

# Comparative study of pre-competitive anxiety and motivation between male and female volleyball players of Jammu University

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## **Abstract**

The concept of pre-competitive anxiety was defined as an unpleasant emotion which is characterized by vague but persistent feeling of apprehension and dread before an event. Traced the sources of pre-competitive anxiety to an imbalance between perceived challenges and capabilities. It also enumerated signs and symptoms of pre-competitive anxiety to include: paralyzing fear, inability to concentrate, sweating, shaking, shortness of breath, dizziness and increase heart rate. The effect of precompetitive anxiety on sport performance and techniques of dealing with pre-competitive anxiety which include: teaching the athletes to know what is fear; visualization, goal setting, relaxation, self-confidence, distracting oneself and focusing on that which could be controlled were also discussed. Sports is littered with broken dreams of those whose performance collapsed when they are most needed to be in control of themselves and focus on the task at hand. It is not uncommon to see athletes "freeze" in big games or moments or commit unexplainable error in the course of their performance. One of the main sources of pre-competitive anxiety in sports could be due to perceived stress. How the athletes think about the sports competition and not the competition itself could be a source of pre-competitive anxiety. Pre-competitive anxiety results from an imbalance between perceived capabilities and the elements of the sports environment. When the perceived demands are balanced by the perceived capabilities, athletes experience optimal arousal often referred to as the flow state. At this stage everything appears to go on smoothly. However, if athlete perceived capabilities exceed the sport challenge, arousal will decrease resulting in boredom or lack of motivation, if the opposite occur (perceived challenge) exceed capabilities; athlete will be over arousal resulting in worry and anxiety. Therefore precompetitive anxiety results when skills and abilities are not perceived as equivalent to the sport challenge.

**Keywords:** Comparative study, pre-competitive anxiety, volleyball, male and female, inability Jammu University

## Introduction

Sports are a psycho-social activity. It has both psychological social dimensions besides physical, physiological and technical aspects. Man's interest in sports is found among all the society of the world. Most of the nation's share a common interest in sport competition, especially during Olympic Games, where people from all nations focus their attention on the drama of competition. But the quality of participation of the athletes and sports man is determined by their psychological factors. In this Modern era of competition, psychological preparation of a team is as impotent as teaching the different skill of a game. On the scientific lines, the teams are motivated not only to play the game but also to win the games. It is not only the proficiency in the skill which brings victory but more important is the spirit of the players with which they play and perform their best in the competition. Physical education is vital phase of education and integral part of educational process. Values must be established in physical education just as they are seen general education. The physical education process must be determined to translate the established, needs and values into experience and relate them person has the qualities sufficient skill and knowledge in sports and exercise adequate physical fitness sufficient emotional poise, control and appropriate towards participation in sports and exercise to make him an intelligent and interest participant to help him become a more effective member of society. Society would mean that this person is prepared to live a useful and enjoyable life both for himself for community and for his country. One of the main sources of pre-competitive anxiety in sports could be due to perceived stress. How the athletes think about the sports competition and not the competition itself could be a source of pre-competitive anxiety. Pre-competitive anxiety results from an imbalance between perceived capabilities and the elements of the sports environment. When the perceived demands are balanced by the perceived capabilities, athletes experience optimal arousal often referred to as the flow state. At this stage everything appears to go on smoothly. However, if athlete perceived capabilities exceed the sport challenge, arousal will decrease resulting in boredom or lack of motivation, if the opposite occur (perceived challenge) exceed capabilities; athlete will be over arousal resulting in worry and anxiety. Therefore precompetitive anxiety results when skills and abilities are not perceived as equivalent to the sport challenge.

### Common Signs and Symptoms of Pre-Competitive Anxiety

Pre-competitive anxiety is a social anxiety disorder that presents itself via various signs and symptoms. It usually affects people who are afraid of performing in public, such as athletes and players. Valerie (2013) enumerated the under-listed signs and symptoms as associated with pre-competitive anxiety. Paralyzing Fear: Paralyzing fear is a common symptom associated with pre-competitive anxiety. It may appear in the form of stage fright, an experience of anxiety in present situation. As a result, the athlete may become unable to move or speak. Inability to Concentrate: The inability to concentrate is another symptom of precompetitive anxiety. Apprehensive thought may overtake the athletes mind, interfering with the necessary action needed to complete the present task. As a result, the athletes may become confused or lose focus while performing.

