Sohom Saha
Research Scholar, Department of
Sport Psychology, Lakshmibai
National Institute of Physical
Education, Gwalior, Madhya
Pradesh, India

Dr. Mahendra Kumar Singh
Professor and HOD, Department
of Sport Psychology, Lakshmibai
National Institute of Physical
Education, Gwalior, Madhya
Pradesh, India

Debajit Karmakar
Research Scholar, Department of
Sport Psychology, Lakshmibai
National Institute of Physical
Education, Gwalior, Madhya
Pradesh, India

Kautilya Upadhyay
Research Scholar, Department of
Sport Psychology, Lakshmibai
National Institute of Physical
Education, Gwalior, Madhya
Pradesh, India

A comparative study of self-esteem and achievement motivation among various levels of volleyball players

Sohom Saha, Dr. Mahendra Kumar Singh, Debajit Karmakar and Kautilya Upadhyay

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Abstract
Self-Esteem is the result of a self-evaluation process that includes self-judgment. Self-esteem is an attitude that people have about themselves that is influenced by culture, family, society, and interpersonal connections. Achievement motivation is described as a method for someone to acquire or display high ability in one of two ways: by making reference to their own performance or level of mastery, or by making reference to how they stand in relation to others. The purpose of the study was to compare the Self-Esteem and Achievement Motisvation among various levels of Volleyball Players. Fifteen (15) District level Volleyball players and Fifteen (15) State level volleyball players were chosen for this investigation. The subjects for this study were chosen at random and ranged in age from 18 to 25 years old, with a level of significance of 0.05. To measure the Self-Esteem between District and State level volleyball players, a questionnaire developed by Rosenberg Self-Esteem Scale was employed and to measure Sports Achievement Motivation between District and State level volleyball players, a questionnaire developed by M. L. Kamlesh (1990) Sports Achievement Motivation Test (SAMT) and for statistical analysis and interpretation of data mean, standard deviation and 't' test was conducted. The result shows that there was significant difference in Self-Esteem between the district and state-level Volleyball players and also there was significant difference in Achievement motivation between the district and state-level Volleyball players.

Keywords: District level, state level, volleyball, self-esteem, achievement motivation, SPSS

Introduction
The Greek word psycho, which means mind or soul, and logos, which means science, are the roots of the English word psychology. Psychology, then, is the study of the mind and soul. Psychology does not create situations; rather, it investigates human nature. The most widely recognized definition of psychology is the study of experience and behaviour. Psychology is largely concerned with the methodical study of behaviour and other verification by experiments. Behaviour encompasses all manifestation of life.

The study of psychology involves examining the mind in part through behaviour analysis. With a foundation in the scientific method, psychology seeks to comprehend people and communities through the investigation of particular examples as well as the establishment of general principles. A psychologist is a professional practitioner or researcher in this discipline who also falls under the categories of social scientist, behavioural scientist, or cognitive scientist. Aiming to comprehend the role of mental processes in both individual and social behaviour, psychologists also investigate the physiological and neurobiological mechanisms behind specific cognitive processes and behaviours. Concepts including perception, cognition, attention, emotion, motivation, phenomenology, brain function, personality, behavior, and interpersonal interactions are all studied by psychologists. Psychologists of many backgrounds also take into account the unconscious mind. To determine the causal and co-relational links between psychosocial factors, psychologists use empirical approaches.

The theory of sociometer can be used to explain the idea of self-esteem. This theory of self-esteem, which comes from an evolutionary psychology perspective, contends that one's current level of self-esteem serves as a sociometer or barometer for interpersonal connections.

Corresponding Author:
Sohom Saha
Research Scholar, Department of
Sport Psychology, Lakshmibai
National Institute of Physical
Education, Gwalior, Madhya
Pradesh, India

Leary and associates originally presented this theoretical viewpoint in 1995. Their main argument is that positive behaviours fuel self-esteem, which is defined as the relationship between an individual's true self and ideal self (Leary & Downs, 1995) [10]. State self-esteem is the term used to describe how people's perceptions of themselves and their present relationship's worth affect how they feel about themselves. In other words, feedback-whether favorable or unfavourable determines how one feels about themselves. Conversely, trait self-esteem describes the perception and conviction that an individual who is typically regarded and accepted by others have. Because of how the individual feels in the absence of relationship information, this is also sometimes referred to as the sociometer's resting state (Leary & Baumeister, 2000) [9].

