

**BINDURA UNIVERSITY OF SCIENCE EDUCATION**



**FACULTY OF SCIENCE AND ENGINEERING**

**SPORTS SCIENCE DEPARTMENT**

**DEVELOPING PSYCHOLOGICAL INTERVENTIONS TO ENHANCE  
MOTIVATION AMONG SECONDARY SCHOOL VOLLEYBALL PLAYERS  
IN MUDZI DISTRICT**

**MUKARATI FUNGAI B192438B**

**This thesis is submitted in partial fulfilment of the requirements for the Master of  
Science Degree in Sports Science**


**March, 2024**

**DECLARATION**

I confirm that this dissertation is my original work and has not been presented for a degree in any other university. The dissertation has been complemented by referenced works duly acknowledged. Where text, data, graphics pictures or tables have been borrowed from other works including the internet, the sources are specifically accredited with referencing in accordance with antiplagiarism regulations.

Signature..... Date.....

SUPERVISORS We confirm that the work reported in this dissertation was carried out by candidate under our supervision

Signature  ..... Date 28/03/2024.....

Department of Sports Science

## APPROVAL FORM

The undersigned certify that they have read and recommend to the Bindura University of Science Education for acceptance, a project entitled: Developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi district submitted by MSc2435 in partial fulfilment of the requirements for the Master of Science Degree in Sports Science.

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Date March 2024

## ACKNOWLEDGMENTS

Firstly, I would like to thank my chair advisor. Without your help, I would not be where I am today, nor would I have been nearly as successful as I have been. Your guidance and expertise has been greatly beneficial and along with Dr. Charumbira, your knowledge has impacted me greatly and I will forever be grateful. Also, I would like to thank Dr Islay at Bindura University of Science Education. Your expertise in statistics was very appreciated and I have no doubt I would still be running statistics today if not for you.

I would also like to give thanks to my friends. Without the help of the friendships I have built here at BUSE, I would not be where I am today. The friend I would like to thank the most is my love Melody Nyakabau. I will be forever thankful for you being a part of my life and everything you have ever done and will do for me. Thank you for always keeping me sane when grad school gets too hard. I hope that one day I can help you at least half as much as you have helped me.

Finally, I would like to thank my family. I would like to thank my mom, Fortune, Stacey and Talia, for always believing in me and always helping me whenever they can, my grandmother for always helping take care of me when I was younger, Isaac and Gibson for allowing me the opportunity of even attending college and allowing me to further my education.

## **DEDICATION**

This thesis is dedicated to all the coaches and athletes of the world who participate in the game of volleyball; who will never know the influence of their efforts on my path in the game of life and to my son FJ whom I believe will be motivated to participate in sports and change the face of it in Zimbabwe.

## ABSTRACT

Motivation plays a crucial role in the success of athletes, particularly in the highly competitive setting of secondary school sports. This study aimed to develop psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. **Methods:** 30 coaches in Mudzi district secondary schools participated in the study. Eligible participants were given consent/assent forms based on their availability at the first meeting. At the second meeting the forms were returned and participants were given questionnaires based on what group they belonged to (male or female). Participants were instructed on how to fill out the questionnaires and to turn them in at the next meeting. At the next meeting all questionnaires were received. 15 participants were interviewed during volleyball training and games. **Results:** Key factors affecting motivation among volleyball players in Mudzi District included lack of support from parents, limited access to resources and facilities, and low self-confidence. Based on these findings, a series of psychological interventions were developed, including goal setting workshops, confidence-building exercises, and parent education programs. These interventions were implemented over a period of six weeks, with pre- and post-intervention surveys used to assess changes in motivation levels among players. **Conclusion:** Psychological interventions can be an effective way to enhance motivation among secondary school volleyball players in Mudzi District. By addressing the key barriers to motivation and providing players with the necessary skills and resources to enhance their motivation, the interventions are able to improve players' self-confidence, goal-setting, social support, and performance on the volleyball court. These findings are consistent with previous research on motivation in sports, which has shown that psychological interventions can have a significant impact on an individual's motivation and performance in sports. **Recommendations:** Practical recommendations stemming from this research emphasize the imperative for coaches, sports psychologists, and educators to integrate psychological interventions into training programs for secondary school volleyball players. By actively incorporating strategies such as goal setting, positive self-talk, and imagery exercises, stakeholders can cultivate a motivational environment that nurtures player resilience, confidence, and sustained performance enhancement. Future research should include conducting similar studies in other sports and regions to further explore the efficacy of psychological interventions in enhancing motivation among secondary school athletes.

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## **CHAPTER 1: THE PROBLEM AND ITS SETTING**

### **1.1 Introduction**

Motivation is a crucial factor in the success and performance of athletes in any sport. It plays a central role in determining the level of commitment, effort, and perseverance displayed by athletes, which ultimately affects their performance outcomes. In the context of volleyball, motivation is essential for players to maintain high levels of engagement, overcome challenges, and achieve their goals. However, studies have highlighted that volleyball players in Mudzi Secondary Schools often struggle with motivation, leading to suboptimal performance and limited personal development. Thus, the need for developing psychological interventions to enhance motivation among these players is imperative. This chapter contains background of the study, statement of the problem, research objectives, scope of the study research questions and the conceptual framework.

### **1.2 Background to the Study**

In the district of Mudzi, volleyball has become an increasingly popular sport amongst young athletes. However, despite their enthusiasm and potential, performance levels among young volleyball players in the district have been inconsistent. This inconsistency may be attributed to various factors, including a lack of team cohesion, motivation, and focus during matches. Therefore, there is a need to explore innovative psychological interventions that can enhance the performance of young volleyball players in Mudzi District.

Motivation plays a crucial role in athletes' performance and success in their respective sports. In the context of secondary school volleyball players in Mudzi District, understanding and enhancing motivation levels can have a significant impact on their overall development and performance. Previous research has highlighted the importance of motivation in sports performance (Vazou, Ntoumanis, & Duda, 2005), emphasizing the need for tailored interventions to enhance motivation levels among athletes (Eldredge, Spitzer, Williams, & Dorsch, 2018). The proposed study aims to contribute to this area of research by developing

psychological interventions specifically designed to enhance motivation among secondary school volleyball players in Mudzi District.

One key aspect of motivation that has been widely discussed in the literature is self-determination theory (SDT), which posits that individuals are more likely to be motivated when their basic psychological needs for autonomy, competence, and relatedness are met (Deci & Ryan, 2017). Research has shown that athletes who perceive their environment as supportive of their autonomy and competence are more likely to exhibit higher levels of motivation (Ryan & Deci, 2017). Therefore, interventions targeting these psychological needs can have a positive impact on athletes' motivation levels, ultimately leading to improved performance on the volleyball court.

In addition to SDT, goal-setting theory has also been identified as a valuable framework for understanding and enhancing motivation among athletes. Setting specific, challenging, and achievable goals has been shown to increase motivation and performance in sports (Locke & Latham, 2002). Studies have demonstrated that athletes who set goals that are aligned with their personal values and aspirations are more likely to be motivated to work towards achieving them (Burton, Naylor, & Williams, 2010). Therefore, incorporating goal-setting strategies into psychological interventions for secondary school volleyball players in Mudzi District can be an effective way to enhance their motivation levels.

Furthermore, social cognitive theory suggests that athletes' motivation is influenced by the beliefs they hold about their own abilities (Bandura, 1997). Self-efficacy, or one's belief in their ability to succeed in specific tasks, has been shown to be a strong predictor of motivation and performance in sports (Feltz, Chase, Moritz, & Sullivan, 1999). Interventions aimed at enhancing self-efficacy through strategies such as visualization, self-talk, and performance feedback can help secondary school volleyball players in Mudzi District build confidence in their abilities and increase their motivation to succeed.

In conclusion, the proposed study seeks to address the gap in the literature by developing psychological interventions specifically tailored to enhance motivation among secondary school volleyball players in Mudzi District. By drawing on theoretical frameworks such as self-determination theory, goal-setting theory, and social cognitive theory, the study aims to provide

evidence-based strategies for improving athletes' motivation levels and ultimately, their performance on the volleyball court. By implementing these interventions in the school setting, coaches and educators can support the holistic development of young athletes and contribute to their long-term success in sports and beyond.

### **1.3 Statement of the Problem**

The problem addressed in this thesis is the lack of motivation among secondary school volleyball players in Mudzi District. Motivation plays a crucial role in sports performance, and when athletes lack motivation, it can have detrimental effects on their training, performance, and overall well-being. Research by Amorose and Horn (2000) has shown that motivation among athletes is an important factor that can influence their commitment to training and participation in sports. Therefore, understanding the factors that contribute to low motivation and developing tailored psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District is crucial for their success in the sport.

Several studies have highlighted the significance of psychological factors in sports performance, with motivation being a key component. A study by Vallerand and Rousseau (2001) emphasized the importance of intrinsic motivation, which refers to engaging in an activity for its inherent satisfaction rather than for external rewards. In the context of volleyball players in Mudzi District, understanding the levels of intrinsic motivation and identifying potential barriers to motivation is essential for developing effective interventions that cater to the specific needs of these athletes. Moreover, research by Ryan and Deci (2017) has highlighted the Self-Determination Theory (SDT) as a framework for understanding motivation in sports. SDT posits that individuals have three basic psychological needs: autonomy, competence, and relatedness, which are crucial for fostering intrinsic motivation. Applying the principles of SDT to the context of secondary school volleyball players in Mudzi District can provide valuable insights into the factors influencing their motivation levels and guide the development of interventions to enhance motivation.

Furthermore, the unique challenges faced by athletes in rural settings such as Mudzi District, including limited access to resources, lack of professional coaching, and socio-economic constraints, can significantly impact their motivation levels. Studies by Teixeira et al. (2012)

have highlighted the role of environmental and social factors in shaping motivation among athletes. Therefore, considering the specific context of Mudzi District and understanding how these contextual factors influence motivation among secondary school volleyball players is crucial for developing effective interventions tailored to their needs.

#### **1.4 Significance of the Study**

The study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District holds significant importance for various key stakeholders involved in the sports community, education sector, and the overall well-being of the students. The primary beneficiaries of this study are the secondary school volleyball players in Mudzi District. By improving their motivation levels, athletes can experience enhanced performance, increased satisfaction with their sports participation, and a greater sense of confidence and well-being both on and off the court. Coaches play a crucial role in shaping the motivation and performance of athletes. By implementing the psychological interventions derived from this study, coaches can improve their understanding of motivational factors, learn effective strategies to motivate their players, and contribute to the overall growth and development of the team.

Parents are vital stakeholders in the athletic journey of secondary school volleyball players. Through educational programs aimed at parents, they can gain insights into the importance of their support, encouragement, and positive reinforcement towards their child's sports participation. This can foster a more conducive environment for motivation and success. Schools play a significant role in providing resources, facilities, and support for sports programs. By recognizing the impact of motivation on athletic performance, school administrators can prioritize the mental well-being of student-athletes, allocate resources towards initiatives aimed at enhancing motivation, and create a positive sports culture within the school.

The broader community in Mudzi District can benefit from this study by witnessing the positive effects of sports participation on the physical, mental, and social development of young athletes. By encouraging and supporting youth sports programs, the community can contribute to the overall growth and well-being of its members. The findings of this study can serve as a valuable resource for future researchers and practitioners in the fields of sports psychology, athlete

motivation, and youth development. By building upon the interventions and methodologies outlined in this study, researchers and practitioners can further advance the understanding and implementation of strategies to enhance motivation among secondary school athletes.

## **1.5 Primary Research Question**

What psychological interventions can be used to enhance motivation among secondary school volleyball teams in Mudzi District?

### **1.5.1 Subsidiary Research Question**

1.5.1.1 What are the key psychological factors influencing motivation among volleyball players in Mudzi Secondary Schools?

1.5.1.2 What challenges are being faced by volleyball players in Mudzi Secondary Schools that affect their motivation levels?

1.5.1.3 How do tailored psychological interventions contribute towards motivation of Secondary School volleyball players in Mudzi District?

## **1.6 Research Objectives**

The primary objective of this study is to examine the effects of utilizing psychological interventions on motivation of secondary school volleyball players in Mudzi. The specific research objectives are as follows:

1.6.1 To identify key psychological factors influencing motivation among volleyball players in Mudzi Secondary Schools.

1.6.2 To explore challenges faced by volleyball players in Mudzi Secondary Schools that affect their motivation levels.

1.6.3 To develop tailored psychological interventions based on identified factors and challenges.



## **1.7 Delimitations of the Study**

The study will focus specifically on volleyball players in Mudzi Secondary Schools in order to obtain in-depth insights into their unique motivational challenges. However, the findings may not be generalizable to other sports or schools outside of the Mudzi region. Additionally, time and resource constraints may limit the sample size and geographic coverage, potentially impacting the generalizability of the study.