**Sweating:** Fear due to pre- competitive anxiety may cause athletes to sweat excessively on various places of their body, including the face and hands. The emotional stress may cause their brain to send signal to their body that will cause hot flashes and enormous amount of perspiration which may make them feel self-conscious and uncomfortable. **Shaking:** While athletes are experiencing pre-competitive anxiety, their hands and knees may start to shake uncontrollably. That response is due to the large amount of adrenaline sent throughout their body as a defuse mechanism, also known as “fight or flight mode”. **Shortness of Breath:** Shortness of breath is another symptom or sign of pre- competitive anxiety. When athletes are afraid of performing, they may begin to hyperventilate or start breathing really fast, while gasping for air. **Dizziness:** Dizziness while performing is a symptom of pre-competitive anxiety. As a result, athletes may lose their balance due to their brain not getting enough blood and oxygen. They may begin to feel like the ground or hall is spinning and, if the anxiety is too intense, they can possibly faint. **Increase Heart Rate:** While experiencing pre- competitive anxiety, the heart rate may increase due to the adrenaline being released into the body as a survival response. Sometimes the heart rate increases due to panic; therefore the more the athletes panic about competition, the faster their heart will beat.

### **Motivation**

Studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behavior and cognition, and affect academic, work, or sport situations.

Motivation research in sport psychology has examined individuals' motives for participating and discontinuing participation in physical activity (Fung & Chan, 1994; Longhurst & Spink, 1987; Gould, Feltz & Weiss, 1985; Gill, Gross & Huddleston, 1983; Orlick, 1974). Children participated in youth sport activities to improve their skills, have fun, learn new skills, accept challenges and be physically fit Gill et al. (1983). Conversely, children's discontinuation of physical activity resulted from a lack of playing time, the competitive emphasis of youth sport programmes, and the dislike of his or her coach (Orlick, 1974).

Motivation in physical education classes has been studied by many researchers, specifically the theories studying achievement motivation (Atkinson, 1977; McClelland, 1961), which considered it as a unitary construct. However, the basic pillar on which the study of motivation with regard to sport and physical education rests refers to the achievement goal theory (Ames & Archer, 1987, 1988; Dweck&Legget, 1988; Maehr& Nicholls, 1980; Maehr, 1974).

Motivational research in sport psychology has also been based on an achievement goal perspective. Nicholls' (1984, 1989) goal perspective theory proposes that achievement behaviour is the product of individuals' achievement goals. Goal perspective theory states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definitions of success and failure are based on two goal orientations. The task goal orientation is characterized by self- referenced perceptions of competence and emphasizes task mastery and performance improvement. An ego orientation is defined by norm-referenced perceptions of

competence and an emphasis on winning and positive social comparisons with others. The majority of achievement motivation research in sport psychology has primarily focused on individual differences (goal orientation) to explain, describe, and predict behavior. However, Ames (1984, 1992) and Nicholls (1989) contend that achievement motivation must be examined from a social cognitive paradigm in order for researchers to accurately grasp the true nature of one's need to achieve. Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe & Jenkins, 1993).

Motivational researchers share the view that achievement behavior is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behavior of the individual in direction and passion (Brunstein & Maier, 2005). Achievement motivation can be defined as the athlete's predisposition to approach or avoid a competitive situation. In a broader sense, it includes the concept of desire, or 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 or learned in the sporting environment. The best explanation of approach–avoidance conflict situation for the athlete is provided by the McClelland–Atkinson model of achievement motivation. In its simplest form, it suggests that achievement motivation is a function of two constructs. These two constructs are (a) the motive to achieve success, and (b) the fear of failure. The motive to achieve success is believed to represent an athlete's intrinsic motivation to engage in an exciting activity. The fear of failure is a psychological construct associated with cognitive state anxiety. According to this theory, a person's desire to enter an achievement situation is a function of the relative strengths of these two constructs – the motive to achieve success and the fear of failure. If an individual's desire to participate in the activity is greater than the fear of failure, then it is likely that the person will perform the activity.

