International Journal of Research in Economics and Social Sciences(IJRESS)
Available online at: http://euroasiapub.org
Vol. 13 Issue 02 February- 2023
ISSN: 2249-7382 | Impact Factor: 8.018|
(An open access scholarly, peer-reviewed, interdisciplinary, monthly, and fully refereed journal.)

STUDY OF MOTIVATIONAL PROFILES AND ANXIETY AMONG COLLEGE LEVEL FEMALE PLAYERS

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ABSTRACT

Bocce players were asked about their motivational orientations and their anxiety levels for the purpose of this research. Gender variations in the link between the two were also studied. This research was carried out with the voluntary participation of a total of 88 bocce players, 47 of whom were female and 41 of whom were male. The "Sport Competitive Anxiety Test" (SCAT) and the "Sport Motivation Scale" (SMS) were both tests that were completed by every single participant. The analysis of the data was performed using SPSS 19.0, utilising arithmetic means. ($\bar{x}$), analysis using the standard deviation (SD), the t-test, and the correlation coefficient For the sake of determining the statistical significance, the p value was set at 0.05 and below (p0.05). According to the findings, female players had a higher level of intrinsic motivation, while also displaying lower levels of both external regulation and amotivation than male players did. Also, it was shown that female players had a little greater degree of competitive anxiety than male players do. The findings of the t-test indicated that there were statistically significant variations between the degrees of external regulation and amotivation shown by female and male players; however, none of the intrinsic motivation subscales exhibited statistically significant differences. In addition, there was no discernible difference in the degrees of competitive anxiety experienced by male and female Bocce players. In addition, the findings demonstrated that there was no connection between the various motivational orientations and levels of competitive anxiety. In conclusion, female players had higher scores than male players on the dimensions of intrinsic motivation and competitive anxiety, but lower scores on the dimensions of external regulation and motivation.

Keywords: *Motivation Orientations, Intrinsic Motivation*

INTRODUCTION

During the course of the last four decades, there has been a significant explosion in the field of sport psychology research. A significant number of researchers have concentrated their attention on numerous facets of sport psychology, such as concentration, motivation, anxiety, personality, relaxation, imagery, and other similar topics, in an effort to discover the optimal circumstances that lead to the psychological well-being of athletes.

This research looked at the link between two significant areas of sport psychology—competitive anxiety and different motivational orientations—and attempted to understand the nature of that connection. Both of these topics are of the utmost significance for the athletes who are competing against one another in order for them to be successful in their chosen sport. Very high levels of motivation are associated with a stressful circumstance known as anxiety. If this anxiety is not kept under control and contained within reasonable boundaries, it may lead to a variety of additional psychosomatic and depressive diseases. In addition, anxiety is one of the personality qualities that may be uniquely attributed to each individual person. Exaggerated anxieties and expectations are a primary contributor to anxiety, which may manifest itself in a variety of bodily manifestations, including headaches, muscular tension, stomach cramps, and an increased need to urinate. As a result, there is a substantial connection between physical performance, anxiousness, and motivation.

Martens was the first person to use the term "competitive anxiety" to describe the anxiety that occurs in the setting of sports. He created the concept of competitive trait anxiety as a problem that is unique to the sport of competition using Speilberger's idea of trait anxiety as a foundation. He described competitive trait anxiety as the propensity to view competitive circumstances as dangerous and to react to these events with emotions of fear and stress. In other words, competitive trait anxiety is a kind of performance anxiety. Those that have a high level of anxiety as a characteristic will, as a result, see competitive circumstances as dangerous and will, as a consequence, feel greater levels of anxiety when they are in these types of scenarios. Yet, the condition of being anxious in reaction to certain competitive circumstances is referred to as competitive state anxiety.

This condition is often comparable to that of anxiety, with the primary distinction being that the trigger for an apprehensive reaction is always a circumstance involving a sport.

The level of competitive anxiety has a direct bearing on an athlete's performance, and the more it increases, the more their performance will suffer as a direct result. Because of this, it is of the highest significance to investigate the reasons that cause anxiety in athletes, as well as alternative strategies that can be used to regulate and lower the degree of anxiety.