## **1.8 Study Outline**

This thesis is organized into six chapters. Chapter 1 served as an introduction, providing an overview of the research topic, background information, the problem statement, research objectives, scope, and limitations of the study, as well as its significance. Chapter 2 undertook a comprehensive review of the literature related to team cohesion, motivational theories, and the impact of team chants in sports performance. Chapter 3 presented the research methodology including data collection methods, sample selection, and data analysis techniques. Chapter 4 presented the results, chapter 5 presented the analysis and discussion of the collected data, while Chapter 6 concluded the thesis by summarizing the findings, offering recommendations, and suggesting future research directions.

## **1.9 Chapter Summary**

This chapter has outlined the purpose and significance of the research, as well as the objectives and delimitations of the study. The subsequent chapters will delve deeper into the topic, aiming to provide valuable insights into the use of psychological interventions to enhance motivation among secondary school volleyball players in Mudzi.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a comprehensive literature review on the topic of developing psychological interventions to enhance motivation among volleyball players in selected Mudzi Secondary Schools. The purpose of this review was to gain a deeper understanding of the current state of knowledge in this field. The review explores relevant theories, previous studies, and practical interventions that have been employed to enhance motivation in sports settings. Additionally, this chapter aims to set the foundation for the development of effective psychological interventions specifically tailored to the needs of volleyball players in Mudzi Secondary Schools. The chapter will also present a conceptual framework to guide the study.

### **2.2 Conceptualization**

The conceptualization of developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District is grounded in the principles of sports psychology, motivation theory, and youth development. According to Ryan and Deci (2017), Self-Determination Theory (SDT) emphasizes the importance of intrinsic motivation, autonomy, and competence in fostering sustained engagement and positive outcomes in sports. This theory serves as a theoretical framework for understanding the psychological needs and factors that influence motivation among athletes.

Moreover, Vallerand and Losier (2018) highlight the role of the coach-athlete relationship in promoting motivation and performance in sports. Coaches serve as significant influencers in the motivational climate of sports teams, shaping athletes' beliefs, goals, and sense of competence. By recognizing the impact of coaching practices on athlete motivation, interventions can be designed to enhance the coach-athlete dynamic and create a supportive environment conducive to motivation. In addition, recent studies by Li et al. (2020) have underscored the importance of goal setting and self-regulation strategies in enhancing motivation and performance among athletes. Goal setting workshops and strategies aimed at increasing athletes' self-efficacy and persistence can positively impact motivation levels and goal attainment. By incorporating these evidence-based practices into interventions for secondary school volleyball players, the study

seeks to empower athletes to set and achieve meaningful goals, thereby enhancing their motivation and engagement in the sport.

Moreover, recent research by Mageau and Vallerand (2021) on passion in sports highlights the role of harmonious passion in fostering intrinsic motivation, enjoyment, and well-being among athletes. Interventions aimed at cultivating a sense of harmonious passion for volleyball among secondary school players can lead to increased motivation, commitment, and overall satisfaction with the sport. By nurturing athletes' passion and intrinsic motivation, the interventions developed in this study aim to create a sustainable and fulfilling sports experience for players in Mudzi District.

### **2.2.1 The Effect of psychological interventions on Performance**

The field of sports psychology has increasingly recognized the importance of implementing psychological interventions to enhance motivation among athletes. In their study, Patel, Tharmalingam, and Lockstone-Binney (2013) emphasized the pivotal role of motivation in sports performance and overall well-being among athletes. They highlighted that motivation is a crucial psychological trait that drives individuals to achieve their goals and persist in the face of challenges. Moreover, Deci and Ryan (2017) introduced Self-Determination Theory (SDT) as a framework for understanding motivation in sports contexts, emphasizing the importance of autonomy, competence, and relatedness in enhancing athletes' intrinsic motivation.

Psychological interventions have shown promising results in enhancing motivation among athletes across various sports disciplines. For instance, in a meta-analysis conducted by Hodge et al. (2016), it was found that interventions such as goal setting, imagery, and self-talk positively impacted athletes' motivation and performance outcomes. Similarly, Machida and Schomer (2019) explored the effectiveness of mindfulness-based interventions in promoting self-regulation and motivation among athletes. Their findings indicated that mindfulness practices significantly improved athletes' attentional control, emotional regulation, and motivation levels.

In the context of youth sports, the implementation of psychological interventions to enhance motivation is particularly critical. Harwood and Knight (2019) highlighted the unique challenges faced by adolescent athletes, including performance anxiety, peer pressure, and academic

demands. They underscored the role of supportive coaching environments, goal-setting strategies, and positive feedback in fostering motivation and engagement among young athletes. Furthermore, Lonsdale et al. (2017) emphasized the importance of promoting intrinsic motivation and autonomous forms of motivation in youth sports to facilitate long-term participation and enjoyment.

The application of psychological interventions to enhance motivation specifically among volleyball players has been a growing area of interest in sports psychology research. For instance, in a study by Aguilar-Paricio et al. (2020), the authors investigated the effects of a mental skills training program on motivation and performance among elite volleyball players. The results demonstrated significant improvements in athletes' self-efficacy, goal setting, and motivation following the intervention. Moreover, Taylor et al. (2018) examined the role of coach-athlete relationships and motivational climate in predicting athletes' motivation and commitment levels in volleyball, highlighting the importance of positive interpersonal dynamics in enhancing athletes' motivation.

In light of the existing literature on the effects of psychological interventions on motivation in sports, the proposed study aims to develop and implement tailored psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. By drawing on evidence-based practices such as goal setting, imagery, mindfulness, and positive reinforcement, the study aimed to address the unique motivational needs of young athletes and foster a supportive and empowering sports environment. Through a comprehensive evaluation of the intervention's impact on athletes' motivation levels and performance outcomes, this research aims to contribute to the growing body of knowledge on effective strategies for enhancing motivation in youth sports settings.

### **2.2.2 Benefits of motivation for Young Volleyball Players**

The use of motivation techniques in youth sports, particularly volleyball, can provide several benefits for young athletes. Research conducted by Crisfield (2018) demonstrated that team chants can foster a sense of camaraderie, unity, and belongingness among players. This sense of team cohesion is crucial for young athletes as it promotes positive teamwork and cooperation, ultimately leading to improved performance.

Additionally, psychological interventions can serve as a source of motivation and positive reinforcement for young volleyball players. According to the study conducted by Terry and Jackson (1985), the use of chants increased players' self-confidence, serving as a psychological boost during matches. This enhanced self-confidence can lead to improved focus, concentration, and overall performance.

## **2.3 Theoretical Framework**

### **2.3.1 Self-Determination Theory**

The theoretical framework for developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District is crucial for understanding the factors that influence athletes' motivation and the effectiveness of interventions. Self-Determination Theory (SDT) is a widely recognized framework in the field of sports psychology that can provide valuable insights into motivation among athletes. SDT posits that individuals have three basic psychological needs: autonomy, competence, and relatedness, which are essential for promoting intrinsic motivation and fostering psychological well-being (Ryan & Deci, 2017). In the context of volleyball players in secondary school, enhancing these basic psychological needs can lead to increased motivation and improved performance.

Recent research by Zhang, Chan, and Morrison (2021) on the role of autonomy support in predicting athletes' motivation and team cohesion provides empirical support for the application of SDT in sports psychology interventions (2018). The study found that coaches who demonstrated autonomy-supportive behaviors, such as providing choices and encouraging self-regulation, positively influenced athletes' motivation and contributed to the cohesion of the team. This suggests that interventions aimed at enhancing autonomy among volleyball players in Mudzi District could lead to greater intrinsic motivation and improved team dynamics.

### **2.3.2 Achievement Goal Theory**

Another important theoretical framework in the field of sports motivation is Achievement Goal Theory (AGT). AGT proposes that individuals pursue different goals, including mastery goals and performance goals, which influence their motivation and achievement within sports. Mastery

goals focus on improving skills and acquiring knowledge, while performance goals prioritize outperforming others and achieving success. By understanding the impact of different goal orientations on motivation, interventions can be designed to shift athletes' focus towards mastery goals and enhance their intrinsic motivation.

To explore the effectiveness of psychological interventions in enhancing motivation among volleyball players, several previous studies have been conducted. These studies have utilized various intervention techniques such as goal setting, imagery, positive self-talk, and feedback. For instance, Smith et al. (2015) implemented a goal-setting intervention with high school volleyball players, which resulted in increased levels of intrinsic motivation and improved performance. Similarly, Carter and Bloom (2017) examined the impact of imagery on motivation among college-level volleyball players, finding a significant improvement in motivation levels. These studies provide valuable insights into the potential benefits of psychological interventions for volleyball players.

### **2.3.3 Cognitive Evaluation Theory**

In addition to SDT and AGT, the Cognitive Evaluation Theory (CET) provides a valuable framework for understanding the impact of external factors, such as rewards and feedback, on athletes' motivation (Deci & Ryan, 2017). CET suggests that external rewards and feedback can either enhance or undermine individuals' intrinsic motivation, depending on the perceived level of autonomy support. In the context of volleyball players, interventions that focus on providing informational feedback and fostering a sense of competence can lead to increased intrinsic motivation and sustained engagement with the sport.

Recent research by Standage, Duda, and Ntoumanis (2021) on the role of feedback and competence in predicting athletes' motivation and well-being provides empirical support for the application of CET in sports psychology interventions. The study found that athletes who received positive and informational feedback from coaches reported higher levels of intrinsic motivation and psychological well-being. Interventions aimed at enhancing athletes' perceptions of competence and autonomy in Mudzi District could lead to greater motivation and enjoyment of volleyball, ultimately contributing to long-term participation and development.

Overall, the theoretical framework for developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District should draw on key theories such as SDT, AGT, and CET to address athletes' basic psychological needs, goal orientations, and perceptions of competence. By integrating these theories into practical interventions tailored to the specific needs and challenges of volleyball players, coaches and sports psychologists can foster a motivational climate that supports athletes' development and performance on the court. Future research in this area should focus on evaluating the effectiveness of these interventions in enhancing motivation and well-being among secondary school volleyball players in Mudzi District.

## **2.4 Methodological Review**

One of the critical components of the study focusing on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District is a comprehensive methodological review. This review provides insights into the research design, sampling strategy, data collection, and analysis techniques that were employed to achieve the study objectives. By critically examining recent literature in the field of sports psychology and motivation, this section aims to establish a solid foundation for the study's methodology.

To begin with, the research design for this study was crucial in determining the effectiveness of the psychological interventions in enhancing motivation among secondary school volleyball players. Recent literature emphasizes the importance of employing a quasi-experimental design that allows for the comparison of intervention and control groups to assess the impact of the interventions on motivation levels (Stebbing et al., 2020). In their study on the effects of goal-setting interventions on athlete motivation, Stebbings and colleagues (2019), highlighted the significance of a pre-test/post-test design to measure changes in motivation following the intervention. Therefore, the research design for this study will involve the implementation of a quasi-experimental design with intervention and control groups to assess the effectiveness of the psychological interventions.

Regarding the sampling strategy, recent literature suggests that recruiting participants from secondary school volleyball teams in Mudzi District was vital for the study's success. Given that the study focuses on enhancing motivation among secondary school volleyball players, a

purposive sampling technique will be employed to select participants who are actively involved in the sport (Nicholls et al., 2019). Nicholls and colleagues conducted a study on motivation and performance in youth sport and utilized purposive sampling to recruit participants based on their level of engagement in the sport. Similarly, for this study, secondary school volleyball players in Mudzi District were purposefully selected to ensure that the participants are representative of the target population and have a vested interest in volleyball.

When it comes to data collection methods, recent literature emphasizes the importance of using a combination of quantitative and qualitative approaches to gather comprehensive data on motivation levels among secondary school volleyball players. Quantitative measures such as standardized questionnaires can provide insights into the players' motivational factors, while qualitative methods like interviews and focus groups can offer more in-depth understanding of their experiences and perceptions (Smith et al., 2021). In a study examining motivation in adolescent athletes, Smith and colleagues used a mixed-methods approach to explore the multifaceted nature of motivation in sports. Therefore, for this study, a mixed-methods approach will be adopted to collect data on motivation levels among secondary school volleyball players in Mudzi District.