## Review of literature

Literature for the review includes many types of sources, professional journalists, reports, scholarly book and monograph and dissertations. In order to provide an understanding of an existing knowledge of a problem and a rational for the research question, a literature reviews follow specific guidelines in the presentation and criticism of the literature. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. A brief reporting of the review is given below:

**Morri (2000)** conducted the study on “Pre-Competition Anxiety in Women Volleyball Players: A Test of ZOF Theory in a Team Sport.” Consistency in psychological factors is widely regarded to be important for

successful performance in team sports, but the Zone of Optimal Function (ZOF) theory contends that athletes should exhibit considerable variability in the level of anxiety that will optimize performance. In an attempt to determine if tenets of ZOF theory held for athletes in a team sport, anxiety will be measured using Spielberger's state- trait anxiety inventory (STAI) at the baseline and before easy and difficult competitions in nine members of a collegiate women's volleyball team. The ability to predict pre competition anxiety will be assessed by having the athletes complete the STAI both 3 weeks and 2 days before each match according to how they thought they will be feeling 1 h before competition. Each athlete also completed the STAI on the basis of how she recalled feeling before her best competition. Four anxiety units will be added and subtracted from this value to establish the ZOF of each player. Actual pre competition anxiety will be assessed 1h before each match. In accordance with ZOF theory, considerable variability will be found in the range of optimal anxiety, and 55.5% of the team members reported performing best at either low or high levels of anxiety. The prediction of pre competition anxiety made 2 days before competition will be significantly correlated to actual anxiety for the difficult match ( $r = 0.69$ ,  $P < 0.05$ ) but not the easy match ( $r = 0.21$ ,  $P > 0.05$ ). Predictions made 3 weeks before competition will be not significant ( $P > 0.05$ ). More ( $P < 0.05$ ) of the player possessed anxiety levels within the ZOF for the difficult match compared with the easy match (77.7% versus 22.2%). In summary, athletes in the team sport of volleyball exhibit considerable variation in optimal pre competition anxiety in accordance with ZOF theory. As posited by ZOF theory, the athletes will be able to predict anxiety before a difficult match accurately and will be more likely to have anxiety levels with ZOF.

**Cottyn, et.al. (2006)** investigated competitive anxiety during balance beam performance in gymnasts. Competitive anxiety was assessed continuously by heart rate monitoring and by retrospective self-reports of nervousness in 8 female national level gymnasts during their balance beam routine one competition and two training sessions. A significant negative correlation was found between the score of the retrospective self-report of nervousness and performance during the routine. There were no significant differences in performance score by the judges between the three test sessions. There were also no differences in retrospective self-report of nervousness.

**Biddle** 14 in the year 2001 conducted the study on "Participation In Community Sports Centers: Motivation And Predictors Of Enjoyment." Research into why people engage in sport and physical recreation has received relatively little attention in both recreation planning and sport psychology. Although there has been a steady flow of North American literature related to participation motivation in competitive youth sport settings, such evidence is of limited value in explaining adult involvement in sport and recreation in Britain. The purpose of this exploratory study was to determine why people participate in sport and exercise in community sports centers and to identify whether these motives predict sport enjoyment. The study was based on a questionnaire-interview of approximately 5 min duration conducted in six community sports centers in Leicester. The sample comprised 336 respondents aged 16 years and over. The subjects were presented with 15 motives for sports participation and indicated their degree of agreement on a 5-point scale. The three most commonly endorsed motives were to maintain health, develop physical fitness and aid

relaxation. A factor analysis with oblique rotation revealed four factors: assertive achievement, physical well-being, socio-psychological well-being, and sports mastery and performance. Discriminate analysis showed that males were more motivated to participate for sports mastery and performance and assertive achievement than females. A ANOVA showed that older subjects were more motivated by socio-psychological well-being than younger subjects. Sport enjoyment was best predicted by socio-psychological well-being, sports mastery and performance, and sports importance, although only 14.4% of the variance in enjoyment scores was accounted for. These results confirm other research on age differences in exercise and mental health, as well as gender differences on participation motives.