The concept of motivation, which is also believed to have tight ties with anxiety, is another significant topic in the field of sport psychology. As a result, it is essential to make an effort within the same case studies to investigate the connections and exchanges that may exist between the two concerns.

Deci and Ryan conceptualised motivation as a continuum that moves from high to low self-determination as one progresses from intrinsic motivation, to extrinsic motivation, and then amotivation. They did this by dividing motivation into three major parts: intrinsic motivation, extrinsic motivation, and amotivation. On the other side, amotivation refers to a state in which one feels relatively unmotivated, while intrinsic motivation refers to the act of engaging in an activity for the purpose of the action itself.

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The concept of being involved in an activity for the sake of the activity itself, out of interest, and for the pleasure and satisfaction obtained just from doing the activity is what is meant by the term "intrinsic motivation." In the context of athletic participation, the term "intrinsic motivation" refers to a state in which the athlete participating in a particular sport finds that sport to be interesting and enjoyable, as well as content with what he learns and accomplishes as a result of his participation in the sport.

Extrinsic motivation, on the other hand, refers to a number of behaviours where the objectives of the action transcend beyond those that are inherent in the activity itself. In contrast to intrinsic drive, extrinsic motivation is associated with a variety of activities. An example of an extrinsically driven athlete would be one who competes in a particular sport in order to impress other people, to raise their social standing, to relieve stress, or to win a prize. The divisional view of motivation as intrinsic – extrinsic has been demonstrated to be true in numerous life domains, including physical education and sport domain.

On the other side, the condition known as amotivation describes a state in which there is no evidence of any kind of self-determination. Apathy, also known as amotivation, may be described more simply as the absence of both inner and external motivation. So, a person who lacks motivation has no incentive to take part in the activities that are being offered.

There are further sub-divisions within the primary categories of intrinsic and extrinsic factors. Extrinsic motivation may be broken down into three categories: external regulation, introjected regulation, and identifiable regulation. These categories are listed in order from greater to lower degrees of self-determination. Behaviors that are governed by external methods such as incentives and restraints are said to be subject to external regulation. Generally speaking, extrinsic motivation and external regulation go hand in hand. Introjected regulation takes place when people internalise the external circumstances that were previously external to them and push themselves to engage in the action. In conclusion, the recognised regulation takes place when the person arrives to the conclusion that the action in question is highly significant and should, as a result, be carried out of their own free will.

There are also three subcategories of intrinsic motivation: the intrinsic motivation to know, the intrinsic desire to do things, and the intrinsic motivation to feel stimulation. The first one illustrates the joy of gaining new information and skills via participation, the second one illustrates the joy of actively participating in and carrying out activities, and the third one illustrates the joy of experiencing exciting sensations. So, it is possible to say that the athletes, who are always looking for something new and exciting to do, are inherently driven to have their senses stimulated.

In the context of the theoretical information offered above, the major goal of this research was to evaluate the link between competitive anxiety and motivation orientations, individually intrinsic, extrinsic motives and amotivation. Another important goal of this research was to find out the gender variations in competitive anxiety and motivation orientations of Bocce players. Previous study has several times indicated gender disparities under particular settings and in various sub-scales of motivational orientations and competitive anxiety levels of athletes.

The majority of the case studies that have been conducted in sport psychology up to this point have mostly focused on anxiety. Researchers highlighted the significant propensity, particularly in the applied environment, to concentrate on anxiety solely. In numerous research it was pointed out that broader range of emotions of athletes should be examined in order to figure out better circumstances to improve athletes' psychological well-being, so that they may achieve better achievements in contests.

There were several research that had been done that focused on the connection between an anxious state and a motivating atmosphere. Several research have provided evidence that suggests probable connections to the cognitive aspects of anxiety. Several studies have revealed that cognitive and somatic anxiety have different relationships with other factors, such as the quality of motor performance, cognitive processing, and psycho-physiological measurements. This has been shown by the researchers. It is essential to have a clear understanding of which aspects of anxiety are affected by a particular intervention.

According to what the research has shown up to this point, personality traits have the greatest influence on one's intrinsic drive. As a result, different sorts of people are drawn to compete in various sports, and even in the same sport, different aspects of competition might need quite different personalities. Both the choice to take part in certain activities and the feelings that are felt are, to a certain degree, determined by the persistent individual distinctions that exist. Hence, the interaction between a person's personality, the orientations of their motivation, and competitive anxiety is another essential topic that need to be researched through longitudinal case studies.

