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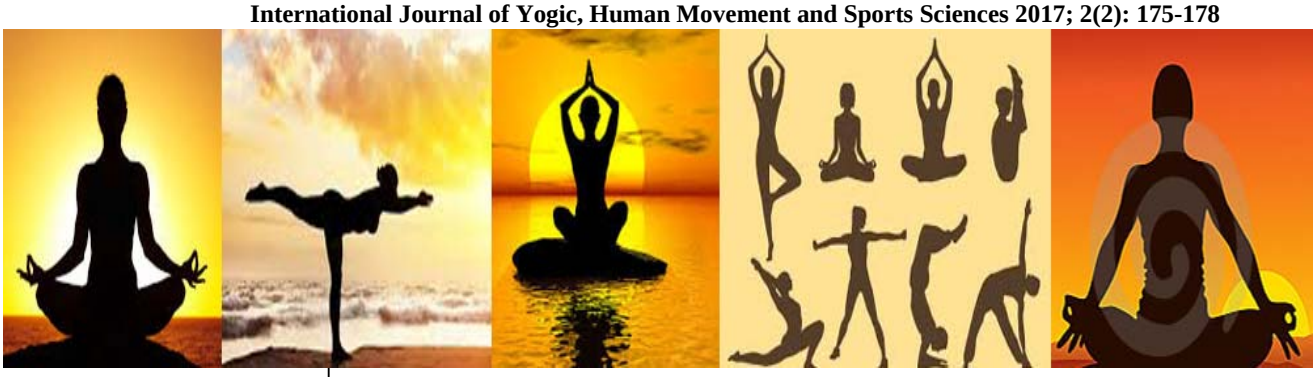

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Study of motivational profiles and anxiety among college level female players

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Abstract
The purpose of the study was to analyse and compare the anxiety and sports motivation among female gymnastics, softball and volleyball players from colleges of Punjab. To achieve the purpose of the study, 60 players (20 players from each game) who represented their colleges for inter-college tournaments were selected as subjects. The age of the subjects ranged from 18 to 28 years. Anxiety of the players was assessed by using the sports competitive anxiety test (SCAT) developed by Marten *et al*. and motivation was assessed by using the sports motivation scale (SMS) developed by Pelleiter *et al*. One way analysis of variance (ANOVA) revealed that there were significant differences on the variable motivation ($p<0.05$), and anxiety ($p<0.05$) among the softball, gymnastics and volleyball players. Softball players had significantly greater values for motivation and various sub-variables of motivation than the volleyball and gymnastics players. The softball players also had significantly lower anxiety level as compared to volleyball and gymnastics players.

Keywords: motivation, anxiety, softball, volleyball, gymnastics, amotivation

Introduction
Sports psychology has attracted considerable attention over recent years, in both psychology and the sport sciences where an increasing number of students encounter the subject as part of their programme of study. Sport psychologists have also tended to concentrate their efforts on a number of issues. From psychology's earliest days the study of motivation has never been far from the core of psychological theory, research and application. Indeed, within the world of sport psychology is concerned with motivation or the psychological processes that energise the individual and thereby influence behaviour. Competition as social phenomena is any situation in which two or more individuals or groups struggle for the complete or large or share of particular goal. In the games and sports psychological factors play an important role in determining the impact of psychological factors on sports performance.[1,2,3] In championship tournaments at any level, athletes inevitably have to respond to physical and mental demands of competitions and when these demands grow mores then physiological, behavioural and mental sources of the athlete, they will lead to pressure on these sources and these lead to so called anxiety in individual.