**Hebert** in the year 2005 conducted the study on “College students' motivation for physical activity: differentiating men's and women's motives for sport participation and exercise.” Despite the many clear benefits of an active lifestyle, lack of physical activity is a significant health problem in the college population. A key issue in physical activity research is developing an understanding of motivation. Although physical activity takes many forms, most research designed to enhance motivation for and adherence to physical activity focuses on exercise behaviour and ignores sport participation. In this study, the authors compare motivations for sport participation versus exercise among college students. Results indicate that participants were more likely to report intrinsic motives, such as enjoyment and challenge, for engaging in sport, whereas motivations for exercise were more extrinsic and focused on appearance and weight and stress management. The findings suggest that motives for sport participation are more desirable than those for exercise and may facilitate improved adherence to physical activity recommendations.

**Zuckerman, Buchsbaum and Murphy (2003)** found that the trait measure of pre-competitive anxiety and various psycho physiological and biochemical phenomena are associated. The strength of the electro dermal orienting reflex to the first presentations of visual or auditory stimuli were found to be more powerful in high than low sensation seekers. Low sensation seekers tend to augment stimuli suggesting that they possess weaker nervous systems than high sensation seekers. High sensation seekers of the disinhibition type were found to have higher levels of gonad hormones than low sensation seekers. In addition, levels of MAO, which regulates the brain, were found to form a significantly positive relationship.

## METHODOLOGY

As every research demands a systematic method and procedure likewise this chapter adopts the following procedures including information regarding research design, source of data, sampling method, selection of subjects, collection of data, criterion Measures etc. A research become successful accompanied and supported by some reliable and authentic data. The statistical analysis of the gathered data provides a well-knit picture of a complete and successful hypothesis as pre-selected by the researcher. The chapter had been divided into the following headings:

- Source of data.
- Selection of Subjects.
- Sampling Methods.

- Equipment's used for collection of data.
- Administration of questionnaire.

**Source of data:** For the present study the Subjects will be selected from the affiliated colleges of Jammu University.

**Selection of subjects:** Sixty (60) subjects will be selected for this study, Thirty (30) male and thirty 30, female subjects.

**Sampling method:** The subjects will be selected by using simple random sampling method.

**Tools use for collection of data:** The standard Questionnaire will be used for the collection of data for psychological variables.

**Statistical Procedure:** To compare the Pre-Competitive Anxiety and Motivation Scale between Male and Female Players t' test was applied. Further the level of significance was set at level of confidence.

### **Analysis and Interpretation of Data**

This chapter contains information of statistical method that was applied on classified and tabulated data available after the application of various tests. For the present study "Comparative Study of Pre-Competitive Anxiety and Motivation between Male and Female Volley Ball Players." The purpose of this study was to find out the Motivational Scale and Pre-Competitive Anxiety State between male and female volleyball players of different colleges affiliated to Jammu University, Jammu University. The data was collected qualitatively from Male and Female volleyball players by questionnaire regarding Motivation and pre-competitive Anxiety State, Variables of Male and Female Players are (60) as Male (N=30), Female (N=30), were analyzed by using 't' test to find out the significant difference among the selected variables as Motivational Scale and Pre-Competitive Anxiety State between male and female volleyball players of different colleges affiliated to Jammu University, and the subjects were selected by using simple random sampling method.

**Level of Significance:** To test the hypothesis the level of significance was set at 0.05 level of confidence which was considered adequate and reliable for the purpose of this study.

### **Findings:**

The data is collected from 60-male and female volleyball payers (30-30 each) after the collection, data was analyzed by comparing the means and was again statistically analyzed by applying t-test to check the significant difference among selected motivation and pre- competitive Anxiety. Therefore, separate tables and graphs have been presented for each motivation and pre- competitive Anxiety. Each table gives the mean of Physical Education Students and Management. Also, the researcher can find the standard deviation of both Male and Female Volleyball Players and also their mean difference is also been given in the table. The level of significance for the present study is kept at 0.05 level of significance and also the degree of freedom is also be kept in mind for the calculation of tabulated 't' which is then compared with the calculated 't'. This is used for testing of hypothesis which was given by the researcher previously. If the value of the calculated 't' is

more than the tabulated' then the hypothesis of the researcher will be accepted and if the value of the calculated' is less than the tabulated' then the hypothesis of the researcher will be rejected. Acceptance or rejection of hypothesis does not matter.

