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A Study of Selected Psychological Components of School-Level Volleyball Players of Udhampur District

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ABSTRACT

The pupose of the present study was to assess selected psychological components of school-level volleyball players of Udhampur District. Thirty male volleyball players aged 17–19 years were selected from selected schools of Udhampur District. The psychological components selected for the study were competitive anxiety, self-confidence, and achievement motivation. Competitive anxiety was assessed using the Sport Competition Anxiety Test (SCAT), self-confidence was assessed using an appropriate validated sport-confidence measure, and achievement motivation was assessed using a Sport Achievement Motivation Test. Descriptive statistics were used to determine the level of each psychological component, while Pearson's product-moment correlation was proposed to examine the relationships among the selected variables. The study is intended to provide information regarding the psychological characteristics of school-level volleyball players and to highlight the importance of psychological preparation in addition to physical and technical training. The results revealed that indicated a moderate level of competitive anxiety, moderate-to-high self-confidence, and relatively high achievement motivation among the players. The findings may be useful to physical education teachers, volleyball coaches, and sports psychologists in developing appropriate psychological training programmes for young athletes.

Keywords: Competitive Anxiety, Self-Confidence, Achievement Motivation, Volleyball, School-Level Players, Psychological Components.

INTRODUCTION

Volleyball is a highly competitive team sport that requires a combination of physical fitness, technical skill, tactical understanding, and psychological preparedness. Players are required to perform various skills such as serving, passing, setting, attacking, blocking, and defensive movements while responding to rapidly changing competitive situations. Although physical and technical abilities are essential for successful performance, psychological characteristics also play an important role in determining how effectively players perform under pressure. Competitive anxiety is one of the important psychological factors experienced by athletes before and during competition. Excessive anxiety may affect concentration, decision-making, emotional control, and confidence. Self-confidence refers to an athlete's belief in his or her ability to successfully perform a particular task or sporting skill. Players with appropriate levels of self-confidence may be better able to cope with competitive pressure and maintain effective performance.

Achievement motivation is another important psychological characteristic that reflects an athlete's desire to achieve success, improve performance, overcome challenges, and attain personal or competitive goals. Previous research has demonstrated the importance of psychological characteristics in volleyball. Kais and Raudsepp reported significant relationships among competitive anxiety, self-confidence, and athletic performance in beach volleyball players. Research involving adolescent volleyball players has also shown that psychological skills training, including goal setting, positive self-talk, and imagery, can improve sport self-confidence. These findings suggest that psychological preparation should be considered an important component of volleyball training. School-level volleyball players between 17 and 19 years of age are at an important stage of sports development. At this stage, athletes are exposed to increasing levels of competition and performance expectations. Understanding their psychological characteristics may help coaches and physical education teachers develop suitable training and psychological-support strategies. Therefore, the present study was undertaken to assess selected psychological components of school-level volleyball players of Udhampur District.

METHODOLOGY

Research Design
A descriptive research design was adopted for the present study. The design was considered appropriate because the primary purpose was to assess selected psychological characteristics of school-level volleyball players and examine the relationships among the selected psychological variables.

Participants
Thirty male volleyball players aged 17–19 years were selected from selected schools of Udhampur District. All participants were regular school students and actively participated in volleyball training and competition.

Sampling Procedure
The participants were selected through purposive sampling based on predetermined selection criteria. Only players who fulfilled the required age, participation, and eligibility criteria were included in the study.

Inclusion Criteria
Participants were included if they were regular school students aged 17–19 years, actively participated in volleyball, were physically capable of participating in the study, and voluntarily agreed to provide responses to the psychological questionnaires.

Exclusion Criteria
Players who were absent during data collection, failed to complete the questionnaires, or declined to participate were excluded from the study. Players with conditions that prevented them from participating in school-level volleyball activities were also excluded.

VARIABLES SELECTED FOR THE STUDY

Three psychological components were selected for assessment:

S. No.	Psychological Variable	Measurement Tool
1.	Competitive Anxiety	Sport Competition Anxiety Test (SCAT)
2.	Self-Confidence	Validated Trait/State Sport-Confidence Measure
3.	Achievement Motivation	Sport Achievement Motivation Test

Competitive Anxiety
Competitive anxiety was assessed using the Sport Competition Anxiety Test (SCAT). The instrument is designed to assess an individual's tendency to experience anxiety in competitive sports situations. The scoring procedure was followed according to the standardized instructions of the selected version of the instrument.

Self-Confidence
Self-confidence was assessed using a validated Trait/State Sport-Confidence Measure. The instrument was used to assess the players' confidence in their ability to successfully perform sport-related tasks and cope with competitive situations. Higher scores indicate a higher level of sport-related self-confidence according to the scoring procedure of the selected instrument.

Achievement Motivation
Achievement motivation was assessed using a Sport Achievement Motivation Test. The test measures the individual's desire to achieve success, improve performance, overcome challenges, and attain sporting goals. The standardized scoring procedure of the selected instrument was followed.

PROCEDURE FOR DATA COLLECTION

Permission was obtained from the concerned school authorities before data collection. The purpose and procedure of the study were explained to the participants. The participants were instructed to complete the questionnaires honestly and independently. The questionnaires were administered in a quiet environment to minimize external distractions. Adequate time was provided for completion, and confidentiality of the responses was maintained.

Statistical Analysis
The collected data were analyzed using descriptive and inferential statistical techniques. Mean and standard deviation were calculated to determine the general level of competitive anxiety, self-confidence, and achievement motivation. Pearson's product-moment correlation coefficient was used to determine the relationship among the three selected psychological components. The level of significance was fixed at **0.05**.

