

RESEARCH OF ADOLESCENT VOLLEYBALL PLAYERS INTRINSIC MOTIVATION FOR ACHIEVEMENT OF HIGH SPORTS RESULTS

Research notes

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Abstract

Athletes' motivation is a key factor for high achievement in sports. It is of particular importance for volleyball as it is a sport with very complicated techniques which require a long time to master. The aim of this paper is to identify the level of intrinsic motivation in adolescent volleyball players on the way to achieve high sports results using motivation questionnaire method. The study sample was composed of 21 athletes from the volleyball team of VC Sofia University. Specially designed questioner was applied in order to determine the intrinsic motivation of the volleyball players.

The study was conducted in the beginning of the preparatory period for the academic year 2019 – 2020. Future volleyball players have to make a lot of effort and need quite a long time for practice that should be well supported by the high level of motivation to overcome the difficulties, to develop and achieve a high-performance sports level.

Keywords: *volleyball, motivation questionnaire method, sport achievements, sports success*

INTRODUCTION

The problem of athletes' motivation is the key to achieving high athletic success. It is of particular importance for volleyball, a sport with a very complex technique that requires a long period of mastery. The work of future volleyball players is long and sometimes very hard, which in turn implies a high level of motivation needed for overcoming, developing, and achieving high sportsmanship. The author Bozhilov, expressed a similar opinion in his research on volleyball defense, namely that the performance of the volleyball team depends on the competitive, high spirit, motivation and desire to win (Bozhilov, 2010).

Sports, in particular volleyball, incorporates extremely complex behavioral problems. As a result of the intense competition presented in the sport, important changes can occur in the players' behavior. Human behavior is controlled, directed and modified through certain motives. Therefore, "motivation" deals with variables that incite the person to act and ultimately to achieve a specific goal. Motivation is the energy that catalyzes the behavior (Solanki & Solaniki, 2018).

Motivation is inherent in every person to a greater or lesser extent. This process is particularly complicated in childhood and its realization depends to a large extent on the search for new opportunities, the creation of conditions, the environment in which the child is placed. Training in sports, in particular volleyball, provides conditions for the development of personal abilities in adolescents. To accomplish this process, it is necessary to carry out the following: dialectical connection of knowledge with the performed motor activity; operational mastery of a wide range of knowledge about this activity; modern technical and material support of the educational process; enrichment of the criteria for evaluation of the overall result in functional, motor, cognitive and personal terms (Kancheva & Petrov, 1998)

Achievement of motivation is the engine that drives the individual to choose the means, strategies, and approaches for satisfaction with their efforts. It is defined as an internal process that activates, directs, and maintains a person's behavior over time (Bogdanova, 2015). It is the most important starting point for conducting effective training (Bakalova, 2015).

Every management system needs diverse, complete and accurate information about the managed object. It is very important that

the coach has an impartial system for control and assessment of the condition of the site to be affected. The control supports his activity and creates a correct idea of the level of certain indices and their desired level (Ivanov, 2018). Motivation stimulates the individual in his efforts to achieve the desired goals, most often successes, achievements. When the motive is realized by the person, it becomes a goal and he receives a prompt stimulating force (Newton, 1975). Motivation is very important for the training process. Moreover, without knowing the motives, it is impossible to predict behavior and manage it successfully (Ignatov, 2010). Coaches have important role in process of motivation of athletes. Quality relation between players and coaches have positive effects in development of internal motivation. As this relation improves, motivation increase affecting positively on player – coach relation (Aksakal et al, 2018). The coach must have certain information about his players, such as personality traits, reasons for starting a sport, family structures, values, lifestyles, needs, financial status, social status and friendship. In addition, he should be aware of their motivational characteristics and levels of motivation, as well as the specific ways to motivate each player (Abacai & Kuru, 2013). This is important given that positive motivational aspects decrease during adolescence, and sedentary lifestyles are becoming more common among adolescents (Hagger, Chatzisarantis, Culverhouse & Biddle, 2003).

Nowadays, a sports career is considered to be a multi-year sports training aimed at achieving high sports results, with the constant cultivation of the athlete in one sport or another. An important feature of a sports career is that it refers to the so-called early career coinciding with different ages: childhood, adolescence, adulthood when the formation of the individual is extremely intense. In this growth, the motivation of the athlete is an important condition for the achievement of excellence. For this reason, the development of motivation in building a sports career is of interest not only for sports psychology but also for the psychology of development and acmeology - a section exploring the patterns and mechanisms that provide opportunities to achieve a high level of individual development. It answers some important questions: why children start playing sports, how sports affect forming the individual, the process of socialization, the reasons athletes turn at a certain stage the sport into a way of life, why and when athletes quit sports, etc. The answers to these ques-

tions give coaches guidance on how to shape sport's motivation, taking into account its peculiarities during the various stages of building a sports career, and ultimately help to consolidate sports longevity (Ilyina, 1998).