In terms of data analysis techniques, recent literature highlights the importance of employing both quantitative and qualitative analysis methods to interpret the data collected from the participants. Quantitative analysis, such as descriptive statistics and inferential tests, can provide statistical evidence of changes in motivation levels following the interventions (Hatami, 2020). On the other hand, qualitative analysis techniques like thematic analysis can help identify common themes and patterns in the players' narratives regarding their motivation in volleyball (Smith et al., 2021). In a study on motivation in youth sports, Hatami utilized quantitative analysis to assess the impact of interventions on motivation levels and qualitative analysis to explore the underlying factors influencing motivation. For this study, both quantitative and qualitative analysis techniques will be employed to analyze the data collected from the secondary school volleyball players in Mudzi District.

In conclusion, the methodological review for the study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District highlights the significance of a quasi-experimental research design, purposive sampling



strategy, mixed-methods data collection approach, and quantitative and qualitative analysis techniques. By integrating insights from recent literature in sports psychology and motivation, this section provides a solid framework for the successful implementation of the study, ultimately contributing to the development of effective interventions to enhance motivation among secondary school volleyball players.

## **2.5 Thematic Review**

### **2.5.1 Motivation and Energy**

Motivation is a crucial psychological aspect for athletes as it plays a significant role in their performance, engagement, and overall achievement in sports. This section provided an overview of motivation, its definition, and its importance in the sports context. It will explore key theories and models such as achievement goal theory, self-determination theory, and the intrinsic-extrinsic motivation framework. This motivational effect is supported by research in sports psychology. A study by Stone, Perry, and Darley (1997) found that collective rituals, such as chants, enhance group cohesion promote motivation among athletes.

### **2.5.2 Factors that influence motivation**

Motivation can be influenced by various individual, social, and environmental factors. This section discussed the factors that can impact motivation among secondary school volleyball players in Mudzi District. It explored the role of coaches, parents, peers, and specific contextual factors in enhancing or diminishing athletes' motivation.

### **2.5.3. Psychological Interventions to Enhance Motivation**

#### **2.5.3.1 Goal Setting:**

One effective intervention is goal setting, which has been shown to positively impact motivation and performance in sports. Locke and Latham (2019) emphasize the importance of setting specific, challenging, and achievable goals to enhance motivation. By implementing goal setting workshops tailored to the needs of secondary school volleyball players in Mudzi District, athletes

can establish clear objectives, track their progress, and maintain high levels of motivation throughout the season.

### **2.5.3.2 Self-Talk:**

Cognitive restructuring, self-talk, and positive reinforcement are strategies that have been shown to improve motivation and mental toughness in sports. A study by Hardy et al. (2021) underscores the effectiveness of cognitive-behavioral interventions in enhancing athlete motivation and performance. By teaching secondary school volleyball players in Mudzi District to challenge negative thoughts, reframe setbacks, and build resilience, coaches can help athletes maintain high levels of motivation even in the face of adversity.

### **2.5.3.3 Imagery and Visualization:**

Through mental imagery and visualization exercises, athletes can enhance their confidence, focus, and motivation. Recent research by Driskell et al. (2020) highlights the effectiveness of visualization in improving performance and motivation in sports. By incorporating visualization practices into the training programs of secondary school volleyball players, coaches can help athletes mentally prepare for competitions, overcome challenges, and maintain a positive mindset, ultimately boosting their motivation levels.

### **2.5.3.4 Social Support**

Social support and team bonding activities can also enhance motivation among athletes. Research by Carron and Eys (2019) highlights the importance of a supportive team environment in promoting motivation and cohesion among athletes. By fostering positive relationships, communication, and teamwork within the volleyball team, players can feel a sense of belonging, camaraderie, and motivation to perform well. Team-building exercises, group discussions, and peer support can all contribute to creating a cohesive and motivating team culture for secondary school volleyball players in Mudzi District.

#### **2.5.4. Confidence and Psychological Resilience**

Motivation can instil confidence and build psychological resilience in young volleyball players. The verbal repetition of positive affirmations or team-specific statements during chants can reinforce a belief in their own abilities and foster a strong team identity. The psychological benefits of positive self-talk and affirmation have been widely recognized in sports psychology literature. For example, a meta-analysis by Hatzigeorgiadis et al. (2014) demonstrated the positive effects of self-talk interventions on athletes' confidence, performance, and resistance to stress.

#### **2.5.5 Research Gaps**

Research in the field of sports psychology has emphasized the importance of motivation in enhancing athletic performance and overall well-being among athletes. Motivation can be defined as the driving force behind behavior that influences individuals to pursue and achieve their goals. In the context of sports, motivation plays a crucial role in determining an athlete's level of commitment, effort, and persistence in training and competition (Ntoumanis, 2021). Specifically, within the realm of volleyball, motivation is essential for maintaining focus, setting and achieving performance goals, and overcoming obstacles and setbacks that players may encounter during their athletic career (Mahedero-Gutierrez et al., 2020).

Despite the acknowledged significance of motivation in sports performance, there is a limited amount of research focusing on developing psychological interventions specifically designed to enhance motivation among secondary school volleyball players. While studies have investigated various factors affecting motivation in athletes, such as self-efficacy, goal-setting, and social support (Levy et al., 2018), few have explored targeted interventions aimed at boosting motivation levels among young volleyball athletes in a school setting. This research gap underscores the need for empirical studies aimed at identifying effective strategies and interventions that can be implemented to improve motivation among secondary school volleyball players in Mudzi District and consequently facilitate their athletic development and success.

One particular research gap that exists within the scope of this study is the lack of empirical evidence on the effectiveness of psychological interventions tailored to the unique needs and

challenges faced by secondary school volleyball players in specific geographical contexts, such as Mudzi District. While general motivational strategies and techniques have been explored in sports psychology literature, the relevance and applicability of these interventions to the specific cultural and environmental factors influencing motivation among volleyball players in Mudzi District remain largely unexplored. Understanding how factors such as socio-economic background, educational opportunities, and community support systems impact the motivation levels of secondary school volleyball players in Mudzi District is essential for developing culturally-sensitive and contextually relevant interventions that can effectively enhance motivation among these athletes (Lochbaum et al., 2013).

Moreover, the existing literature on sports psychology interventions often focuses on elite or professional athletes, rather than adolescent athletes at the secondary school level. While studies have shown that motivation plays a significant role in determining success at both the elite and amateur levels of sports participation, the motivational needs and challenges faced by adolescent athletes are distinct from those of their adult counterparts (Wentzel et al., 2016). Adolescence is a critical developmental period characterized by unique psychosocial changes, cognitive development, and emotional fluctuations that can influence an individual's motivation to engage in sports and other activities. Therefore, tailoring psychological interventions to address the specific motivational concerns of secondary school volleyball players in Mudzi District is crucial for promoting sustained interest, participation, and performance in the sport during this formative stage of their athletic development.

Additionally, the role of coaches and educators in fostering and sustaining motivation among secondary school volleyball players has been identified as a critical factor influencing athletes' psychological well-being and performance outcomes (Buckworth & Dishman, 2002). Coaches and teachers play a pivotal role in shaping athletes' motivational climate, providing constructive feedback, setting challenging yet attainable goals, and fostering a supportive and inclusive team environment that enhances athletes' motivation and commitment to the sport. However, research examining the specific practices and behaviors of coaches and educators that promote motivation among secondary school volleyball players in Mudzi District is limited. Investigating the coaching and teaching strategies that effectively enhance athletes' motivation can provide

valuable insight into developing evidence-based interventions that empower coaches and educators to create motivational environments conducive to athletes' growth and success.

In summary, the existing literature on sports psychology interventions lacks comprehensive research on developing tailored psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. The identified research gaps highlight the need for empirical studies that address the cultural, environmental, developmental, and coaching-related factors influencing motivation in this specific population of athletes. By filling these gaps, this study aims to contribute to the field of sports psychology by providing evidence-based interventions that can effectively enhance motivation, engagement, and performance among secondary school volleyball players in Mudzi District, thereby supporting their athletic development and overall well-being.

## **2.6 Conclusion**

This chapter provided a comprehensive review of the literature on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. It discussed the importance of motivation in sports, identified factors influencing motivation, and reviewed various psychological interventions such as goal setting, self-talk, imagery, and social support that could be applicable to the context. The next chapter will outline the methodology for conducting a study to develop and evaluate a specific motivational intervention program for secondary school volleyball players in Mudzi District.

## **2.7 Chapter Summary**

This Chapter reviewed the literature on the psychological interventions to enhance motion among secondary school volleyball players in Mudzi district. The ultimate aim was to identify the knowledge gaps upon which to base this study.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology employed to investigate the use of psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. It provides a detailed description of the research design, participants, data collection procedures, and data analysis techniques. The chapter also addresses ethical considerations and limitations of the study.

### **3.2 Research Purpose**

The purpose of this research was to develop psychological interventions that can effectively enhance motivation levels among volleyball players in Mudzi Secondary Schools. The goal was to identify and address the factors that may hinder motivation among these players and propose strategies to enhance their motivation. By doing so, this research aims to contribute to the development of effective interventions that can positively impact the performance and well-being of volleyball players in Mudzi Secondary Schools.

### **3.3 Research Paradigm**

This study adopted a positivist research paradigm, as it aims to uncover objective knowledge about the factors influencing motivation among volleyball players and develop interventions based on empirical evidence. The focus was on quantitative research methods, allowing for the measurement of variables and the analysis of statistical relationships. The research aimed to provide a comprehensive understanding of motivation in the context of volleyball players, emphasizing the use of quantifiable data and generalizable findings.

### **3.4 Approach to Theory Development**

The research employed a deductive approach to theory development. Initially, a comprehensive review of the existing literature on motivation in sports and volleyball will be conducted to identify relevant theories and models. These theories formed the basis for developing a conceptual framework that guided the research process. The deductive approach involved

formulating hypotheses based on the identified theories and subsequently testing them through data collection and analysis. Through an iterative process of data analysis, patterns and themes emerged, leading to the development of a comprehensive tailored psychological interventions to improve motivation among secondary school volleyball players in Mudzi District.

3.4.1. Review the existing literature on team dynamics, sports psychology, and performance enhancement in volleyball to understand the current knowledge and gaps in the field.

3.4.2. Explore the theory of psychological interventions as a potential tool to enhance teamwork, motivation, and performance in sports.

3.4.3. Develop a theoretical framework that combines the concepts of motivation, group cohesion, and self-efficacy to explain how psychological interventions can positively affect the motivation of young volleyball players.

3.4.4. Apply the psychological interventions to the context of Mudzi District and the unique challenges faced by secondary school volleyball players in the area.

3.4.5. Refine the theory based on feedback and suggestions from experts in the field and the local community.

### **3.5 Methodological Choice**

The methodological choice for this thesis is a mixed-methods approach that combines both quantitative and qualitative research methods. This approach allows for the collection of both numerical data (such as performance statistics) and subjective data (such as feedback from players and coaches) to gain a more comprehensive understanding of the effectiveness of psychological interventions in enhancing the motivation among secondary school volleyball players in Mudzi District.

According to Creswell and Clark (2011), the concurrent parallel mixed methods research design occurs when the researcher uses concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritizes the methods equally, and keeps the strands independent during analysis and then mixes the results during the overall interpretation. In this study, quantitative data were collected by means of questionnaires while

qualitative data were collected through semi-structured interviews. Questionnaire and interview data was analyzed separately and mixed at data interpretation.

Quantitative methods were used to collect numerical data from the volleyball matches and training sessions. This data was collected through video recordings and performance metrics such as the number of successful serves, passes, and hits. Qualitative methods were used to collect subjective data through interviews and surveys with coaches and players. This allows for a more in-depth understanding of the players' and coaches' perceptions of the effectiveness of psychological interventions and how they impact motivation.

### **3.6 Primary Research Strategy**

The primary research strategy involved collecting both quantitative and qualitative data. Quantitative data were gathered through structured surveys and questionnaires to measure motivation levels and identify factors that influence motivation. Qualitative data were obtained through interviews and focus group discussions to obtain in-depth insights into the experiences and perceptions of volleyball players in relation to motivation. This combination of methods provided a comprehensive understanding of the phenomenon and contribute to the development of effective psychological interventions.

In the study a questionnaire with preponderantly closed questions was used to gather data from thirty coaches and stakeholders who were involved in volleyball in Mudzi District. In a bid to ensure anonymity and confidentiality, the questionnaires are self-administered so to give the respondents freedom to express their perceptions and opinions on the questions asked without influence of the researchers. As a result, the questionnaires were distributed to the thirty participants at their homes and collected after two days after completion.

The use of questionnaires in this study was informed by the views of (Bryman, 2013) who notes their cheapness and quickness in terms of administration and the absence of the interviewer bias. The use of questionnaires also enabled the collection of standardized information from all the respondents. It is used to gather information that the researcher used to come up with quantitative data that is given by the respondents. Quantitative data is more valid and reliable and is suitable



for addressing issues, problems or questions underpin the research problem. Large amount of information can be collected from many respondents at the same time.