This serves as inspiration to succeed. To express it accurately, it's a stable learned trait where a person finds fulfilment in aiming for and achieving a certain degree of excellence. It also describes a person's aspiration for great achievement, mastery of skill control, or elevated standards. Research indicates that those with a strong drive for success look for opportunities to compete against others, whether it be in the form of money, grades, or winning a game to demonstrate their success. These people typically choose their difficulties by avoiding circumstances where success is unlikely to occur or where it will come too readily (i.e., which would be unchallenging). However, those with low achievement motivation are typically driven mostly by a desire to avoid failing, thus they either go for easy tasks to ensure they don't fail or for not too difficult tasks where failing has no consequences. People who have a strong fear of failing will avoid tasks that are intermediately challenging because they think that they won't succeed where others have (Atkinson & Feather, 1966) [2]. According to the hypothesis, persons who have a high need for achievement typically create goals that are moderately challenging, take reasonably risky judgments, require quick feedback, get absorbed in their work, and take ownership of their actions. Although self-esteem and accomplishment motivation are two entirely different concepts, there is a correlation between the two: self- esteem's distorted likelihood of success and achievement motivation. As a result, having a high sense of self-worth contributes to performing well, which validates the original drive for achievement. Several articles also support self-esteem, demonstrating a positive correlation between self-esteem and success in school and the workplace (Coopersmith, 1967) [4].

Materials and Methods
Selection of Subject
A comparative descriptive research design was used to study 30 District and State level volleyball players of west Bengal. District and State level volleyball players for the study were selected by purposive sampling technique.

Selection of Variables: Self-esteem and Achievement motivation, these two variables were used to conduct this study.

Tools/Techniques
The data was collected using Self-esteem scale was developed by Dr. Rosenberg in 1975 and Achievement Motivation Scale by M. L. Kamlesh (1990) [15].

Data Analysis
Descriptive statistics were computed for all measures. The data obtained were analyzed with the help of statistical software (SPSS 20 version). The mean, standard deviation along with t test were computed to check the differences between samples mean of District and State level Volleyball players. The level of statistical significance was set at 0.05 levels.

Result

Table 1: Descriptive Statistics in Self-Esteem between State and District Players

Group Statistics for self esteem					
	Participation level	N	Mean	Std. Deviation	Std. Error Mean
Self Esteem	District	15	16.13	2.41	.62
	State	15	23.20	4.00	1.03

Table 1 indicates the self-esteem of District group mean and standard deviation as 16.13±2.41 whereas, State group mean and standard deviation is 23.20±4.00. It indicates that District level of volleyball players were having lesser mean in comparison to state level volleyball players in relation to Self-Esteem.
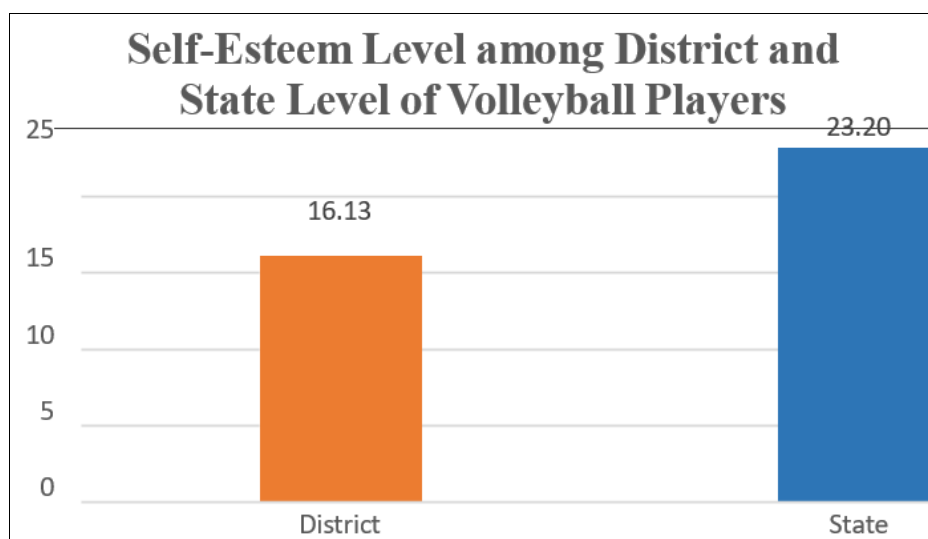
Fig 1: Graphical representation of Self-Esteem Level among District and State level of Volleyball Players