In a sport anxiety and motivation are important psychological variables and these are needed to achieve high level performance in the competition. Without knowledge of these two variables athlete cannot give best in competition. No athlete can win or show better performance without motivation. An understanding of the nature of achievement motivation is helpful in understanding kinds in general as well as individually in terms of what they do, how well they do and how long they continue in sports. Deci and Ryan [4] divided motivation in to three major parts and conceptualized it as continuum moving from high to low self-determination as one proceeds from intrinsic motivation, to extrinsic motivation and then amotivation. On the other hand amotivation is the relative absence of motivation, while intrinsic motivation is the engagement in an activity for its own scale. Intrinsic motivation refers to being engaged in an activity for itself, out of interest, and for the pleasure and satisfaction derived simply performing this activity. Extrinsic motivation contrary to intrinsic motivation, attributes to a variety of behaviours where the goal of action extend beyond inherent in the activity itself.

Thus the athlete participating to a specific sport to show off, to gain prestige in society, to recover from pressure, or to earn a specific award needs to be extrinsically motivated. On the other hand where there is absence of any self-determination this is called amotivation. Amotivation can also be simply defined as the lack of both intrinsic and extrinsic motivation. So in amotivation there is no reason for the person to participate in the activities.

Competitive anxiety in sports concludes with a theory of competitive anxiety based on an interaction between uncertainties about the outcome the performance of an athlete. Anxiety is a negative emotional state in which feeling of nervousness; worry and apprehension of are associated with activation or arousal of body.[5] Anxiety has two types that are state and trait anxiety.[6] State anxiety involves feeling of apprehension, tension, tear and increase in physiological arousal.[6] This is immediate emotional state response to specific situation. Trait anxiety which is involve with an experience of anxiety over a long period of time towards the stressful environment.[7] The present study aims to study the motivational profiles and anxiety levels of the softball, volleyball and gymnastics players.

Methodology

The purpose of the study was to analyse and compare the selected psychological factors such as anxiety and motivation among gymnastics, softball and volleyball players of females in different colleges of Punjab. To achieve the purpose of the study, 60 subjects (20 players from each game) were selected randomly as subjects. The age of the subjects ranged from 18 to 28 years.

Motivation Profiles

Motivation of the players was assessed by the questionnaire of sports motivation scale (SMS) developed by Pelleiter *et al* [8]. In the Sports Motivation Scale, there are 28 test items which deals with intrinsic motivation, extrinsic motivation and amotivation.

2, 4, 23, 27 Intrinsic motivation - to know
8, 12, 15, 20 Intrinsic motivation - to accomplish,
1, 13, 18, 25 Intrinsic motivation - to experience stimulation
7, 11, 17, 24 Extrinsic motivation - identified
9, 14, 21, 26 Extrinsic motivation - introjected
6, 10, 16, 22 Extrinsic motivation - external regulation
3, 5, 19, 28 Amotivation

Score 1 point for does not correspondence at all, 2-3 points for correspondence a little, 4 points for correspondence a moderately, 5-6 points for correspondence a lot and 7 points for correspondence a exactly were given.

Anxiety

Anxiety of the players was assessed by using the questionnaire of sports competitive anxiety test (SCAT) developed by Marten *et al*. [9] It consists of 15 items out of which five items are spurious (e.g 1,4,7,10,13) and give a zero point. Every statement had three possible answers e.g. hardly ever, sometimes and often, the respondents made a tick on any one of the responses that fitted to them

The investigator adopted survey method of research for his investigation. The investigator gathered data in the form of responses to sports competitive anxiety test (SCAT) and sports motivation scale (SMS) questionnaires from inter college tournaments conducted by Guru Nanak Dev University, Amritsar.

Statistical analysis

Statistical analyses were performed using SPSS version 16.0 for windows (SPSS Inc, Chicago, IL, USA). The data was presented as descriptive statistics such as mean, standard deviation, value. One-way Analysis of Variance (ANOVA) was applied to compare different groups. Tukey's post-hoc analyses were also applied wherever the F-value found significant among different groups. Significance levels were set at $p<0.05$.