The above elaborated, has provoked our interest and defined the purpose of this research - to identify the level of intrinsic motivation in adolescent volleyball players on the way to achieve high sports results. Following research tasks were determined: 1) Preparing questionnaire to establish the intrinsic motivation level of adolescent volleyball players; 2) Processing the data from the questionnaire and establishing the level of motivation; 3) Presenting the conclusions and recommendations concerning the intrinsic motivational characteristics of the sample of athletes.

METHODS

The subject of the study is the sport-pedagogical process aiming to improve the level of motivation of adolescent boys' volleyball team.

The object of the study is the intrinsic motivation of the athletes to achieve a high-performance sports level.

The coverage of the study was composed of 21 athletes from the volleyball team of VC Sofia University (born January 2001 - December 2002).

The study was conducted in the beginning of the preparatory period for the academic year 2019 – 2020.

The research is based on a questionnaire method, specifically developed for this study (direct individual profile) and consisting of 20 questions. The characteristics of the instrument were previously determined. All questions aim to establish the intrinsic motivation of the athletes included in the study and are divided into three groups;

- Questions aimed to determine the attitude of the respondents for the sport they practice, namely volleyball;
- Questions about the extra amount of work they do in their spare time aimed to increase their ability;
- Questions directed at the competitors' attitude demonstrated during training and competition.

Obtained data were analyzed using basic descriptive statistics parameters and presented using frequencies (f) and percent's (%).

RESULTS AND DISCUSSION

The first two answers to all questions are aimed for athletes with high intrinsic motivation to achieve high athletic performance. The second two answers would be of interest to people who need serious external motivation or do not have serious ambitions to grow up in the field of volleyball. The results obtained after processing the survey are presented at Figure 1.

The results on the graph show that more than 87% of the preferred answers to questions are A and B, which indicates a relatively high level of motivation among the respondents for successful development in the field of volleyball.

Questions # 1 to # 4 examine the athletes' attitude to volleyball and are indirectly related to the level of motivation to excel in this sport (Figure 2.). Over 90% /Question # 1, Why You Choose to Play Volleyball/ have chosen this sport because they like it and consider it multifaceted. From all athletes included in the study, for question #2 "How much extra time per month, apart from organized training, do you spend to improve your sports form" and question #3: "Do you actively practice sports in the summer when there are no organized training activities/ state they train additionally to improve their athletic form", for 47.6%, this amount is up to 10 hours per month, which we think is insufficient and there is a space to improve

the motivation for individual work. Only one person in the survey group does not practice sport in the summer, which speaks of a lack of ambition for professional growth. More than half of participants, particularly 52.4%, for question #4: "Do you think that you have been provided with optimum conditions for your growth in the field of volleyball", consider that they have been given good conditions for their future development, 28.6% compensate with more work the insufficient in their opinion conditions, and 4 of the respondents believe that in Bulgaria there are no opportunities for building a sports career. Perhaps the opinion of some of the athletes that lacking the ideal conditions for sports development prevails in answering question 6 "What are your ambitions for growing up in the field of volleyball" and 66.7% of the respondents say that they are related to a career abroad.

In our opinion, signs of a high-level motivation are the attitude that athletes have towards teammates, successful athletes, the presence of idols, interest in sports life nationally and globally. Questions 18, 19, and 20 are more likely to reveal similar motivation-indirect traits (Figure 2). From surveyed athletes, 71.4% show higher confidence. For the question #18 "Do you feel more confident when in a complex situation /competition/ you see next to you highly motivated and willing to win teammate" representing that they feel highly motivated by a teammate whom they respect. Not a small number, i.e. 76% of participants, for the question #19 "Do you have an idol in volleyball that you want to imitate", that they have an idol whom they imitate or have a strong respect for all successful athletes. For the question #20 "Do you keep track of all the important events in the field of volleyball in Bulgaria and around the world", only 2 people answered that they do not show constant interest in sports events happening in our country and abroad. The rest are interested in what is happening in the field of volleyball, following in one way or another what is happening in our country and around the world.

Questions 5, 6, 7, 8, 9, 10, 12, 14, 16, 17 from applied questionnaire, are closely focused and provide information on the level of intrinsic motivation in the training process, competition and ambitions for the future development. The results are presented at Graph 3.

Of the results presented above, questions 7, 14, 16 and 17 are of great interest for the paper. They are defined as follows: Question 7 "During the competition, do you think you are giving your best to win?", Question 14 "Do you start every time the competition with a winning mindset?", Question 16 "Does winning motivate you to work harder in the future?" and Question 17 "How does your match loss affect you?"

Analyzing the results, exactly 81% of respondents say they put in the maximum amount of effort to win a competition, 95% say they go out with a winning mindset in every match. Over 76% say that the victory motivates them to work hard further in the training process. Approximately half of the respondents, i.e. 57%, say that losing during a match was also a motive for serious work to compensate for weaknesses in the game. The remaining 52.4% share the unpleasant feeling of the loss, but do not point it out as a motive. This suggests that the moment after a lost match is especially significant from a motivational point of view to overcoming the negative effects caused by the loss.