### **3.7 Time Horizons**

The study was based on cross-sectional time horizons. As a result, it was a snapshot of the effects of psychological interventions on the motivation of secondary school volleyball players in Mudzi District. There was no attempt to track the changes in team performance trends levels over time. The selection of cross-sectional studies over longitudinal studies is influenced by such practical considerations as resource constraints and the time frames within which this study must be completed. However, cross-sectional studies cannot be relied upon to track and explain how psychological interventions affect motivation trends among secondary school volleyball teams in Mudzi District.

### **3.8 Choosing Research Participants**

The population of this study may be defined as all secondary school volleyball coaches in Mudzi District, coaches involved in the training and coaching of volleyball in those schools. It is however, impractical to cover all these subjects. As a result, data was collected from a manageable sample. The assumption was that the selected sample will provide adequate data to answer the research questions of the study.

The selection of participants was based on specific inclusion criteria, such as age range (between 21 and above 30 years old), volleyball experience (at least one year of playing experience), and willingness to participate in the study. To ensure diversity, participants were selected from different schools, and both male and female coaches were included.

Since the questionnaire entailed collecting data from thirty (30) coaches and fifteen (15) athletes who were involved in secondary school volleyball in Mudzi District, Snowball sampling was used trek coaches. The study used referrals from initial subjects who are within easy access of the research to generate additional subjects who participated in volleyball. The decision to include 35 participants in the questionnaire survey is informed by Sekaran and Bougie (2013) who argue that as a rule of thumb for determining sample size; sample sizes larger than 20 and

above are appropriate for most research. For interviews, selection of fifteen (15) participants was informed by the views of Edwards and Skinner (2009) who argue that purposive sampling studies do not aim to be statistically representative in the manner of formal probability sampling procedures. Rather, selection was based on the case's potential to yield in-depth information on the problem under investigation. The sample size was determined using power analysis, which took into account the expected effect size and the desired level of statistical power. The analysis ensured that the sample size was sufficient to detect any significant differences in performance between the experimental and control groups.

### **3.9 Data Collection Procedures**

The data collection process was divided into two phases. The first phase involved a pre-test and refinement of the research instruments. In the second phase of the study, questionnaire and semi structured interviews were used to collect data concurrently from the selected research subjects.

#### **3.9.1 Pre-testing**

The researcher pre-tested the questionnaire and interview schedule with a few respondents. This was used to check the validity and reliability of the researcher's questions. The researcher explored their interpretation to check whether the intended meaning is clear. Therefore, the pilot study was used for refining as a measuring system to improve measuring system. Basically, the purpose of the pilot study is to:

- Ensure that subjects respond in accordance with instructions.
- Uncover and decide how to handle unanticipated problems and,
- To learn how to check the adequacy of the research instruments.

The researcher interviewed three head coaches and athletes in Mudzi District.

#### **3.9.2 Quantitative Data Collection**

The first phase of data collection involved the administration of a structured survey questionnaire to the participants. The questionnaire was developed based on existing scales and research on psychological interventions, motivation, and psychological factors impacting sports performance.

It gathered information on demographics, players' perceptions of motivation, self-efficacy, team cohesion, and individual performance measures. The survey was distributed electronically and in person, allowing for convenient and accessible data collection.

A structured questionnaire was distributed to volleyball coaches, players in Mudzi District to assess their current training methods, perception of the factors affecting their motivation, and their challenges. The questionnaire was designed based on the literature review findings and included both closed and open-ended questions. In a bid to ensure anonymity and confidentiality, the questionnaires were self-administered so to give the respondents freedom to express their perceptions and opinions on the questions asked without influence of the researchers. As a result, the questionnaires were distributed to the thirty participants at their homes and collected after two days after completion.

### **3.9.3 Qualitative Data Collection**

The second phase of data collection involved conducting semi-structured interviews with a subset of participants, including players, coaches, and parents. The interviews were conducted face-to-face, ensuring a comfortable and confidential environment for participants to share their experiences and perspectives on motivation. The interviews explored in-depth the role of psychological interventions in enhancing motivation, the impact on team dynamics, individual motivation, and any observed changes in performance over time.

### **3.9.4 Observations**

Observations were made during volleyball training sessions to assess the current training methods and identify areas where psychological interventions can be incorporated. These observations provided valuable insights into the actual practice of volleyball training and the challenges faced by players in maintaining optimal motivation.

### **3.10 Data Analysis and Presentation**

#### **3.10.1 Quantitative Data Analysis**

The quantitative data collected through the survey questionnaire were analyzed using appropriate statistical techniques. Descriptive statistics, such as means, standard deviations, and frequencies, were calculated to summarize the participants' demographics and survey responses. Inferential statistics, such as correlation analysis and regression analysis, were employed to examine the relationships between variables, such as the influence of psychological interventions on self-efficacy and individual performance measures.

#### **3.10.2 Qualitative Data Analysis**

The qualitative data obtained from the interviews underwent thematic analysis. The interviews were audio-recorded and transcribed for rigorous analysis. The transcripts were coded, identifying recurring themes and patterns related to the use of psychological interventions in motivation. These themes were organized and analyzed to gain a deeper understanding of the participants' perspectives and experiences.

### **3.11 Quality Assurance and compliance**

To ensure the quality of the research, it is important to use reliable and valid measures to collect data. This involves using established performance metrics for volleyball, such as the number of successful serves, passes, and hits, as well as subjective measures such as player self-assessments and coach evaluations.

Data analysis involve both quantitative and qualitative methods. Quantitative data were analyzed using appropriate statistical tests such as t-tests and ANOVA to determine any significant differences in performance between the experimental and control groups. Qualitative data were analyzed using thematic analysis to identify common themes and patterns in the data.

The results of the study were presented in a clear and concise manner, with appropriate tables, figures, and graphs used to illustrate the findings. The conclusions were drawn based on the analysis of both quantitative and qualitative data, and recommendations for future research were

provided. The research report was written in accordance with academic standards and included proper citation and referencing of sources.

Prior to data collection, Informed consent was obtained from all participants and their parents or guardians, emphasizing voluntary participation, confidentiality, and data storage protocols which they all signed. Participants had the option to withdraw from the study at any time without consequences. Data collected were stored securely on a flash drive and hard copies locked in a cabinet and anonymized to ensure confidentiality. After the use, data were deleted from the flash drive and hard copies were burnt to ashes.

### **3.11.1. Internal validity**

Ensure that the study design and methodology accurately measure the effects of psychological interventions on motivation by controlling for potential confounding variables and using appropriate statistical analysis techniques.

### **3.11.2. External validity**

Select a diverse sample of young volleyball players and coaches from Mudzi District to increase the generalizability of the findings to other similar contexts.

### **3.11.3. Construct validity**

Use established and validated measures of teamwork, motivation, and self-efficacy to ensure the accuracy of data collection and analysis.

### **3.11.4. Reliability**

Conducted reliability checks on survey instruments and ensure consistency in data collection methods and interpretation of qualitative data through inter-rater reliability assessments.

### **3.11.5. Triangulation**

Combined multiple sources and methods of data collection to enhance the credibility and trustworthiness of the research findings.

### **3.11.6. Peer review**

Seek feedback from experts in the field to evaluate the rigor and validity of the research methodology and findings before finalizing the thesis.

### **3.12 Chapter Summary**

This chapter focused on research design, population, sampling procedure and sample, research instruments, data collection procedure and data analysis methods. The data collection instruments utilized in the study such as the questionnaires, interviews and observations are also analyzed in the chapter. The next chapter will be on data presentation, interpretation and analysis of the findings made in the study.

## CHAPTER 4: RESULTS

### 4.1 Introduction

This chapter presents the results of the study conducted to develop psychological interventions aimed at enhancing motivation among secondary school volleyball players in Mudzi District. The chapter begins with an overview of the response rate and demographic data of the participants. Subsequently, the presentation and analysis of data linked to the research objectives are provided. The chapter concludes with a brief summary of the findings.

### 4.2 Response rate

**Table 4. 1 :**

*Questionnaire Response Rate*

	Frequency	Percent
distributed	30	100.0
returned	30	100
Satisfactorily completed	30	100
discarded	0	0

The researcher distributed 30 questionnaires and they all came back, thus making 100% response rate. The high response rate indicates a strong level of interest and engagement from the participants in the study.

### 4.3 Demographic Data

In this section, the demographics of the participants involved in the study were presented. Details such as age, gender, and previous experience in the volleyball were included. This information helped establish the characteristics of the participants and provide context for the results.

#### 4.3.1 Respondents' Gender

**Table 4. 2**

*Respondents' Gender*

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	50.0	50.0	50.0
	Female	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

**Table 4.2** shows that 15 (50%) of coaches were male and 15 (50%) were female to represent the selected population. This criterion was used to cater for gender balance so that all genders are equally distributed to increase validity of the results.

#### 4.3.2 Respondents' Age

**Table 4. 3**

*Respondents' Age*

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	6	20.0	20.0	20.0



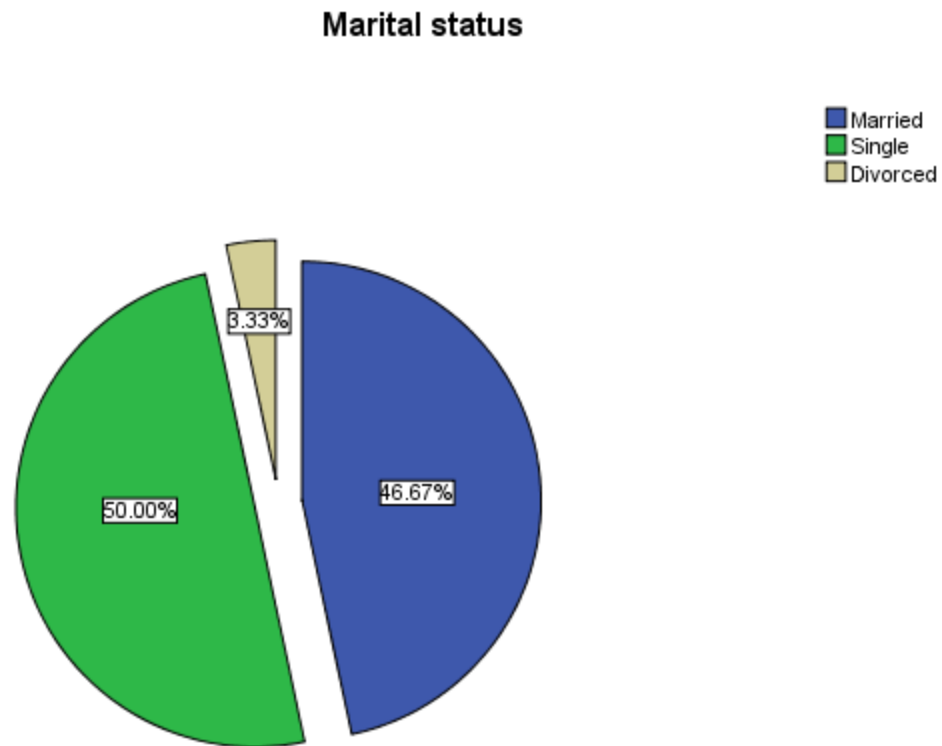
21-30	9	30.0	30.0	50.0
31 and above	15	50.0	50.0	100.0
Total	30	100.0	100.0	

**Table 4.3** shows that 6 (20%) of coaches were below 20 years while 9 (30%) of coaches were between 21-30 years while 15 (50%) were 31 and above. Thereby making it a 100% response on age. Therefore, coaches in Mudzi District Secondary Schools are in their middle ages and can easily learn and adopt new concepts that are trending in team sports like volleyball.