To this day, there have been no research that have been published that directly investigate the connection between the motivation orientations sub-scales and competitive anxiety. There were just a few research that looked at motivation and anxiety within the same environment, but none of those studies put a considerable amount of emphasis on the connection between the two concepts. Yet, there was a comparable research which was done in EFL classroom setting, and emphasised on the links between language learning anxiety, motivation, and gender.

OBJECTIVES

1. To study motivational profiles and anxiety among college level female players

2. To study Motivation Orientations and female players

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MATERIAL AND METHODS

The current investigation is a descriptive-correlational one, and it analyses the link between the orientation factors and competitive anxiety, as well as the gender factor. This is done in line with the goal of the study.

Sample Group

Participants in Bocce tournaments will serve as the study project's sample group. Bocce, also known as Boules or Petanque in French and Bowls in English, has been a popular sport in Turkey during the last 8 years since the country's national federation was established in 2005. In French, the game is referred to as Boules. Bocce is a particularly characteristic sport since it consists both individual and team contests, conventional strategic games that are played against opposing teams, as well as fast-moving, endurance- and strength-demanding disciplines that are played against the clock. As a result, it would include both individual and team competitions and call for skills in both the mental and physical domains. As a result, the results of this research ought to typically be relevant to a greater variety of sporting activities.

There were 88 volunteers from the Turkish primary level of the Bocce league. There were 47 girls and 41 boys among the participants. All of the players from the 18 different teams who took part in the main league's initial phase during the 2012-2013 season were given the opportunity to take part in the study. Table 1 contains a breakdown of the participants in terms of their ages as well as their genders..

Table 1 Distribution of gender and age within the group being sampled

	n	$\bar{X}$ (age)	SD (years)
Male	41	23.09	11.80
Female	47	19.46	7.46
Total	88	21.15	9.83

Data Gathering Tools

The Sport Motivation Scale (SMS) and the Sport Competitive Anxiety Test were all completed by the participants (SCAT).

The Sport Motivation Scale is an instrument that measures: This test, which was designed by Pelletier et al. in 1995 and comprises 28 questions as responses to the question "Why do you practise sport?," is valid and reliable for measuring sport motivation. Its creators were able to

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conclude that the test was effective. The test is made up of seven different subscales that evaluate different aspects of seven different motivational constructs. These motivational constructs are as follows: three different types of intrinsic motivation (intrinsic motivation to know, to accomplish things, and to experience stimulation), three different types of extrinsic motivation (external, introjected, and identified regulation), and amotivation. On a scale from 1 (does not correlate at all) to 7, the Likert scale is used to provide a ranking to each individual item (corresponds exactly).

SCAT stands for the Sport Competitive Anxiety Test. This test, which was devised by Martens to determine the degrees of anxiety that athletes experience during competition, consisted of fifteen different items altogether. There are a total of 15 questions on the exam, 10 of which pertain to the anxiety, and five additional questions were included in order to lessen the degree of subjectivity associated with the responses. There were three distinct terms that were used to respond to the questions: "never, occasionally, and frequently."

The SCAT has been shown to be a useful research instrument; yet, it has come under fire from a large number of researchers due to the fact that it predominantly evaluates somatic anxiety. Yet, the majority of researchers still favour using it as their main tool for data collection. Because of this, the researchers behind this study decided to make use of SCAT while collecting data.

In this context, it is also important to make mention of several earlier studies who expressed scepticism about the validity of all sport competition anxiety assessments. The construct validity of the currently available anxiety measures is the initial source of the difficulties that have arisen. It has been hypothesised that these examinations may confuse pleasant exhilaration with anxiousness. In addition to this, it does not provide clear information on whether or not an athlete views a competition as a danger and to what degree they see it as a challenge.

In order to achieve the highest possible level of validity in the test findings, the participants were required to complete the anxiety test at least thirty minutes before the start of the competition, as was recommended by the researchers who came before us.