Results

Table 1: Comparison of motivation among the softball, gymnastics and volleyball players:

Variables	Softball N=20	Gymnastics N=20	Volleyball N=20	F-value	P-value
Intrinsic Motivation (to know)	26.30±1.59	23.05 ±3.00	23.20 ±2.56	11.14*	0.000
Intrinsic Motivation (to accomplish)	25.75±1.44	22.20 ± 2.82	22.75 ± 2.57	13.14*	0.000
Intrinsic Motivation (To experience stimulation)	25.75 ± 1.55	22.45 ± 2.92	23.40 ± 2.39	10.36*	0.000
Extrinsic Motivation (to identified)	24.70 ± 1.97	22.25 ± 2.73	21.25 ± 2.22	11.59*	0.000
Extrinsic Motivation (to introjected)	24.15 ± 2.05	22.85 ± 2.77	22.50 ± 2.37	2.57	0.085
Extrinsic Motivation (external regulation)	23.40 ± 2.90	22.20 ± 2.46	21.75 ± 2.33	2.18	0.122
Amotivation	24.90 ± 1.97	21.60 ± 3.01	21.50 ± 2.50	11.67*	0.000
Grand Total	175.08 ± 8.47	156.32 ± 8.54	157.12 ± 6.78	34.93*	0.000

***** Indicates $p<0.05$

Table 2: Tukey's Post-hoc values with regard to intrinsic motivation (to know) among softball, gymnastics and volleyball players.

Variable	Mean Difference		
	Softball vs Gymnastics	Softball vs Volleyball	Gymnastics vs Volleyball
Intrinsic Motivation(to know)	3.250*	3.100*	0.150
Intrinsic Motivation(to accomplish)	3.550*	3.000*	0.550
Intrinsic Motivation(to experience stimulation)	3.300*	2.3500*	0.950
Intrinsic Motivation(to identified)	2.450*	3.450*	1.000
Amotivation	3.300*	3.400*	1.000
Grand Total	17.95	18.55	0.600

***** Indicates $p<0.05$

Table-1 presents the motivation profiles among the softball, gymnastics and volleyball players. One way analysis of variance (ANOVA) revealed that there were significant differences ($F=11.14$, $p=0.000$) on the variable intrinsic

motivation (to know) among the softball, gymnastics and volleyball players. Table-2 shows the post-hoc analysis. The mean difference between softball players and gymnastics players group was 3.250. The softball players were significantly better on intrinsic motivation (to know) than gymnastics players. The mean difference between softball players and volleyball players was 3.100. The softball players had significantly better intrinsic motivation (to know) than volleyball players. There were significant differences (F=13.14, p=0.000) on the variable intrinsic motivation (to accomplish) among the softball, gymnastics and volleyball players. The post-hoc analysis showed that the mean difference between softball players and gymnastics players group was 3.550. The softball players were significantly better on intrinsic motivation (to know) than gymnastics players. The mean difference between softball players and volleyball players was 3.000. The softball players had significantly greater mean values on intrinsic motivation (to know) than volleyball players. One way analysis of variance (ANOVA) revealed that there were significant differences (F=10.36, p=0.000) on the variable intrinsic motivation (to experience stimulation) among the softball, gymnastics and volleyball players. The post-hoc analysis revealed that the mean difference between softball players and gymnastics players was 3.300. The softball players were significantly better on intrinsic motivation (to experience stimulation) than gymnastics players. The mean difference between softball players and volleyball players was 2.350. The softball players had significantly better intrinsic motivation (to experience stimulation) than volleyball players. Similarly, there were significant differences (F=11.59, p=0.000) on the variable extrinsic motivation (to identified) among the softball, gymnastics and volleyball players. The post-hoc analysis revealed that the mean difference between softball players and gymnastics players was 2.450. The softball players were significantly better on extrinsic motivation (to identified) than gymnastics players. The mean difference between softball players and volleyball players was 3.450. The softball players had significantly better extrinsic motivation (to experience stimulation) than volleyball players. However, there were no significant differences on the variable extrinsic motivation (to introjected) and extrinsic motivation (to external regulation) among the softball, gymnastics and volleyball players. Whereas, there were significant differences (F=11.67, p=0.000) on the variable amotivation among the softball, gymnastics and volleyball players. The post-hoc analysis revealed that the mean difference between softball players and gymnastics players group was 3.300. The softball players were significantly better on extrinsic motivation (to identified) than gymnastics players. The mean difference between softball players and volleyball players was 3.400. The softball players demonstrated better average score on amotivation than volleyball players. One way analysis of variance (ANOVA) revealed that there were significant differences (F=34.93, p=0.000) on the total motivational profiles score among the softball, gymnastics and volleyball players. Post-hoc analysis revealed that the softball players were significantly better on motivational profiles as compared to gymnastics and volleyball players.