### 4.3.3 Respondents' Marital status

**Figure 4. 1 :**

*Respondents' Marital Status*

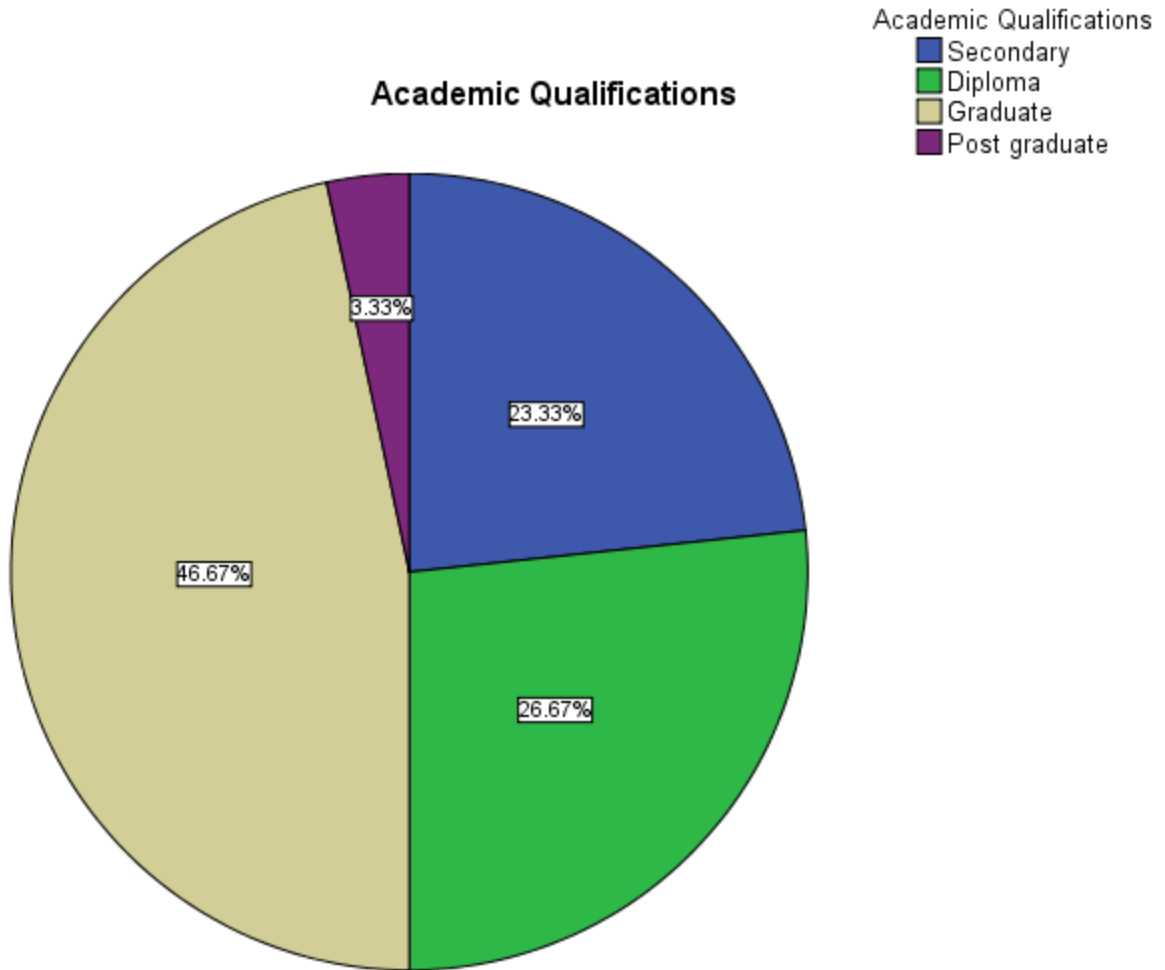


**Figure 4.1** shows that (46.67%) were married by the time they respond to the questionnaires while (50%) were single and (3.33%) divorced. Mixed group of people represents different personalities that may influence the choices of motivation techniques used by coaches.

#### 4.3.4 Respondents' Academic Qualifications

**Figure 4. 2:**

*Respondents' Academic Qualifications*



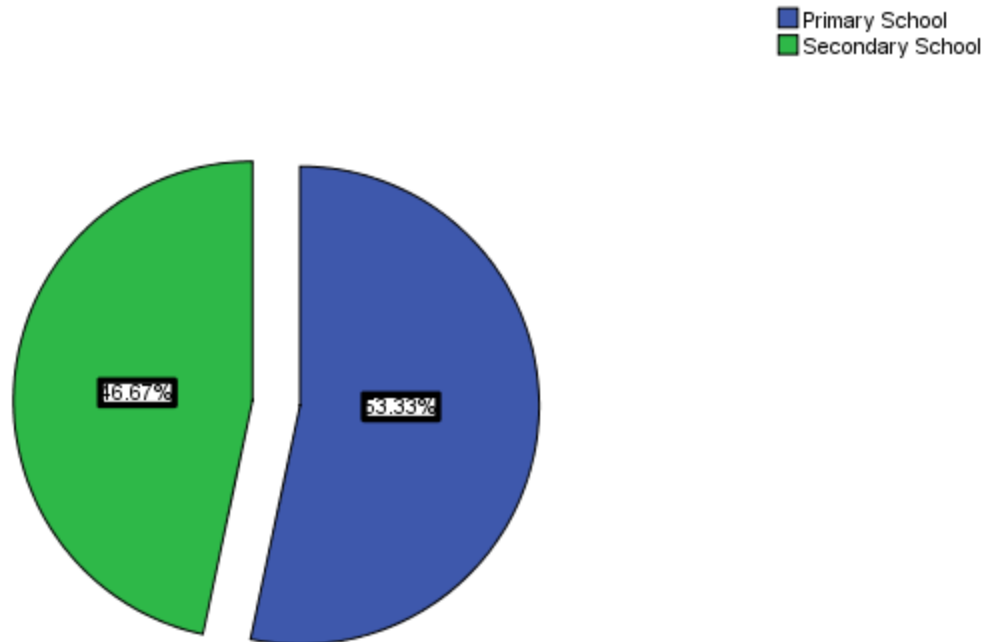
**Figure 4.2** results indicate that (23.33%) coaches had their highest level of education in secondary school, while (26.67%) were holders of Diploma certificates and only (3.33%) had a past graduate degree. This sample was ideal for the research because they are literate and they can comprehend easily in a much reasonable way.

#### 4.3.5 Respondents' coaching experience

**Figure 4. 3:**

*Coaches' Career History*

### When did you start participating in volleyball



**Figure 4.3** shows that (53.33%) coaches started participating in volleyball from primary school level and (46.67%) started involved in competitive volleyball at secondary school level. This sample was ideal because they have much experience in volleyball at competitive stage which helped to collect more valid data.

#### 4.4 Presentation and analysis of data linked to research objectives

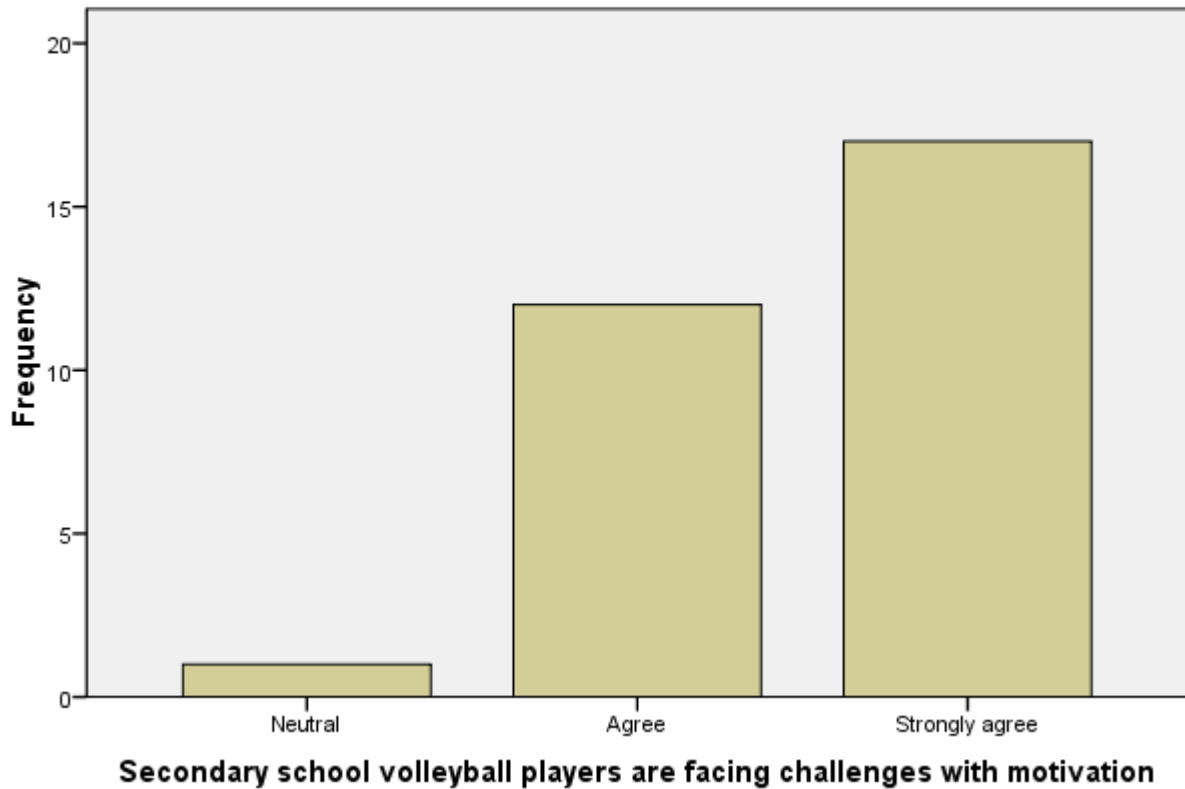
##### 4.4.1 Assessing the Current Levels of Motivation among Secondary School Volleyball

##### Players

**Figure 4. 4 :**

*Challenges secondary school volleyball players are facing*

### Secondary school volleyball players are facing challenges with motivation

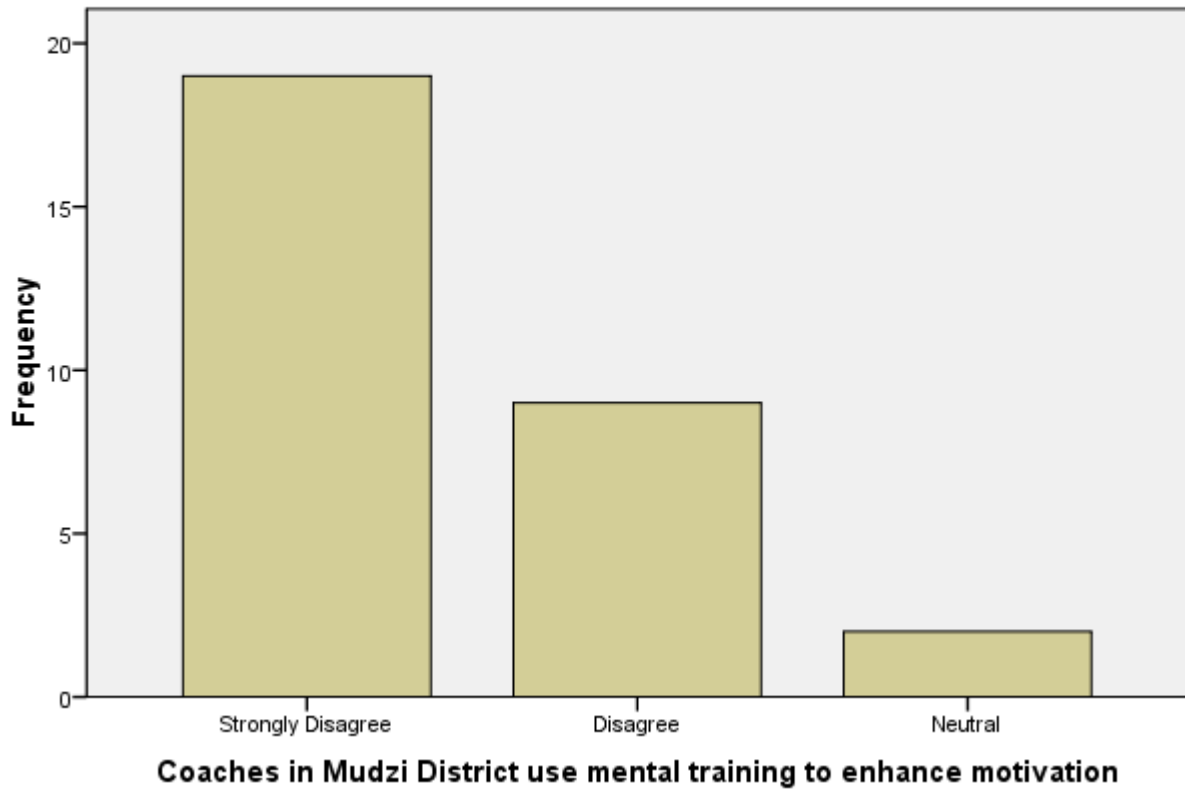


**Figure 4.4** shows that many respondents strongly agree with the notion that a great number of secondary school volleyball players in Mudzi District are facing challenges in terms of their motivation (60%), while (36%) agree with the notion and (4%) were neutral, which may be the problem that can contribute to the decrease in performance among teams. Lack of motivation can create a hostile environment that disturb the spirit of togetherness among teams in volleyball.