Close to these percentages, particularly 71.4% of participants in the study, on Question 8 "Do you consider your free time with an upcoming competition, do you comply with the regime", conform their free time to an upcoming competition by observing a regime. More than half of the contestants (57%), for Question 9 "Do you need additional motivation other than your personal for good performance in the competition" answered that their intrinsic motivation

is always strong enough to perform well, and the rest of the team in greater or a lesser extent, need additional motivational incentives, which are most often a conversation with the coach or the presence of relatives and friends at the competition. Within these frames is the answer of the surveyed contestants on Question 10 “Do you feel that when you play against stronger teams you are not motivated as much as possible to win”. From total number of participants, 66.7% have a strong motivation to win when their opponent and the others need additional conditions to overcome the tension resulting from the upcoming difficult match. From the external motivational factors. For Question 12, “What motivates you most for a good performance in the competition”, the majority of respondents, i.e. 52.4%, prefer a motivating conversation with the coach.

For question 13 “Using which method motivates you more: incentive or punishment” is aimed at revealing major, motivating factors in training adolescent volleyball players. From the suggested answer options, we notice that the encouragement and punishment in the training process motivate positively higher percentage of volleyball players 43%. Encouragement is the stronger motivating factor for 33.3% of them. Punishment or the discomfort from the fault is a motive for 14% of the respondents. Questionnaire results show a relatively high level of intrinsic motivation in the team. Some situations need need to be emphasized to raise this level at a particular moment, under specific circumstances. There is something to be desired in terms of the extra amount of free time work, adherence to

pre-competition mode, extrinsic motivation before a sports competition, especially with a stronger opponent, the inclusion of some individuals from the surveyed team to the high level of motivation observed in their teammates, etc. Based on the obtained results and after the analysis, we make the following

CONCLUSIONS AND RECOMMENDATIONS

- Most of the surveyed contestants have a high level of intrinsic motivation and do not need any additional one, a required condition for each competitor and team to achieve high results in the field of sports;
- For many of the athletes, the coach and the conversations with him during training and before the competition are a strong motivating factor;
- The methods of encouragement and punishment with the predominant influence of the first ones are at the heart of motivation aiming higher level of work;
- The leading motives of athletes from the surveyed team are: multifaceted development through volleyball, desire for realization in the work, desire for victory in the competition, high level of realization in the field of volleyball;
- Extra motivation is an important factor for successful performance and must be part of any training and competition;
- Sports teachers and coaches should create a system for daily reporting of the competitor’s motivation aiming to upgrade and achieve a high level of influence of this factor on the sports results;
- Competitors should be motivated for active summer holidays, i.e. independently to carry out a serious amount of work aimed at maintaining and raising the level of the main aspects of volleyball player training.

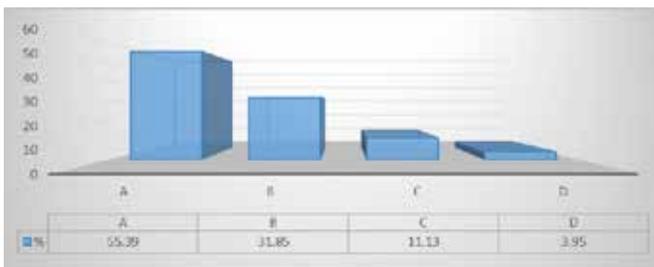
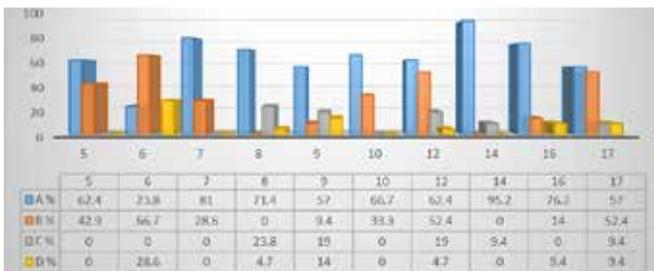
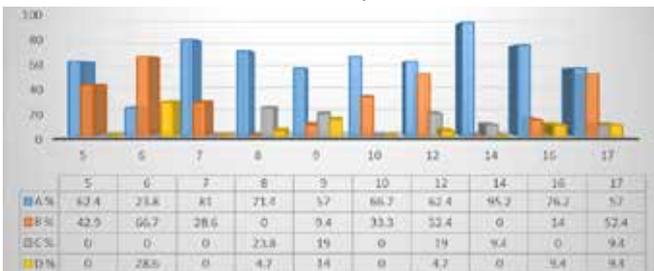


Figure 1. Answers from the survey in percentage.



Graph 2. Percentage of answers to questions indirectly related to the level of motivation.



Graph 3. Percentage of answers showing the level of motivation for successful performance in the training and competition process.

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