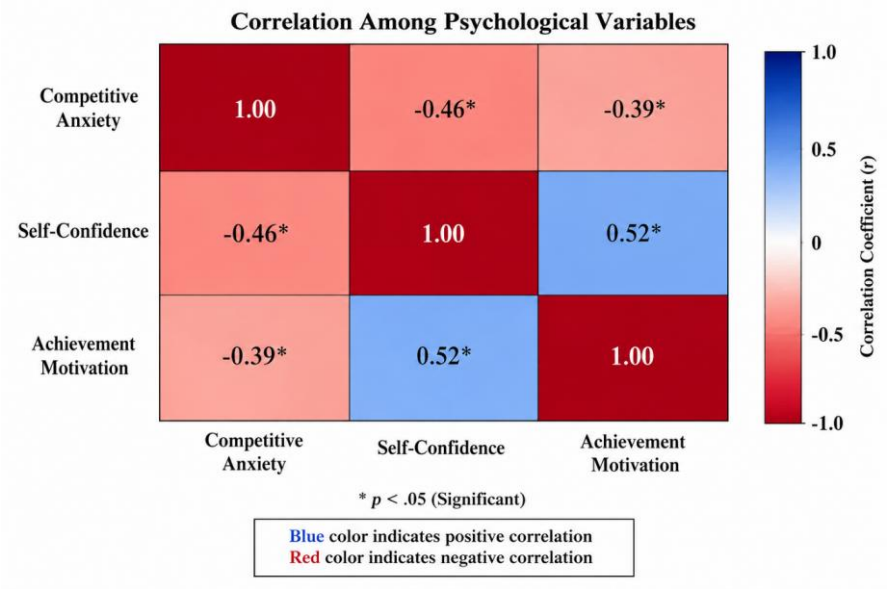
RESULTS

Psychological Variable	N	Mean	SD	Interpretation
Competitive Anxiety (SCAT)	30	18.63	3.21	Moderate
Self-Confidence	30	28.47	4.16	Moderate to High
Achievement Motivation	30	31.20	4.38	High

Correlation Analysis

Variables	Competitive Anxiety	Self-Confidence	Achievement Motivation
Competitive Anxiety	1.00	-0.46*	-0.39*
Self-Confidence	-0.46*	1.00	0.52*
Achievement Motivation	-0.39*	0.52*	1.00

Significant at 0.05 level.



Graph 1

The descriptive results indicate that the selected volleyball players demonstrated a moderate level of competitive anxiety, while their self-confidence was moderate to high and achievement motivation was relatively high**.** The correlation analysis indicates a significant negative relationship between competitive anxiety and self-confidence ($r = -0.46$), suggesting that players with higher competitive anxiety tended to report lower self-confidence. Competitive anxiety also showed a significant negative relationship with achievement motivation ($r = -0.39$), indicating that greater anxiety was associated with comparatively lower achievement motivation. In contrast, self-confidence demonstrated a significant positive relationship with achievement motivation ($r = 0.52$), suggesting that players with greater confidence tended to show stronger motivation to achieve. This general pattern is consistent with published research linking competitive anxiety, self-confidence, and athletic performance in volleyball players. Research in Indian volleyball players has also examined competitive anxiety and achievement motivation as psychological determinants of performance.

DISCUSSION

The present study was conducted to examine selected psychological components, namely competitive anxiety, self-confidence, and achievement motivation, among 30 male school-level volleyball players aged 17–19 years from Udhampur District. The descriptive findings indicated a moderate level of competitive anxiety, moderate-to-high self-confidence, and relatively high achievement motivation among the players. The correlation analysis showed a significant negative relationship between competitive anxiety and self-confidence ($r = -0.46$), indicating that players with higher competitive anxiety tended to report lower self-confidence. Competitive anxiety also showed a significant negative relationship with achievement motivation ($r = -0.39$), suggesting that increased competitive pressure may be associated with reduced motivation to achieve. In contrast, self-confidence demonstrated a significant positive relationship with achievement motivation ($r = 0.52$), indicating that players with greater confidence tended to show stronger achievement motivation. These findings are consistent with research by Kais and Raudsepp, who reported meaningful relationships among competitive anxiety, self-confidence, and athletic performance in volleyball players. The findings also support research showing that psychological-skills training, including goal setting, positive self-talk, and imagery, can improve self-confidence among adolescent volleyball players. The results emphasize that

psychological factors should receive appropriate attention alongside physical fitness and technical skills in the training of school-level volleyball players. Coaches and physical education teachers can help players manage competitive anxiety and develop confidence and achievement motivation through goal setting, relaxation, positive self-talk, imagery, and constructive feedback.

CONCLUSION

On the basis of the findings, it was concluded that competitive anxiety, self-confidence, and achievement motivation are important psychological components among school-level volleyball players aged 17–19 years. The players showed a moderate level of competitive anxiety, moderate-to-high self-confidence, and relatively high achievement motivation. Competitive anxiety was negatively associated with both self-confidence and achievement motivation, whereas self-confidence was positively associated with achievement motivation. These findings suggest that maintaining appropriate levels of competitive anxiety and developing self-confidence may contribute to stronger achievement motivation among young volleyball players. Therefore, psychological training should be incorporated into regular volleyball programmes to help school-level players develop confidence, motivation, emotional control, and better psychological readiness for competition.

Ethical Considerations

Informed consent was obtained from all participants and, where required due to the participants' age or institutional policy, from their parents or legal guardians. Participants were informed about the purpose and procedures of the study, and the confidentiality of the collected information was maintained. The training programme was conducted under appropriate supervision, with suitable safety measures and injury-prevention procedures in place.

Declaration Of Conflict Of Interest

The author declares that there is no conflict of interest related to the present study.

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