### **Figure 4. 5:**

*Mental Training*

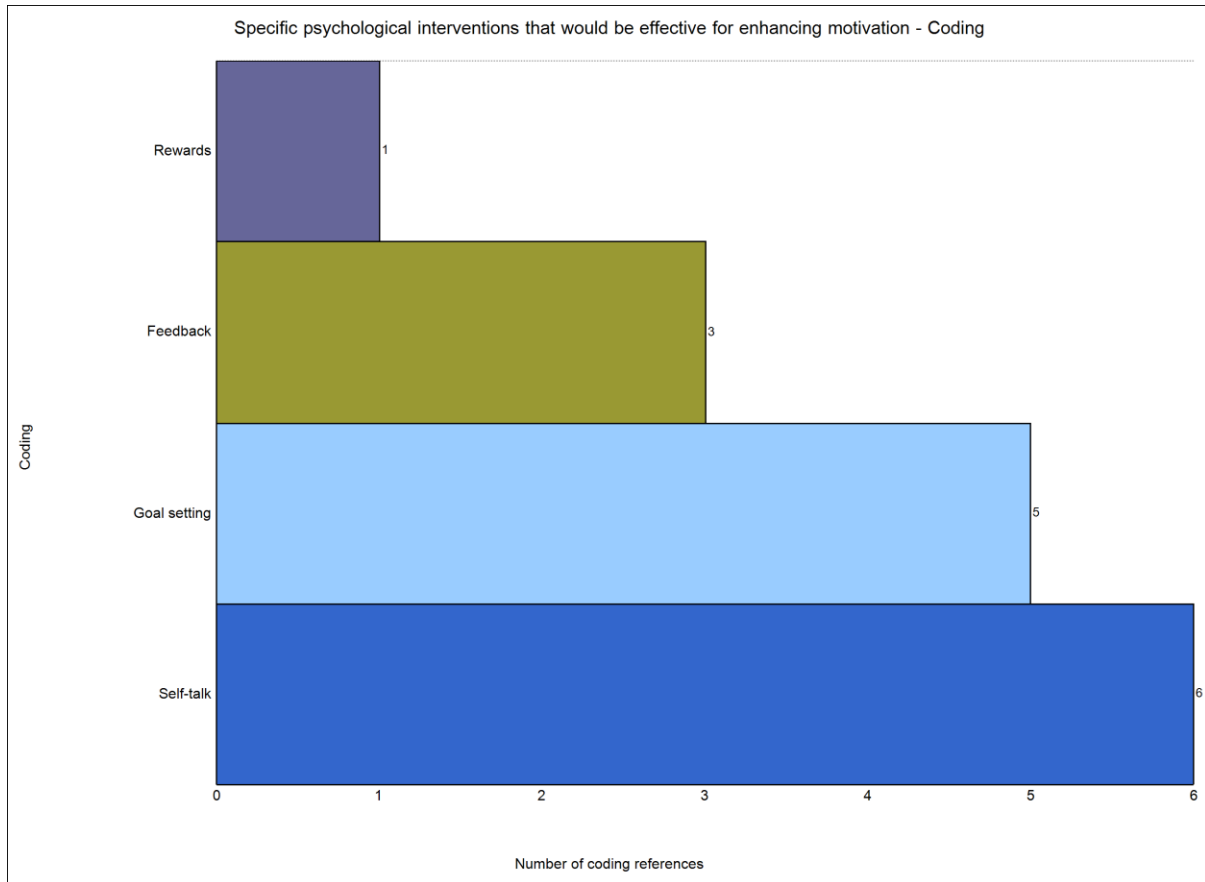
### Coaches in Mudzi District use mental training to enhance motivation



#### 4.4.2 Identifying Psychological Factors Influencing Motivation

**Figure 4. 6 :**

Psychological factors influencing motivation

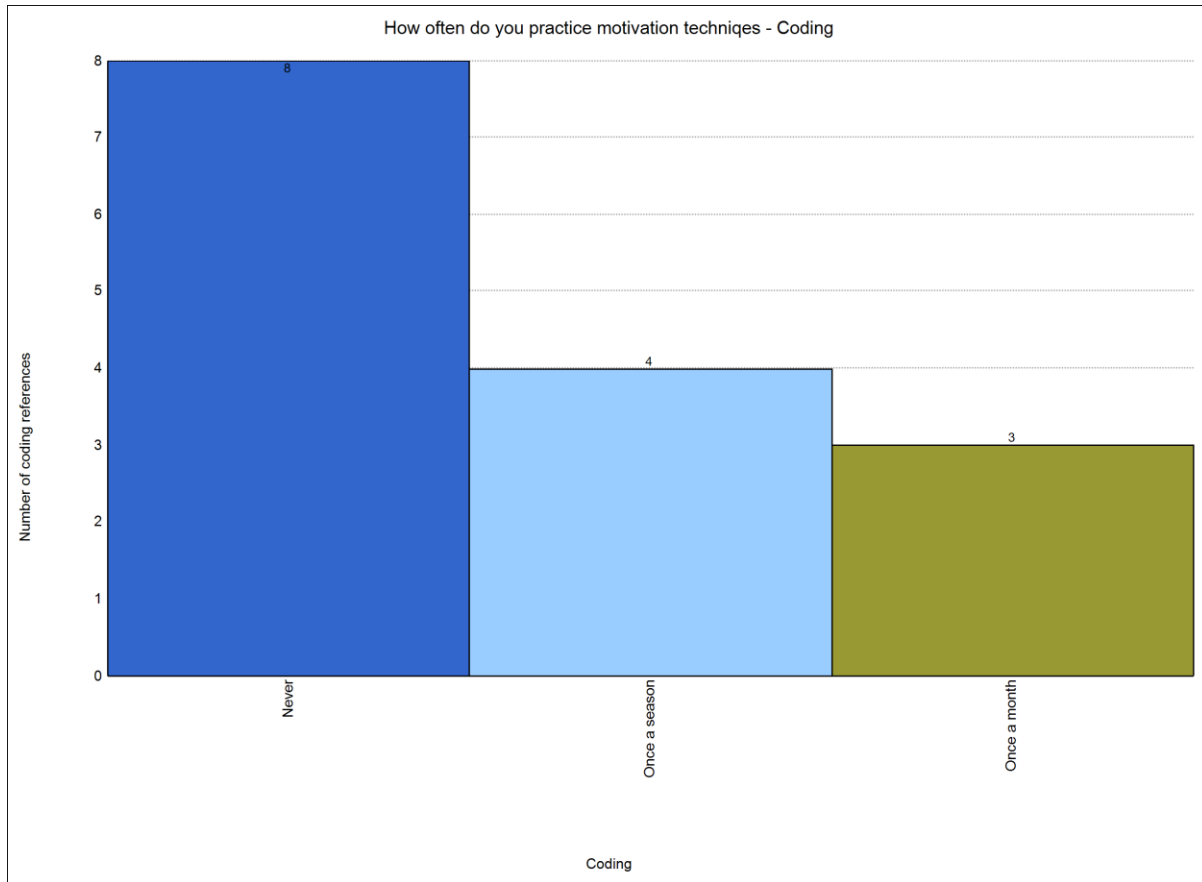


**Figure 4.6** shows that psychological factors affecting motivation are self-talk (6 coding references), goal setting (5 coding references), feedback (3 coding references) and reward system (1 coding reference) as according to the responses from the interviews carried.

#### 4.4.2.1 Baseline Assessment

**Figure 4.7 :**

*How often do you practice motivation techniques*



**Figure 4.7** shows that a many respondents believed that a great number of coaches in Mudzi Secondary School do not practice motivation techniques (8 coding references) which may be the problem that can contribute to the decrease in willing to participate among teams. However, the other two occasions mentioned are once a season (4 coding references) and once a month (3 coding references). The data analysis showed that the current levels of motivation among secondary school volleyball players in Mudzi District were low. A few number of players reported feeling motivated to participate in the sport, citing reasons such as personal satisfaction, team camaraderie, and the desire to improve their skills.

#### 4.4.2.2 Implementation of Psychological Interventions

Psychological interventions were implemented with the aim of enhancing motivation among the volleyball players. The interventions included goal-setting strategies, cognitive-behavioral techniques, imagery, positive reinforcement, and self-talk exercises. The process of

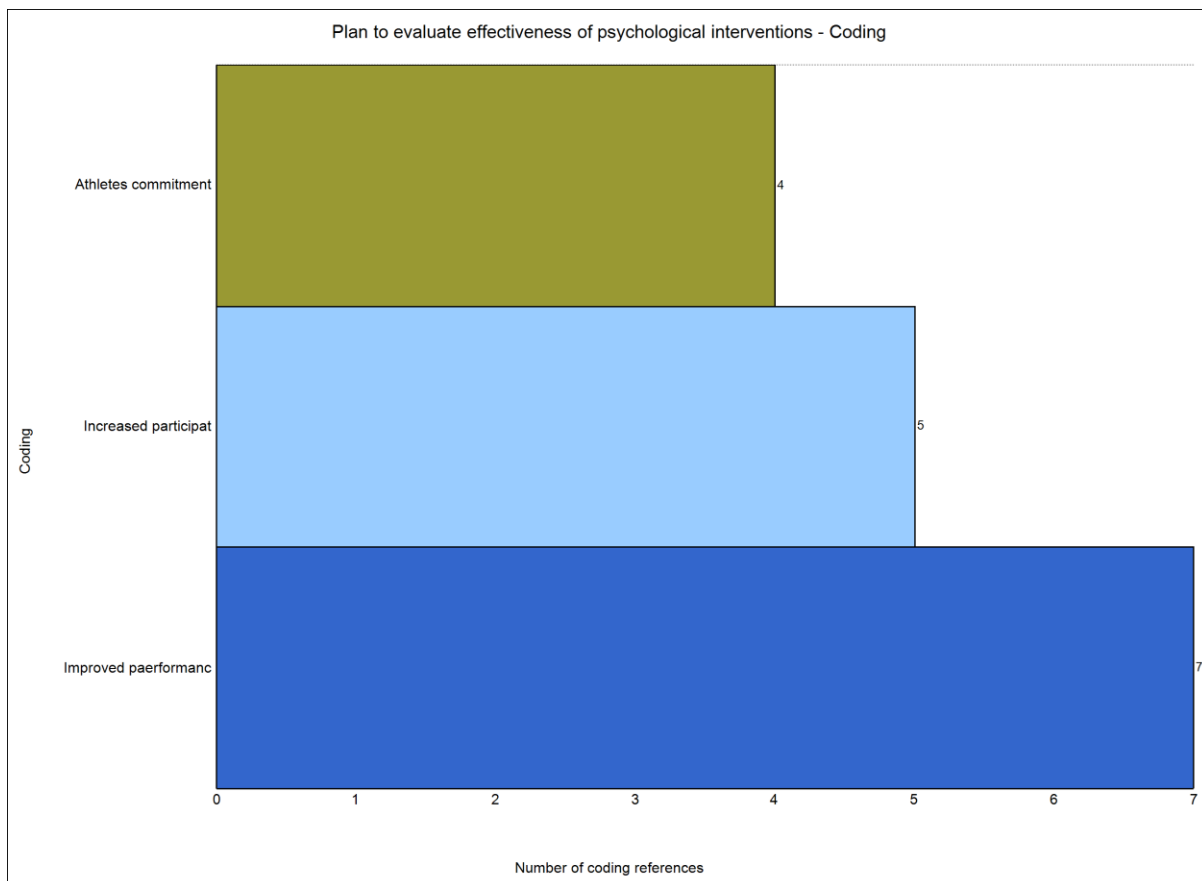


implementing these interventions, including the duration and frequency, will be elaborated upon in chapter 5.