DATA ANALYS

The data derived from these 2 tests were evaluated using the Statistical Package for the Social Sciences (SPSS) version 19.0 through arithmetic means ($\bar{X}$), standard deviation (SD) and independent samples t-test. Besides correlational analyses were conducted with sex, age, and the motivational dimensions and anxiety to explore the relationships between them. For the statistical significance, p value was taken as 0.05 ($p<0.05$).

Findings

The results of SCAT and SMS tests are presented in Table 2 below. According to these results, female players demonstrated more intrinsic motivation ($\bar{X}=$ 5.10 & 5.14) and more introjected regulation ($\bar{X}=$ 5.02) than male players ($\bar{X}=$4.96, 4.75 & 4.87), while displaying less external regulation ($\bar{X}$=3.90) and less amotivation ($\bar{X}$=2.96) than male players ($\bar{X}$=4.48 & 3.43). On the other hand the identified regulation levels of both groups appeared to be almost equal ($\bar{X}$=4.68 & 4.65). When it comes to the competitive anxiety levels, female players were observed to have slightly higher average ($\bar{X}$=19.80) than males ($\bar{X}$=18.17)..

According to the results of t-test, there were significant differences between female and male players in external regulation (t= -2.01) and amotivation (t= -1.76). None of the intrinsic motivation subscale was found to be statistically significant. Besides, there was no significant difference in competitive anxiety levels of female and male Bocce players.

Table 2. The comparison of motivation orientations and competitive anxiety levels of the athletes according to gender variability

	FEMALE $\bar{X}$	**SD**	**MALE $\bar{X}$**	**SD**	**t**
Motivation orientations:					
Intrinsic – knowledge & accomplishment	5.10	1.03	4.96	1.40	.52
Intrinsic – stimulation	5.14	1.12	4.75	1.56	1.38
External regulation	3.90	1.38	4.48	1.27	-2.01*
Identified regulation	4.68	1.21	4.65	1.50	.11
Introjected regulation	5.02	1.36	4.87	1.47	.51
Amotivation	2.96	1.03	3.43	1.47	-1.76*
Anxiety levels:					
Competitive anxiety	19.80	4.72	18.17	4.12	1.71

*p < 0.05

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Table 3. Correlation between motivation orientations sub-scales and competitive anxiety

	Intrinsic – knowledge & accomplishment		Intrinsic – stimulation		External regulation		Identified regulation		Introjected regulation		Amotivation	
Competitive anxiety	-.102	p>0.05	-.077	p>0.05	.050	p>0.05	.044	p>0.05	-.137	p>0.05	.114	p>0.05

Table 4. Correlation between motivation orientations sub-scales, competitive anxiety, and age and gender

	Intrinsic – knowledge & accomplishment		Intrinsic – stimulation		External regulation		Identified regulation		Introjected regulation		Amotivation		Competitive anxiety	
Age	-.056	p>0.05	-.148	p>0.05	-.211*	P=.048	-.013	p>0.05	-.055	p>0.05	.187	p>0.05	-.182	p>0.05
Gender	.138	p>0.05	.100	p>0.05	-.079	p>0.05	.013	p>0.05	.079	p>0.05	.147	p>0.05	-.264*	P=.013

*p < 0.05

The correlation analyses are presented in Table 3 and Table 4 above.

The correlation analyses between motivation orientations sub-scales and competitive anxiety conveyed that there was no correlation between them (Table 3).

When the motivation orientations sub-scales and competitive anxiety levels were examined according to the age and gender variables, it was found that age and external regulation, and gender and competitive anxiety were negatively correlated.

CONCLUSION

The study of anxiety, its antecedents, its relations with other psychological variables, and its consequences has a long history of theoretical and empirical attention within sport psychology. Parallel to this empirical attention within sport psychology, this study also aimed to explore the motivation orientations and competitive anxiety levels of Bocce players, and to examine the relationship between them. A second purpose was to assess the gender differences. In this study there was no correlation between motivation orientation sub-scales and competitive anxiety. This result is in line with the findings of previous studies in which task orientation of athletes had no significant relationship with their competitive anxiety.But there were some other studies which had found correlation between some motivation subjects and anxiety. In one of these studies in which the relationship between competitive anxiety, achievement goals, and motivational climates were

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studied, it came to the conclusion that there is significant relationship between task orientation and competitive anxiety of team athletes.

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