Table 2: Independent t test for Equality of Means on Self-Esteem between District and State level Players

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self Esteem	Equal variances assumed	1.48	.23	5.85	28	.00	7.06	1.20

Table 2 indicates that there is a significant difference in self-esteem between District and State level of volleyball players. The result of levene's test is insignificant as the p-value is greater than 0.05 it concludes that the variance of both the group are same, in other word, homogeneity of assumption is not violated. It is observed that value of t-test was significant as p-value was 0.00 which was less than 0.05. Hence there is a significant difference in Self-Esteem between District and State level players.

Table 3: Descriptive Statistics in Achievement Motivation between District and State Players

Group Statistics					
	Participation Level	N	Mean	Std. Deviation	Std. Error Mean
Achievement motivation	District	15	19.80	4.34	1.12
	State	15	22.66	1.83	.47

TABLE 3 indicates that the Achievement Motivation in the district group mean and standard deviation as 19.80 ±4.34 whereas, state group mean and standard deviation is 22.66 ±1.83. It indicates that District level volleyball players were having lesser mean in comparison to state level volleyball players in relation to Achievement Motivation.

Fig 2: Graphical representation of Achievement Motivation of District and State Level of Volleyball Players

Table 4: Independent t test for Equality of Means on Achievement Motivation between District and State Players

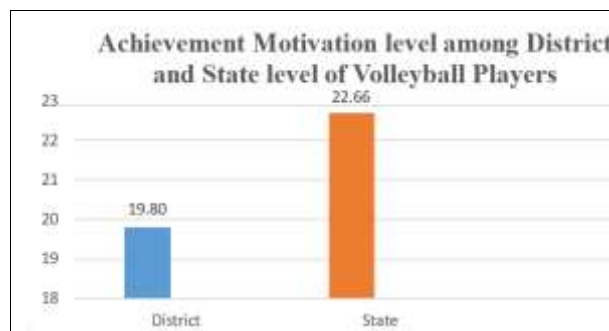| Levene's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference
6.158	.019	2.35	28	.026	-2.86	1.21

Table 4 Indicates that there is a significant difference in Achievement Motivation between district and state players of volleyball.

The result of levene's test is significant as the p-value was less than 0.05. It indicates that the variance of both the group are not same, in other word, homogeneity of assumption is violated. It was also observed that t-test was significant as p-value was 0.026 which was less than 0.05. Hence there is a significant difference in Achievement Motivation between district and state players.

Discussions

When it comes to sports, an athlete's motivation, performance, and general well-being are all greatly influenced by their sense of self-worth. Self-esteem is a person's subjective assessment of their own value and aptitude in a certain area, like athletics. Within the realm of competitive sports, there is a discernible disparity in the self-worth of athletes competing at the national and state levels. (Roy & Mukhopadhyay, 2021) [12]. In order to explain why players at the national level typically have higher levels of self-esteem than players at the state level, this discussion has examined the elements that contribute to this discrepancy in self-esteem. A notable element influencing the difference in self-worth between players at the national and state levels is the degree of accomplishment and acknowledgment each group receives in competition. (Jiteshwor *et al*., 2013) [6]. Players at the national level have generally had greater success and reputation as a result of participating at the national level, representing their nation, and frequently receiving praise from the public and media. (Sibilla *et al*., 2021) [13]. National-level athletes feel more confident about themselves since they are part of a select group of athletes who have achieved remarkable success on a national level, which is reinforced by this increased degree of recognition and achievement. Furthermore, the social comparison theory asserts that people assess themselves by contrasting their skills and achievements with those of others. (Abatkun & Mohan, 2017) [1]. Players at the national level are frequently surrounded by peers and rivals with comparable or superior skill and accomplishment levels, fostering a social environment where success and brilliance are expected and normalized (Ercis, 2018) [5]. Players at the state level, however, could be in situations where their achievements are not as prominent or striking as those of athletes at the national level. Players at the state level may feel less confident in themselves as a result of this social comparison gap because they think they don't measure up to the expectations established by their more accomplished peers. In addition, compared to players at the state level, national-level athletes frequently have more access to resources, coaching personnel, training facilities, and competition chances. (Zeng, 2003) [14]. National-level athletes' skill level is improved by exposure to top-notch coaching and competition, which also helps them feel competent and confident in their talents. (Jones *et al*., 1991) [7]. State-level athletes, on the other hand, could have fewer resources and growth chances available to them, which could damage their confidence in their own skills as athletes.

