



ORIGINAL RESEARCH PAPER

Physical Education

A COMPARATIVE STUDY OF SELF-CONFIDENCE, ACHIEVEMENT MOTIVE AND FRUSTRATION TOLERANCE BETWEEN SENIOR AND JUNIOR VOLLEYBALL PLAYERS

KEY WORDS: Self-Confidence, Achievement Motive, Frustration Tolerance, Senior and Junior National Volleyball Players.

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ABSTRACT

In present scenario, it is of utmost importance for the Physical Education Coaches & Teachers to recognize that science of psychology plays the vital role in the domain of Physical Education and Sports. It is binding on the physical educators, coaches and sports individuals to have understanding of psychology in general and sport psychology in particular. Volleyball is very trendy game worldwide as recreational or competitive sport which has been enjoyed by many citizens of all the different ages and ability levels. Psychologists have noted that an individual can own self-confidence that accomplishes a particular work. It is normally stated that students' self confidence having a vital role in their achievement level in the capacity of learning in different ways which can sometimes be complex are majorly impacted by the student's self-confidence. Frustration is an emotional response to the situations where one faces hurdles in achieving the individual's personal goals. The purpose of the study was to compare the Self-confidence, Achievement Motive and Frustration Tolerance between Senior and Junior Volleyball players. For achieving the purpose 200 National level Volleyball Player's and they were divided in 100 each category i.e. senior and junior National level volleyball players. Seniors players were having the age above 21 years and Junior Players age was below 19 years. The research was conducted on male Volleyball Players. To compare the players the Self Confidence, Achievement Motive and Frustration Tolerance were considered as criterion of the study. The statistical technique that had been used to compare the self-confidence, achievement motive and frustration tolerance between Senior and junior volleyball player's t-test was exclusively employed. The present study showed the significant difference in Achievement Motive and Frustration Tolerance among the Senior and Junior Volleyball Players. The study also showed the insignificant difference between Senior and Junior Volleyball Players in relation to self confidence.

INTRODUCTION

Today, it is of utmost importance for the Physical Education Coaches & Teachers to recognize that science of psychology plays the vital role in the domain of Physical Education and Sports. It is binding on the physical educators, coaches and sports individuals to have understanding of psychology in general and sport psychology in particular. Volleyball is very trendy game worldwide as recreational or competitive sport which has been enjoyed by many citizens of all the different ages and ability levels.

As we all are aware about the psychological scope in any game and sport, the psychological aspects having the importance in the improvement of performance index of the players. Confidence consists of positive expectations for favorable outcomes. Confidence enhances the desire to put in-to commit, time, money, reputation, emotional strength & other assets to hold back or evade investment. It is a trust that in future one can usually complete what one wish to do. Self-confidence is further particularly faith in one's capacity to attain a few goal, for which one meta-analysis recommended alike to generalization of self-efficacy.

Psychologists have noted that an individual can own self-confidence that he can accomplish a particular work (self-efficacy) (e.g. cook a good quality food or pen down a novel) moreover they might be short of general self-confidence, or it is contrary that it might be self confident by the need of self efficacy to attain a particular assignment. The suitable example is writing a novel. It is normally stated that students' self confidence having a vital role in their achievement level in math's (and reciprocally) and having the capacity of learning in different ways which can sometimes be complex are majorly impacted by the student's self-confidence. Self-confidence is a judgment of the capability of a person to achieve the aim. Hence, it should be considered a broader perception of motivation that is in context with the goal. More research and analysis with real life situations would be beneficial. Higher educational aspirations motivated the athletes to study harder, as they were found to be more likely than non-athletes to plan to finish four years of college. Higher education aspiration is apparently not the only intervening variable between sport participation and locus of control.