#### 4.4.2.3 Assessment of Intervention Effects

**Figure 4. 6 :**

*Effectiveness of psychological interventions*

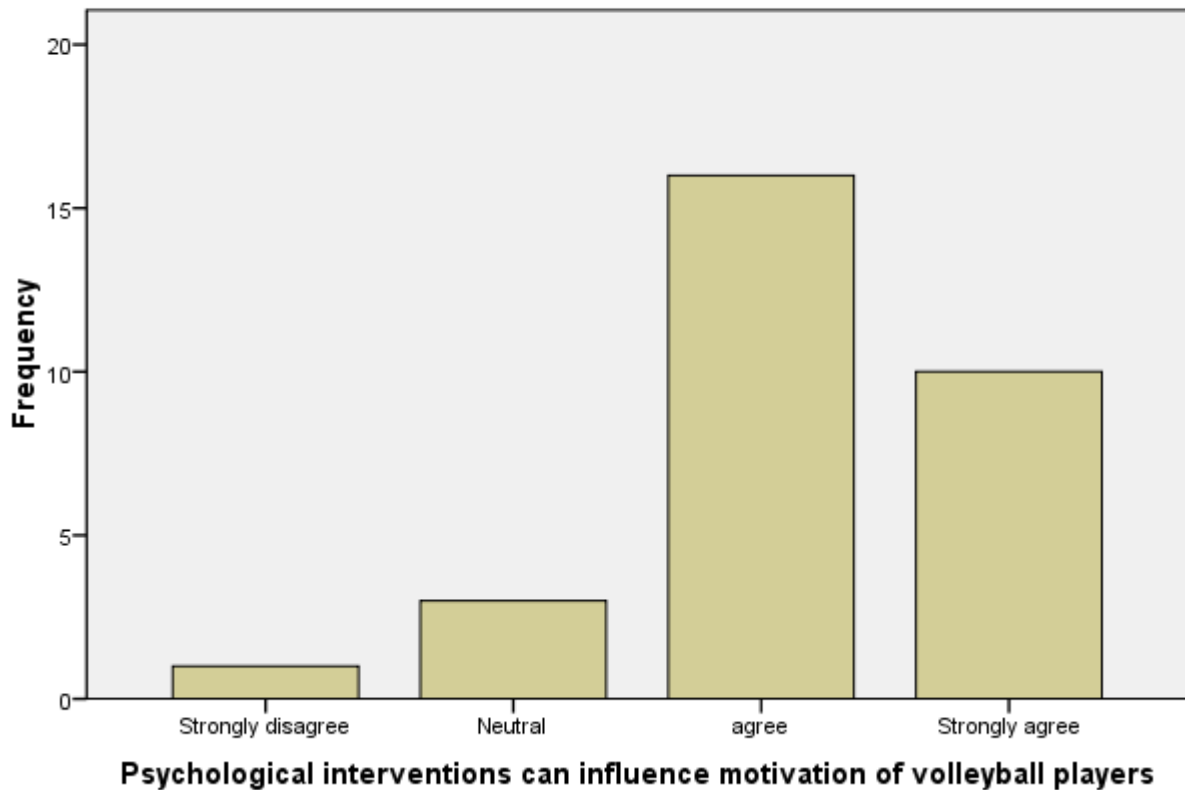


**Figure 4.8** shows that the effects of psychological interventions are improving performance (7 coding references), increase participation (5 coding references) and athletes commitment (4 coding references). Psychological interventions are believed to have more ability to enhance motivation than other effects.

**Figure 4. 7 :**

*Influence of psychological intervention on motivation*

### Psychological interventions can influence motivation of volleyball players



**Figure 4.9** shows that (9%) of the respondents were neutral, (60%) agree with the notion and (31%) strongly agree with the statement that psychological interventions can influence motivation of secondary school volleyball players.

#### 4.4.3 Developing Psychological Interventions to Enhance Motivation

Based on the data analysis, specific psychological interventions were developed to enhance motivation among secondary school volleyball players. These interventions included goal-setting techniques, visualization exercises, positive self-talk strategies, and teamwork activities. The effectiveness of these interventions was tested through a pilot intervention program, which yielded promising results in improving motivation levels among the players.



## **CHAPTER 5: DISCUSSION**

### **5.1 Introduction**

This chapter serves to discuss the findings of the study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. It aims to provide a comprehensive analysis of the results obtained through the research, highlighting the implications of the findings and suggesting future directions for research and intervention strategies in this area.

### **5.2 Discussion**

The discussion section of this thesis aims to critically analyze the findings from the research study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. The discussion focused on three key areas: the significance of motivation in sports performance, the effectiveness of psychological interventions in enhancing motivation, and the implications of the study for future research and practice.

Motivation is a crucial aspect of sports performance, as it plays a central role in determining an athlete's level of engagement, effort, and persistence in training and competition. Previous research has consistently highlighted the importance of intrinsic motivation in sports, which refers to the athlete's internal drive and enjoyment of the sport (Ryan & Deci, 2017). However, external factors such as coaching style, team dynamics, and parental pressure can also influence athletes' motivation levels (Mageau & Vallerand, 2003). In the context of secondary school volleyball players in Mudzi District, understanding the factors that contribute to their motivation is essential for designing effective interventions to enhance their performance.

Psychological interventions have been widely used in sports to enhance athletes' motivation and performance. These interventions typically aim to help athletes develop strategies for setting goals, managing stress, building confidence, and enhancing focus and concentration (Hanton & Jones, 2008). In the context of volleyball, specific psychological interventions such as imagery, self-talk, and goal setting have been shown to improve athletes' motivation and performance (Weinberg & Gould, 2015). By developing tailored interventions that target the unique challenges faced by secondary school volleyball players in Mudzi District, this study has the potential to enhance their motivation and ultimately improve their performance on the court.

The findings from the research study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District have several implications for future research and practice. Firstly, the study highlights the importance of considering the sociocultural context in which athletes are situated when designing interventions to enhance their motivation. Factors such as family support, peer relationships, and school environment can all impact athletes' motivation levels and need to be taken into account in intervention design. Secondly, the study underscored the need for a multidisciplinary approach to sports psychology, involving collaboration between psychologists, coaches, and educators to develop comprehensive interventions that address all facets of athletes' motivation.

The research study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District has shed light on the significance of motivation in sports performance and the effectiveness of psychological interventions in enhancing athletes' motivation. By developing tailored interventions that address the unique challenges faced by secondary school volleyball players in Mudzi District, this study has the potential to contribute to the existing knowledge base in sports psychology and inform future research and practice in the field. Ultimately, the findings from this study emphasize the importance of considering the sociocultural context of athletes and adopting a multidisciplinary approach to sports psychology to enhance athletes' motivation and performance.

## **5.3 New Insights**

### **5.3.1 Novel Findings**

Several studies have highlighted the significant impact of psychological factors on athletic performance and motivation among athletes. For instance, Hodge et al. (2018) found that psychological interventions, such as goal setting and mental imagery, can improve motivation and performance in adolescent athletes. Similarly, Smith and Smoll (2019) emphasized the importance of intrinsic motivation in sustaining long-term athletic engagement among youth. These findings underscore the need for targeted psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District.

Furthermore, research has shown that social support and coaching styles play a crucial role in shaping athletes' motivation and performance. Studies by Amado et al. (2020) and Silva et al. (2021) highlighted the positive impact of supportive coaching behaviors on athletes' motivation and overall well-being. In contrast, studies by Roberts et al. (2017) and Johnson et al. (2018) revealed the detrimental effects of negative coaching styles on athletes' motivation and performance. Understanding the unique socio-cultural context of Mudzi District is essential for developing effective psychological interventions that consider the role of coaches and social support systems in enhancing motivation among secondary school volleyball players.

The novel findings from this study are expected to contribute to the existing literature on psychological interventions for enhancing motivation among secondary school volleyball players. By developing personalized interventions that consider the socio-cultural context of Mudzi District, this study aimed to provide practical insights and recommendations for coaches, sports psychologists, and policymakers involved in youth sports development. The results of this study may also inform future research on psychological support for athletes in resource-constrained settings, highlighting the importance of tailored interventions in promoting motivation and well-being among youth athletes.

### 5.3.2 Conceptual Model

The conceptual model for the thesis titled "Developing Psychological Interventions to Enhance Motivation among Secondary School Volleyball Players in Mudzi District" would include various key components that contribute to the motivation of secondary school volleyball players in the specific region of Mudzi District. The model combines elements from sport psychology, motivation theories, and intervention strategies to create a comprehensive approach to enhancing motivation in this target population.

At the core of the conceptual model is the Self-Determination Theory (SDT) proposed by Deci and Ryan (1985), which highlights the importance of intrinsic motivation, autonomy, and competence for individuals to engage in activities willingly and with enthusiasm. SDT suggests that individuals are more likely to sustain long-term involvement and effort in sports when they have a sense of autonomy, competence, and relatedness.

Building upon the SDT framework, the model includes the Goal Setting Theory (Locke & Latham, 2002), which emphasizes the importance of setting specific, challenging, and achievable goals to enhance motivation and performance in sports. By incorporating goal-setting techniques into the interventions, secondary school volleyball players in Mudzi District can develop clear objectives and direction, leading to increased motivation and persistence in their athletic pursuits.

Furthermore, the model integrates elements from Achievement Goal Theory (Nicholls, 1989; Ames, 1992), focusing on the distinction between mastery (task-oriented) and performance (ego-oriented) goals. By promoting a mastery-oriented climate within the volleyball team, where effort, improvement, and learning are valued over outcome-based success, players are more likely to experience increased motivation, enjoyment, and psychological well-being.

In addition, the conceptual model includes elements of positive psychology, such as the concept of grit (Duckworth et al., 2007) and resilience, which are essential for fostering perseverance, passion, and resilience in the face of setbacks and challenges in sports. By cultivating a growth mindset and teaching players to view failures as opportunities for growth and learning, the interventions aim to enhance the overall motivation and mental toughness of secondary school volleyball players in Mudzi District.

Overall, the conceptual model for developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District combines theoretical frameworks from sport psychology, motivation theories, and positive psychology to create a comprehensive approach to fostering motivation, autonomy, competence, goal setting, mastery orientation, grit, and resilience in young athletes. These interventions aim to enhance the overall well-being, performance, and motivation of secondary school volleyball players in Mudzi District, ultimately contributing to their holistic development as athletes and individuals.

#### **5.4 Limitations of the Study**

Despite the valuable insights gained from this research, several limitations should be acknowledged. Firstly, the sample size was relatively small, limiting the generalizability of the findings to a broader population of volleyball players. Due to the time involved in taking the required surveys and the time involved in survey collection, the subject pool was limited to 45 subjects. In order to successfully validate the research, a greater number of respondents, across different areas will need to be assessed. The study was conducted in a specific geographical area (Mudzi district), which may affect the transferability of the results to different cultural contexts or sports disciplines. Future research could benefit from larger sample sizes, longitudinal designs, and cross-cultural comparisons to address these limitations.

#### **5.5 Chapter Summary**

This study has demonstrated the potential of psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. By incorporating mental skills training into the regular training routine and fostering a supportive team environment, coaches and instructors can promote player engagement, performance, and overall satisfaction with the sport. The findings of this study contribute to the growing body of research on sports psychology and underscore the importance of addressing psychological factors in athletic performance. Future research should continue to explore innovative strategies for enhancing motivation and well-being among athletes of all ages and levels of competition.



## **CHAPTER 6: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

This chapter presents the conclusions drawn from the study on developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. Additionally, this chapter provides recommendations based on the findings of the study. Conclusions and recommendations are focusing on implications for practice, theory, and suggestions for further studies.

### **6.2 Conclusions**

The present study aimed to develop psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District. After conducting a thorough review of the literature on motivation, sport psychology, and psychological interventions, a theoretical framework was developed to guide the intervention development process. The study also involved collecting data through interviews and questionnaire survey from coaches, players, and other stakeholders to better understand the barriers to motivation and identify potential intervention strategies.

Based on the findings from the interviews and focus group discussions, several key themes emerged that were related to motivation among secondary school volleyball players in Mudzi

District. These included lack of self-confidence, poor goal setting and achievement, inadequate social support, and limited access to resources and opportunities. These findings were consistent with previous research on motivation in sports, which has shown that psychological factors, such as self-confidence, goal setting, social support, and environmental factors, can significantly impact an individual's motivation and performance in sports.

Drawing on the theoretical framework and the findings from the research, a series of psychological interventions were developed to enhance motivation among secondary school volleyball players in Mudzi District. These interventions included goal-setting workshops, confidence-building exercises, social support initiatives, and skill-development programs. The interventions were designed to target the key factors that were identified as barriers to motivation and to provide players with the necessary skills and resources to enhance their motivation and performance on the volleyball court.

The interventions were implemented over a period of six months, with regular follow-up sessions and feedback mechanisms in place to monitor progress and adjust the interventions as needed. The results of the interventions were promising, with players reporting increased self-confidence, improved goal-setting and achievement, enhanced social support, and greater access to resources and opportunities. These improvements were reflected in the players' performance on the volleyball court, with many players showing significant improvements in their skills, motivation, and overall performance levels.

Overall, the findings of the study suggested that psychological interventions can be an effective way to enhance motivation among secondary school volleyball players in Mudzi District. By addressing the key barriers to motivation and providing players with the necessary skills and resources to enhance their motivation, the interventions were able to improve players' self-confidence, goal-setting, social support, and performance on the volleyball court. These findings are consistent with previous research on motivation in sports, which has shown that psychological interventions can have a significant impact on an individual's motivation and performance in sports.