The incentive for achievement among players at the national and state levels has drawn attention. In contrast to their state-level counterparts, players at the national level generally have higher levels of achievement motivation; this discussion seeks to explore the fundamental causes of this phenomenon. Goal orientation theory, which holds that people pursue goals either to enhance their competence (Task orientation) or to demonstrate their competence (ego orientation), is one well-

known explanation. (Baser *et al.*, 2013) [3]. Players at the national level frequently have a greater task orientation, placing more emphasis on mastery and skill growth than on showing off their skills. Their quest of perfection is driven by this innate urge to constantly improve. Furthermore, increased accomplishment motivation is fostered by the competitive national context. According to the social comparison hypothesis, people assess their skills and performance in relation to others (Rabaz *et al.*, 2015) [11]. Players are exposed to elite peers at national events, which fuels their desire to do better. This never-ending comparison encourages a strong achievement-oriented mindset and serves as a stimulus for ongoing progress. Furthermore, expert coaching, cutting-edge facilities, financial assistance, and other resources are all advantageous to players competing at the national level. (Kajbafnezhad *et al.*, 2011) [8]. In addition to helping players grow their skills, these resources give them a sense of accountability for making the investment in their training worthwhile. The pressure to live up to expectations, both internal and external, is a powerful incentive for athletes competing at the national level to always aim higher.

Conclusion
The psychological dynamics of volleyball have been better understood through comparative research on self-esteem and achievement motivation among players at different skill levels. Numerous important conclusions have been drawn from a thorough analysis of self-esteem and accomplishment motivation in players of all skill levels, from beginners to experts. First of all, in the context of volleyball, the study emphasizes the complex relationship between self-esteem and achievement motivation. It has been noted that a person's motivation to succeed in a sport is greatly influenced by their sense of self-worth, which is a basic component of their self-concept. Increased confidence, resiliency, and intrinsic motivation are frequently linked to higher levels of self-esteem, and these traits support consistent effort and peak performance on the volleyball court. Additionally, the study draws attention to the subtle differences in players' drive for achievement and sense of self-worth across a range of skill levels. Due to their considerable preparation, expertise, and proven track record of success, top athletes may display stronger levels of self-esteem and intrinsic motivation, while inexperienced players may struggle with issues of self-doubt, performance anxiety, and external validation. The aforementioned discrepancies highlight the significance of customized therapies and support systems in fostering the mental health and athletic potential of athletes at all levels. The study also clarifies the possible impact of outside variables on players' self- esteem and drive for success, including coaching philosophies, team chemistry, and competitive pressures. Players' confidence, autonomy, and intrinsic drive can be increased in a friendly and encouraging coaching environment that emphasizes effort over outcome, sets goals, and provides constructive feedback. This can create a positive feedback loop that promotes players' growth and development. The results also highlight the necessity of comprehensive strategies for volleyball talent development and identification. Technical proficiency and physical characteristics are unquestionably vital, but psychological qualities like self-worth and drive for achievement shouldn't be disregarded. In volleyball programs, stakeholders can improve players' long-term involvement, performance potential, and general well-being by fostering a culture of psychological empowerment and resilience.

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