that are external or environmental." Extrinsic motivation is similar to intrinsic motivation in terms of self-determinism. According to Deci and Ryan (1991) there are four types of extrinsic motivation: External regulation, introjected regulation, identified regulation and Integrated regulation.

Finally, is intrinsic motivation; Gill (2005 p.80) [7] defines this as the "internal drive that people have to participate or to

perform well in sport" cited (Honeybourne, 2005). This internal drive Gill discusses can be broken down into three parts: knowledge, accomplishment and stimulation. The knowledge aspect of intrinsic motivation reflects the need to learn new skills (Cox. 2007) [8].

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) [9] defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) [10] considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

1.1 Review of related literature

Conducting research in 1990, Gottfried concluded that little was yet known about the intrinsic motivation of elementary-age children. Subsequent research has uncovered a few motivation 19 insights concerning the development of motivation over time. First, researchers generally appear to agree that intrinsic motivation in children is initially quite high (Broussard & Garrison, 2004; Stipek, 1996) [13, 11]. For example, Entwisle *et al.* (1986) [12] found that first-grade children have very positive self-concept and high academic expectations for themselves. However, research suggests that motivation tends to decline over time once children leave elementary school (Broussard & Garrison, 2004; Guthrie, 2000) [13, 14]. For example, Miller & Meece (1997) observe that students' interest in reading and writing for pleasure declines with age. There are a few apparent exceptions to this line of thought. First, Guthrie (2000) [14] found no differences in terms of intrinsic motivation between third and fifth graders. Second,

Gottfried (1990) [9] found that students’ preference for difficult tasks (an indicator of motivation) appears to increase between 7 and 8 years of age, and domain-general motivation increases between third and fourth grade.

2. Objective of the study

The objective of the present study was to investigate motivation among male Volleyball players of 12th South Asian Games.

3. Methodology

The following methods were applied for the said study as described below:

3.1 Selection of Subjects

For the purpose of present study 36 male Volleyball players (12 players of India, 12 players of Nepal, 12 players of Srilanka) were selected from 12th South Asian Games which was held in Guwahati, Assam.

3.2 Tool Used

The motivation score of the subjects was obtained by using sports motivation scale (sms28) developed by Luc G. Pelletier, Michelle Fortier.

3.3 Hypothesis

It was hypothesized that there may be significant difference in motivation among India, Srilanka and Nepal Kho-Kho players.

3.4 Procedure

Total 36 male Kho-Kho players (19-30 years of age) selected from South Asian Games-2016 which was organized by India in Guwahati (Assam). The selected variable was motivation. After obtaining approval for the human subjects protocol from the tournament organizer, prospective team coaches were contacted about the taken the data.

Sport motivation scale (SMS;Pelletier et al., 1995) The scale was designed to assess individuals’ level of motivation towards sport, using the self-determination theory framework. Participants reported the extent to which the listed reasons for practicing their sport corresponded with their own personal reasons. Participants’ motivation was assessed using a 7-point Likert scale ranging from 1 (Does not correspond at all)to 7(Corresponds completely). The scale consisted of the 28 items measuring seven factors (three types of intrinsic motivation, four types of extrinsic motivation, and amotivation).

3.5 Statistical Technique

One way Analysis of variance (ANOVA) was employed to find out intra-group differences. To test the hypothesis, the level of significance was set at 0.05.

Finding of the study

Table 1: shows that mean and standard deviation of motivation of India was 111.67-33.01, Nepal was 118.42-17.33, Srilanka was 126.50-32.43.

COUNTRY	N	MEAN	SD	S.E.	MIN.	MAX.
INDIA	12	111.67	33.01	9.53	99	137
NEPAL	12	118.42	17.33	5.00	94	142
SRILANKA	12	126.50	32.43	9.36	71	167
TOTAL	36	118.86	28.38	4.73	99	137

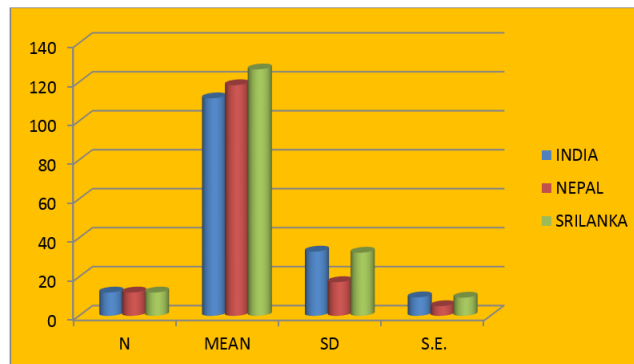


Fig 1: Graph of the mean, standard deviation and standard error.

Table 2: It appears from the table -2 that there was no significant difference of motivation among three countries as calculated F value (0.813) was less than the tabulated F value (2.50) at 0.05 level of significance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1323.722	2	661.861	.813	.452
Within Groups	26868.583	33	814.199		
Total	28192.306	35			

Significant at 0.05 level (3, 33) = 2.50

4. Discussion of findings

The finding of the study reveals that there was no significant difference in case of motivation among India, Srilanka and Nepal Volleyball players. The insignificant difference was found may be due to the reason that the Indian, Srilanka, Nepal players tough schedule, more confident, mentally tough, moreover they are highly motivated to win the gold medal in 12th South Asian Games. It could be the reason for the insignificant difference among India, Nepal, Srilanka volleyball players.

5. Conclusion:

There is no significant difference in motivation among India, Nepal, Srilanka team.

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