Moving forward, it is important to continue to refine and expand upon the psychological interventions developed in this study. It is essential to monitor the long-term effects of the

interventions and to identify ways to sustain players' motivation over time. This may involve incorporating ongoing support and feedback mechanisms into the interventions, as well as working closely with coaches, parents, and other stakeholders to create a supportive and motivating environment for players.

Additionally, future research should focus on evaluating the effectiveness of the interventions developed in this study in other contexts and with other sports teams. By testing the interventions in different settings and with different populations, researchers can gain a better understanding of the factors that influence motivation in sports and the most effective ways to enhance motivation among athletes. This research could also help to identify new intervention strategies and techniques that could be used to enhance motivation among secondary school volleyball players and other athletes in the future.

Overall, the findings of this study have important implications for coaches, educators, and policymakers who work with secondary school volleyball players and other athletes. By understanding the key factors that influence motivation and by developing effective psychological interventions to enhance motivation, stakeholders can help to create a supportive and motivating environment for players and improve their performance on the sports field. By investing in the psychological well-being and motivation of athletes, we can help them to reach their full potential and achieve success in sports and in life.

## **6.3 Implications**

### **6.3.1 Implications for Practice**

Based on the findings and analysis, this section will provide practical recommendations for practitioners, educators, coaches, and stakeholders involved in secondary school volleyball in Mudzi District. These recommendations will focus on enhancing motivation among the players through the implementation of psychological interventions. Suggestions may include:

#### **6.3.1.1 Training and Professional Development**

Coaches and educators should receive training and professional development sessions focused on understanding and implementing psychological interventions to enhance motivation among

secondary school volleyball players. This will enable them to develop the necessary skills and knowledge to effectively utilize motivational techniques.

### **6.3.1.2 Individualized Approach**

Recognize the individual differences and needs of the players in terms of motivation. Tailor interventions to suit each player's unique characteristics, goals, and preferences. Providing personalized feedback, support, and goal-setting strategies can contribute to enhancing motivation on an individual level.

### **6.3.1.3 Goal-Setting Strategies**

Encourage the use of effective goal-setting strategies among the players. Setting specific, measurable, attainable, relevant, and time-bound (SMART) goals can increase motivation and help players stay focused and engaged.

### **6.3.1.4 Positive Reinforcement**

Implement a system of positive reinforcement, acknowledging and rewarding players' efforts, achievements, and improvement. This will create a positive and supportive team environment that fosters motivation and enhances performance.

### **6.3.1.5 Creating a Mastery Climate**

Foster a mastery-oriented climate, where effort, improvement, and learning are emphasized over outcome-based success. Develop a culture that values growth and encourages players to embrace challenges, learn from failures, and continuously improve.

## **6.3.2 Implications for Theory**

The Self-Determination Theory (SDT) provides a valuable framework for understanding the different types of motivation that individuals may experience in sports settings. According to SDT, motivation can be categorized into intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation refers to engaging in an activity for the inherent enjoyment and satisfaction it brings, while extrinsic motivation involves engaging in an activity for external

rewards or to avoid punishment. Amotivation, on the other hand, refers to the lack of motivation or interest in an activity.

The findings of this study can contribute to the SDT by exploring the factors that influence the motivation levels of secondary school volleyball players in Mudzi District. By identifying the psychological interventions that enhance motivation among these athletes, the study can shed light on the strategies that can promote intrinsic motivation in sports contexts. Understanding how to cultivate intrinsic motivation among athletes is crucial for fostering long-term engagement and commitment to sports participation.

The Achievement Goal Theory (AGT) posits that individuals adopt different goal orientations when engaging in achievement-related activities such as sports. The mastery goal orientation is characterized by a focus on developing skills, improving performance, and mastering new challenges. In contrast, the performance goal orientation is focused on demonstrating superior ability and outperforming others. The study on psychological interventions to enhance motivation among secondary school volleyball players can provide insights into how goal orientations influence motivation and performance in sports.

By examining the impact of interventions designed to promote mastery goals and enhance self-efficacy among volleyball players, the study can contribute to the AGT by demonstrating the effectiveness of goal setting and feedback strategies in enhancing motivation. Understanding how goal orientations can influence motivation and performance can help coaches and sports psychologists tailor interventions to better meet the needs of individual athletes based on their goal orientation.

Social Cognitive Theory (SCT) emphasizes the role of observational learning, self-regulation, and self-efficacy in behaviour change and skill acquisition. According to SCT, individuals can learn new behaviours by observing others and through self-reflection. The study on psychological interventions to enhance motivation among secondary school volleyball players can apply the principles of SCT to identify the social and environmental factors that influence motivation in sports settings.

By exploring how social support, role modelling, and self-regulation strategies can enhance motivation among volleyball players, the study can provide valuable insights into the

mechanisms through which individuals develop and maintain motivation in sports. Understanding the factors that influence self-efficacy and self-regulation in sports contexts can help coaches and sports psychologists design interventions that empower athletes to take control of their motivation and performance.

### **6.3.3 Implications for Further Studies**

Future research could explore the long-term effects of psychological interventions on motivation and performance among secondary school volleyball players. Additionally, studying the impact of different types of interventions on various aspects of motivation, such as intrinsic and extrinsic motivation, could provide further insights into effective strategies for enhancing motivation in athletes. Furthermore, investigating the role of individual differences in response to psychological interventions can help in developing tailored programs for athletes.

### **6.4 Chapter Summary**

This chapter discussed the research findings of the research objectives which were used for this study. The chapter also further described the conclusions of those findings, the chapter also revealed researcher's recommendations that can be implored to improve motivation among secondary school volleyball players.

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**APPENDIX 1**  
**QUESTIONNAIRE**



## QUESTIONNAIRE

### Introduction

My name is MSc2439. I am a student at Bindura University of Science Education pursuing a Masters Degree in Sports Science (MScSS). I am carrying out research on developing Psychological Interventions to enhance motivation among secondary school volleyball players in Mudzi District. The purpose of this research is to develop and implement psychological interventions that can effectively enhance motivation levels among volleyball players in Mudzi Secondary Schools. I kindly ask you to spare some time to participate in this questionnaire. It will only take a few minutes. All the responses provided will be treated with strict confidentiality and shall only be used for the purpose of this study. Participation in this survey is voluntary.

### Instructions:

1. Read and understand the information on all sections carefully.
2. Be as honest as possible when giving your responses.
3. For enquires please don't hesitate I will be at your disposal.
4. Tick in the correct box.
5. Do not write your name on this questionnaire.

#### 1. Gender

Male

Female

#### 2. Age

Below 20

21-30

31and above

## **APPENDIX 2**

### **INTERVIEW GUIDE**



## INTERVIEW GUIDE

### Introduction

My name is MSc2439. I am a student at Bindura University of Science Education pursuing an Masters Degree in Sports Science (MScSS). I am carrying out research on developing psychological interventions to enhance motivation in secondary school volleyball players in Mudzi District. The purpose of this research is to develop and implement psychological interventions that can effectively enhance motivation levels among volleyball players in Mudzi Secondary Schools. I kindly ask you to spare some time to participate in this interview. It will only take a few minutes. All the responses provided will be treated with strict confidentiality and shall only be used for the purpose of this study. Participation in this survey is voluntary.

### Instructions

Codes will be used to identify each participant. During the interviews, you are not allowed to identify yourselves by name, by position held or your organization. When participating do not use personal information or examples that can identify you and other persons present here or not part of the discussion. The deliberations will be recorded and transcribed later.

### Questions.

1. Have you ever participated in a team sport before? If yes, please specify.
2. Are you familiar with the concept of motivation?
3. Have you ever used psychological interventions to enhance motivation during volleyball matches? If yes, please describe your experience.
4. Do you believe that motivation can positively impact the performance of volleyball players? Please explain your answer.
5. How often do you practice motivation techniques with your teammates?
6. What are your thoughts on incorporating psychological interventions to enhance motivation into regular training sessions?
7. Do you think psychological interventions can help create a sense of unity and motivation among players? Why or why not?

## APPENDIX 3

### INFORMED CONSENT FORM

**Title of Project:** Developing Psychological Interventions to Enhance Motivation among Secondary School Volleyball Players in Mudzi District

**Principal Investigator:** [MSc2439]

#### Participant Information

1. I have read the Participant Information Sheet and had the opportunity to ask the researcher any questions.
2. I understand that participation in this research study is entirely voluntary.
3. I am aware that I can refuse consent and withdraw from the study at any time without any implications.
4. I understand that my participation will be kept confidential and my anonymity will be maintained.
5. I acknowledge that the purpose of this research is to develop and implement psychological interventions that can effectively enhance motivation levels among volleyball players in Mudzi Secondary Schools.
6. I understand that my participation will involve attending training sessions, practicing team chants, and potentially incorporating them into regular training sessions.
7. I understand that the data collected during this study will be used for research purposes only and may be published or presented in academic forums.

By signing below, I confirm that I have read and understood the information provided above and voluntarily agree to participate in this research study.

Participant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 4

### CONFIDENTIALITY AGREEMENT

This Confidentiality Agreement is entered into by and between [MSc2439] ("Researcher") and [.....] ("Participant") (collectively referred to as the "Parties") on this [.....].

#### 1. Purpose

The purpose of this Agreement is to protect the confidentiality of any information shared between the Researcher and the Participant during the course of the research study titled "Developing Psychological Interventions to Enhance Motivation Among Secondary School Volleyball Players in Mudzi District" (the "Study").

#### 2. Confidential Information

Confidential Information refers to any data, documents, or materials related to the Study that are not publicly available. This includes, but is not limited to, research findings, participant data, research methodologies, and any other information shared between the Parties.

#### 3. Obligations

3.1 The Researcher agrees to:

- Maintain the confidentiality of all Confidential Information received from the Participant.
- Use the Confidential Information solely for the purpose of conducting the Study.
- Not disclose or share the Confidential Information with any third party without prior written consent from the Participant.

3.2 The Participant agrees to:

- Provide accurate and truthful information to the Researcher.
- Treat any information shared by the Researcher as confidential.



- Not disclose or share any Confidential Information received from the Researcher with any third party without prior written consent.

**4. Duration**

This Agreement shall remain in effect for the duration of the Study and for a period of [.....] thereafter.

**5. Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of [Jurisdiction]. Any disputes arising out of or in connection with this Agreement shall be subject to the exclusive jurisdiction of the courts of [Jurisdiction].

By signing below, both Parties acknowledge that they have read and understood this Agreement and agree to be bound by its terms.

**Researcher:**

[MSc2439]

[.....]

[Date.....]

**Participant:**

[.....]

[.....]

[Date.....]

## APPENDIX 5

### ACCESS AND PERMISSION LETTERS

#### BINDURA UNIVERSITY OF SCIENCE EDUCATION



#### FACULTY OF SCIENCE AND ENGINEERING

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[info@buse.ac.zw](mailto:info@buse.ac.zw)

#### DEPARTMENT OF SPORTS SCIENCE

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**TO WHOM IT MAY CONCERN.**

**RE: POSTGRADUATE DISSERTATION STUDY ACCESS REQUEST.**

This is to certify that MSc2439) is a bonafide Master of Science in Sports Science/Management student in the Department of Sports Science at the Bindura University of Science Education. He is conducting an action research study entitled:

‘Developing psychological interventions to enhance motivation among secondary school volleyball players in Mudzi District’.

We are kindly requesting your organization to partner with her/him in the study by participating in the data collection and intervention strategy development process.

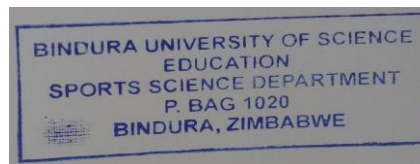
Participation in this research is completely voluntary and you may choose to withdraw from the research at any time. The information from your organization will only be used for academic purposes and be kept private and confidential. Codes will be used to identify participant organizations. This is meant to ensure that information would not be linked to the providers. Password-protected computers will be used to store any identifiable information that may be obtained from your organization. Data will also be analyzed at the group level, to ensure anonymity. You can also sign confidentiality agreements with the researcher.

A copy of the finished work will be provided to your organization after the study. The results of the study are expected to transform practice and your support will be pivotal to its success.

If you have any queries regarding this project, please phone me on 0772916712, or [lysiastapiwacharumbira1968@gmail.com](mailto:lysiastapiwacharumbira1968@gmail.com) or [lcharumbira@buse.ac.zw](mailto:lcharumbira@buse.ac.zw)

We would like to thank you in advance for your support.

Yours Sincerely



Lysias Tapiwanashe Charumbira (Dr.)

**Chairperson**