Frustration is an emotional response to the situations where one faces hurdles in achieving his personal goals. It is comparable to anger and disappointment. Sources of frustration may be internal or external. Internal causes of frustration involve personal deficiencies such as a lack of confidence in one's self or fear of social situations that prevent one from reaching a goal. Conflict can also be an internal source of frustration when one cannot prioritize his goal and direction to follow first as there is competition of goals that interfere with one another. External causes of frustration involve conditions that are outside the control of the person such as a blocked road; situations that depend on the person's actions but indirectly, such as lack of money, or lack of sexual activity. All individuals at one time or another, in greater or lesser amount have to tolerate frustration in their life. Frustration is a valuable phenomenon because of its close relation for the understanding of normal and abnormal behavior, its inevitability in human life, its role in human adjustment and its growing importance in the modern times. A number of Psychologists tried to define this term. Frustration tolerance often leads to insight and reorganization of paths to the goal, and the important aspect of the effect of frustration sometimes, i.e., blocking is of such significance for the individual that the experienced blockages by the individual in his daily life not always work as hindrance in their effects, as an individual may try to compensate his frustration by involving himself in helping others.

A cultural norm of reciprocity is a social responsibility norm, which describes that the individual should help other people who are dependent upon him and require his assistance and a social exchange norm also work so that people help other people primarily to receive benefits in return. Research is in progress in which attempts are made to illuminate the conditions under which the different norms operate, for instance Berkowitz and Daniels (1963) demonstrated the studies on social 24 responsibility norm and have revealed that individuals exert greater efforts to help a highly - dependent than a less dependent individual, although no direct return in benefits or rewards is anticipated.

MATERIAL AND METHOD

The purpose of the study was to compare the Self-confidence, Achievement Motive and Frustration Tolerance between Senior

and Junior Volleyball players. For achieving the purpose 200 National level Volleyball Players and they were divided in 100 each category i.e. senior and junior National level Volleyball players. Seniors players were having the age above 21 years and Junior Players age was below 19 years. The research was conducted on male Volleyball Players. To compare the players the Self Confidence, Achievement Motive and Frustration Tolerance were considered as criterion of the study. Self Confidence inventory by Rekha Gupta, Achievement Motive Test by V.P. Bharghava and Frustration Tolerance inventory by S.N. Rai were used. The statistical technique that had been used to compare the self-confidence, achievement motive and frustration tolerance between Senior and junior volleyball player's t-test was exclusively employed and the level of significance was set at 0.05.

RESULT OF THE STUDY

The comparison of Self-Confidence, Achievement Motive and Frustration Tolerance among the Senior and Junior Volleyball Players is presented in the table below:

Table – 1 Descriptive statistic of the Self-confidence

Variable	Group	N	Mean	Std. Deviation	Std. Error Mean
Self-confidence	Jr.	100	18.94	3.24	.32
	Sr.	100	19.74	3.91	.39

Table 1 shows the mean of Self-confidence of Jr. level volleyball player (18.94 ± 3.24) whereas the mean of Sr. level volleyball players is (19.74 ± 3.91) respectively. It indicates that Jr. level of volleyball players were having lesser mean in comparison to Sr. level volleyball players in relation to self-confidence.

Table – 2 Comparison of self confidence between Sr. and Jr. Volleyball Players

Group	Mean	S.D	Mean. Diff	SE of mean diff	t-value	P value
Jr.	18.94	3.24	-.80	.50	1.574	.117
Sr.	19.74	3.91				

Table 2 shows the t- value is 1.574. This t- value is insignificant as its p value is .117 which is more than .05. Thus, the hypothesis of equality of population means of two groups is rejected, and it may be concluded that there is no difference in Self-confidence of Sr. and Jr. Volleyball players. Further, the average self-confidence level of Sr. players is less than the Jr. level volleyball players, and therefore, it may be concluded that there is insignificant difference between self-confidence level of Sr. volleyball player and Jr. volleyball players.

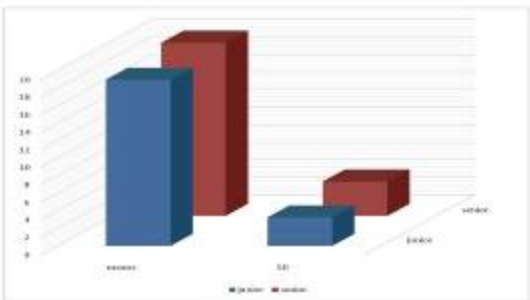


Figure – 1 Graphical Representation of Comparison of self confidence between Sr. and Jr. Volleyball Players