**Table No. 1**

**Comparison of Motivation Scale between Male and Female Volleyball Players**

<b>Game</b>	<b>Mean</b>	<b>S.D.</b>	<b>Mean Difference</b>	<b>Degree of freedom</b>	<b>O.T</b>	<b>Tabulated 't'</b>
<b>Male volleyball Players</b>	<b>171.3</b>	<b>4.35</b>	<b>2.73</b>	<b>58</b>	<b>2.24</b>	<b>2.02</b>
<b>Female Volleyball Players</b>	<b>168.56</b>	<b>5.04</b>				

**Level of Significance = 0.05**

Table No 1 reveals that there is difference between means of Male and Female Volleyball Players. The mean of female is 168.56 which is less than the mean of Male which is 171.3. So this mean difference is found as 2.73. To check the significant difference between Male and Female volleyball players the data was again analyzed by applying t' test. Before applying 't' test, standard deviation is calculated between Male and Female Volleyball Players which is 5.04 and 4.35 respectively and the calculated value of 't' is found as 2.24 which is more than tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis which was given by the researcher is accepted. This is presented graphically in figure No.1.

**Table No. 2**

**Comparison of Pre-competitive Anxiety between Male and Female Volleyball Players**

<b>Game</b>	<b>Mean</b>	<b>S.D.</b>	<b>Mean Difference</b>	<b>Degree of freedom</b>	<b>O.T</b>	<b>Tabulated 't'</b>
<b>Male Volleyball Players</b>	<b>70.23</b>	<b>7.12</b>	<b>2.76</b>	<b>58</b>	<b>1.56</b>	<b>2.02</b>
<b>Female Volleyball Payers</b>	<b>67.46</b>	<b>6.51</b>				

**Level of Significance = 0.05**



Table No. 2 reveals that there is difference between means of Male and Female Volleyball Players. The mean of Female Volleyball Players is 67.46 which is less than the mean of Male Volleyball Players which is 70.23. So this mean difference is found as 2.76. To check the significant difference between Male and Female Volleyball Players the data was again analyzed by applying 't' test. Before applying 't' test, standard deviation is calculated between Male and Female Volleyball Players which is 6.51 and 7.12 respectively and the calculated value of 't' is found as 1.56 which is less than tabulated 't' which is 2.02 at 0.05 level of significance. Hence the hypothesis which was given by the researcher is rejected. This is presented graphically in figure No. 2.

## Conclusion and Recommendations

### Conclusion:

Within the limitations of the study and from the statistical analysis the following conclusion is drawn. On the basis of available literature, researcher own experience and knowledge of Pre-Competitive Anxiety and Motivation Scale, it was hypothesized that there will be a significant difference between Pre-Competitive Anxiety and Motivation Scale of Male and Female Volley Ball Players but after the statistical analysis of data related to the selected Pre-Competitive Anxiety and Motivation Scale of Male and Female Volley Ball Players it was found that in some cases there was found insignificant difference between the Pre-Competitive Anxiety and Motivation Scale of Male and Female Volleyball Players Hence the Researchers Pre- assumed Hypothesis is partially accepted.

### Recommendation for the further study:

- It is recommended to take a study to compare Pre-Competitive Anxiety and Motivation Scale of married and un-married jobless citizens
- It is recommended to take a study to compare the Pre-Competitive Anxiety and Motivation Scale of managing body of physical education and college going students.
- It is recommended to repeat the same study on large sample for better results. It is recommended to compare the Pre-Competitive Anxiety and Motivation Scale of professional students of different states of India.
- It is recommended to take a study to compare the Sensation Pre-Competitive Anxiety and Motivation Scale of Physical education teachers and other academic teachers.
- It is recommended to compare the Pre-Competitive Anxiety and Motivation Scale of individual game.
- It is recommended to compare the Pre-Competitive Anxiety and Motivation Scale of rural and urban sports.

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