Table 3: Comparison of anxiety among the softball, gymnastics and volleyball players.

Variable	Softball N=20	Gymnastics N=20	Volleyball N=20	F-value	P-value
Anxiety	18.90±3.21	23.40±4.33	22.55±3.03	8.95*	0.000

***** Indicates p<0.05

Table 4: Tukey's Post-hoc values with regard to anxiety among softball, gymnastics and volleyball players

Variable	Mean Difference		
	Softball vs Gymnastics	Softball vs Volleyball	Gymnastics vs Volleyball
Anxiety	4.500*	3.650*	0.600

***** Indicates p<0.05

Table-3 presents the anxiety among the softball, gymnastics and volleyball players. One way analysis of variance (ANOVA) revealed that there were significant differences (F=8.95, p=0.000) on the anxiety variable among the softball, gymnastics and volleyball players. Post-Hoc analysis (table-4) revealed that the mean difference between softball players and gymnastics players group was 4.500. The gymnastics players had significantly greater mean value on anxiety than the softball players. The mean difference between softball and volleyball was 3.650. The volleyball had significantly greater mean value on anxiety as compared to softball players.

Discussion

The result of the study shows that there were significant difference existed among gymnastics, softball and volleyball players on anxiety and sports motivation profiles. In sports motivation profiles the softball players were better than gymnastics and volleyball players in relation to some motivation sub variables. In intrinsic motivation (to know) the softball players were better than gymnastics and volleyball players. The volleyball had demonstrated better on intrinsic motivation (to know) than gymnastics players. In intrinsic motivation (to accomplish) the softball players were better than gymnastics and volleyball players. The volleyball had demonstrated better on intrinsic motivation (to accomplish) than gymnastics players. In extrinsic motivation (to experience stimulation) the softball players were better than gymnastics and volleyball players. The volleyball had better on intrinsic motivation (to experience stimulation) than gymnastics players. In extrinsic motivation (to identified) the softball players were better than gymnastics and volleyball players. The gymnastics players had better extrinsic motivation (to identified) than volleyball players. In amotivation, the softball players were better than gymnastics and volleyball players. The gymnastics players had better amotivation than volleyball players. In grand total of motivational profiles found that softball players were better than gymnastics and volleyball players. These findings are in contrast to those reported by Bognar *et al*. [10], on ice hockey and football players in which no significant differences were observed on motivational profiles between ice hockey and football players. In anxiety, gymnastics players were found to have greater anxiety than the softball and volleyball players. The gymnastics players had greater anxiety than the volleyball players. The findings of the present study were supported by the findings of the research studies conducted

earlier. Krishna [11] concluded that there was significant difference in anxiety between inter collegiate and inter university kabaddi players in which inter university male players were better. Ganapathi [12] studied the anxiety, aggression, frustration and stress between university and collegiate level men and women soccer players and reported significant differences among various groups. Hasrani [13] reported significant differences in anxiety level of basketball players and track and field athletes. It was also revealed that basketball players had better experience in coping with pre-competition anxiety than track and field athletes. Krishnan [14] also reported significant differences in the selected psychological variables viz. anxiety and motivation among the men and women basketball and volleyball players.

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