Table -3 Descriptive Statistics of the Achievement Motive

Variable	Groups	N	Mean	Std. Deviation	Std. Error Mean
Achievement motive	Jr.	100	23.28	3.47	.34
	Sr.	100	25.59	2.96	.29

Table 3 Shows the descriptive statistic for the achievement motive of the Jr. and Sr. level Volleyball players. The mean and standard deviation of Jr. level volleyball player (23.28 ± 3.47) whereas the mean of achievement motive of Sr. level volleyball players is (25.59 ± 2.96) respectively. It indicates that Jr. and Sr. level volleyball players are differ significantly on achievement motive. Sr. level volleyball players have higher achievement motive compared to Jr. level volleyball players.

Table – 4 Comparison of Achievement Motive between Sr. and Jr. Volleyball Players

Group	Mean	S.D	MeanDiff f	SE of mean diff	t-value	P value
Jr.	23.28	3.47	2.31	.45	5.05	.00
Sr.	25.59	2.96				

Table 4 shows t- value is 5.05. This t- value is significant as its p value is .00 which is less than .05. Thus the hypothesis of equality of population means of two groups is accepted, and it may be concluded that Achievement motive in both groups are different. Further, the average achievement motive level of Jr. Players is less than the Sr. level volleyball players, and therefore, it may be concluded that the achievement motive of Sr. volleyball player is greater than the Jr. Volleyball players.

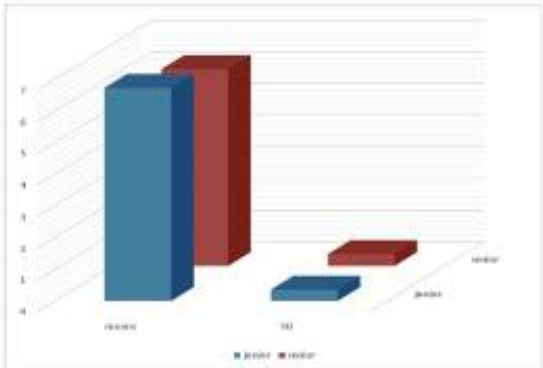


Figure – 2 Graphical Representation of Comparison of Achievement Motive between Sr. and Jr. Volleyball Players

Table - 5 Descriptive Statistics of the Frustration tolerance

Variable	Groups	N	Mean	Std. Deviation	Std. Error Mean
Frustration tolerance	Jr.	100	6.73	.35	.035
	Sr.	100	6.22	.37	.037

Table 5 shows the mean of Frustration tolerance of Jr. level volleyball player ($6.73 \pm .35$) whereas the mean of frustration tolerance of Sr. level volleyball players is ($6.22 \pm .37$) respectively. It indicates that Jr. and Sr. level volleyball players are differing significantly on frustration tolerance level. Jr. level volleyball players have lower level of frustration tolerance in compared to Sr. level volleyball players.

Table – 6 Comparison of Frustration Tolerance between Sr. and Jr. Volleyball Players

Group	Mean	S.D	Mean Diff	SE of mean diff	t-value	P value
Jr.	6.73	.35	.51	.051	10.01	.009
Sr.	6.22	.37				

Table 6 shows the t- value is 10.01. This t- value is significant as its p value is .009 which is less than .05. Thus the hypothesis of equality of population means of two groups is accepted, and it may be concluded that frustration tolerance in both groups are different. Further, the average frustration tolerance level of Jr. players is less than the Sr. level volleyball players.

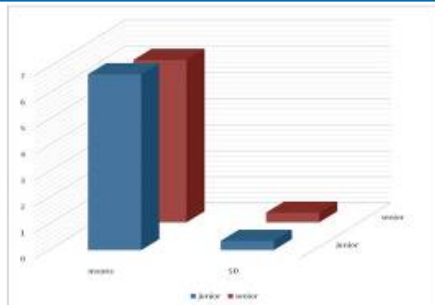


Figure – 3

Graphical Representation of Comparison of Frustration Tolerance between Sr. and Jr. Volleyball Players

CONCLUSION

The present study showed the significant difference in Achievement Motive and Frustration Tolerance among the Senior and Junior Volleyball Players. The study also showed the insignificant difference between Senior and Junior Volleyball Players in relation to self confidence.

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