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RELATIONSHIP BETWEEN VOLLEYBALL PLAYERS' SELF-ESTEEM AND THEIR PLAYING ABILITY

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ABSTRACT:

The goal of this study was to see if there was a link between volleyball players' self-esteem and their ability to play. 30 male volleyball players at the national level were recruited as subjects using a purposive sample technique, and their ages ranged from 20 to 24 years. Each volleyball player's self-esteem was assessed using the Self-esteem Inventory questionnaire, and their playing skill was assessed using a 5-point scale by three experienced volleyball judges. The data was investigated using the Pearson product moment correlation to see if there was a significant link between the

dependent and independent variables. The significance level was set at 0.05. And to perform the statistical approaches, SPSS version 20 was used.

KEYWORDS: volleyball players, Self-esteem Inventory questionnaire, statistical approaches.

INTRODUCTION:-

Aggressive volleyball requires certain skills to be learned, some physical, others mental or emotional. Physically, playing offensive volleyball can mean jumping instead of setting off the ground, or attacking a jump topspin or floater to bring opponents on their feet rather than sticking with a standing servant to speed up the offence. Mentally, instead of only serving the ball into the court, it means using a serving tactic to interrupt the offence of the opponent; it means playing volleyball like

you might play a chess game and knowing how to think two games ahead. Playing competitive volleyball emotionally means knowing how to avoid the highs and lows that cause the opponent to score points in streaks; it means knowing how to deal with the tension that the opponent or the audience brings on you and still play your best. Learning all these physical, mental and emotional aggressive volleyball abilities helps you and your team to come out winners in the big matches. You will come out on top more often than not when the game is tied 14-14 in the fifth set. You'll know how to come back when you're down to 6, and when you're up to 5 at the end of the game, you'll have the courage to close the deal (Waite, 2009).

Self-esteem is also known as self-evaluation, or an appraisal of one's self-worth and appreciation of oneself. Global self-esteem, namely self-esteem, is defined as a positive or negative attitude towards a specific object (Rosenberg, 1965). He noticed that people with low self-esteem are more easily segregated from others, appear to be more self-conscious, and are more likely to be depressed than those with high self-esteem. Franken notes that there is a great deal of research which shows that the self-concept is the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior. Franken suggests that self-concept is related to self-esteem in that "people who have good self-

esteem have a clearly differentiated self-conception; Franken suggests that self-concept is related to self-esteem. They can optimize performance when people know themselves, and they know what they can and cannot do. Trait anxiety is the relatively permanent predisposition of personality to view certain environmental circumstances as threatening or stressful, and the propensity of increased state anxiety to respond to these situations. Analysis and theoretical understanding has shown that success is influenced by anxiety and self-esteem. While self-esteem has a positive impact on performance, performance is affected by anxiety (Aktop, 2006).

The study was conceptualized to investigate the significant relationship between self-esteem and playing ability of volleyball players and it was hypothesized that there would be significant relationship between self-esteem and playing ability of volleyball players.

METHODOLOGY

Thirty male volleyball players from Anandpur, Kolkata were chosen as subjects for this study using purposive sampling. The subjects were between the ages of 20 and 24, and the degree of involvement was set at a nationwide level. Prior to the exam, all subjects were invited to a meeting where the requirements of the testing procedure were explained in full. Volleyball playing ability was chosen as a dependent variable and self-esteem was chosen as an independent variable based on expert advice and a literature review. The respondents' self-esteem was assessed using the Prasad and Thakur (1988) Self-esteem evaluation questionnaire, and their performance was graded on a 5-point scale based on the subjective judgment of three volleyball experts. Volleyball players' self-esteem in connection to their playing ability was studied using descriptive statistics. To investigate the relationship between volleyball players' self-esteem and their playing ability, the Pearson product moment correlation was used. The statistical significance level for all of the analyses was set at 0.05. SPSS Version 20 was used to analyze the data.

Result and Discussion

Table 1
RELATIONSHIP AMONG SELF-ESTEEM AND PLAYING ABILITY OF VOLLEYBALL PLAYERS

Variables	Mean	SD	correlation co-efficient (r)
Playing Ability	4.57	.75	.208
Self-Esteem	68.78	11.38	
	93.82	45.52	-.163

Tab. $r_{0.05(28)} = 0.361$

Level of significance = 0.05

It was also evident from table 3 that co-efficient of correlation among playing ability and self-esteem (personality-perceived self & socially-perceived self) of Volleyball players were .208 and -.163 respectively. It indicates that there were no significant relationship among the playing ability and self-esteem (personality-perceived self & socially-perceived self) of Volleyball players.

As evidenced by the literature, successful athletes have much greater levels of self-esteem than failed athletes. The scholar's results differ from those of earlier studies, maybe because to changes in the sample's surroundings, psychological maturity, training and competition experience, accomplishments, and level of competition. Sporting success necessitates a higher level of self-esteem. According to these research, psychological variables should be included in talent assessment systems virtually as much as other factors. Furthermore, achievement motivation and self-esteem are significant characteristics that influence athletic achievement and success in the long run. It was extremely difficult for the selected age group to achieve the desired level of playing experience, game sense, psychological qualities, game knowledge, and game situation knowledge in order to perform well

in training and competition, because these are some important factors behind high performance in games and sports that must be acquired prior to ensuring high playing ability and high performance.

CONCLUSION

Following a critical examination of statistical findings and an extensive review of related literature on the relationship of self-esteem with volleyball players' playing ability, it was determined that volleyball players had a moderate level of self-esteem and that there was no significant relationship between self-esteem and volleyball players' playing ability. The hypothesis that there would be a strong association between self-esteem and volleyball players' playing skill was rejected as a result of this.

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