



RELATIONSHIP OF SELF-ESTEEM WITH HANDBALL PLAYER'S PLAYING ABILITY

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ABSTRACT

The purpose of this research was to discover if there was a link between players' self-esteem and their handball ability. Using a purposive-random sample strategy, the researchers selected 50 male handball players who had played at a national level. The chosen participants ranged in age from 15 to 18 years old and had a minimum of 2 to 5 years of training. Three experienced volleyball judges rated the players' self-esteem using the Self-esteem Inventory questionnaire, and their performance was graded on a 5-point scale. The Pearson product moment correlation was used to look into the data to see if there was a significant relationship between the dependent and independent variables. The 0.05 significance level was chosen. The statistical procedures described above were carried out using SPSS version 20.



KEY WORDS: Handball, Playing Ability.

INTRODUCTION

The mechanism through which sports achievements are attained is through preparation or completion. Completing sports is a cultural phenomenon that has evolved over time. In a competition, several people compete against one another. A set of criteria must be employed to determine the ranking of these persons. The selection of this criterion is impacted by society. For measuring or assessing success, society may choose one or more criteria from a list of options. In long jumps, for example, the criterion for measuring performance is distance, while in ski jumping, two criteria are used: distance and jump quality. The constancy of motion is used to evaluate performance in gymnastics. The standards for evaluating results in the same sports are also projected to change in the future. The important thing to remember is that one or more social variables have an impact on the completion result. As a result, essential infectious characteristics and performance process criteria that a coach or sports scientist must address in order to fully comprehend the core and structure of sports performance are overlooked (Singh, 1997).

The object of the game is to toss the ball into the opponent's goal. Defenders can make physical contact with attackers to prevent them from getting a clear shot on goal. Attackers strive to break through the defense or shoot over the top of it in order to score a goal. Two teams compete, each with six players on the court and one goalkeeper. Substitutions can be made at any time. Each goal is worth one point, and teams frequently score more than 20 points towards the end of games.

A 40-meter-long, 20-meter-wide court with 2-meter-high, 3-meter-wide nets at each end is used to play the game. The game is split into two 30-minute sessions separated by a 10- to 15-minute break. All players alternate between attacking and defensive positions depending on who has possession of the ball. The most frequent techniques to move the ball across the court are passing and dribbling; however, unlike basketball, you cannot double-dribble. Players have three seconds to keep the ball before passing or dribbling it. Players can take up to three steps while clutching the ball.

Self-esteem is a crucial component in achieving personal goals and maintaining mental wellness. Everyone has it, and it shows up in their emotions, behaviors, sentiments, and beliefs (Maslow, 1987). There is a link between sports activity and self-esteem, according to numerous researches. According to research, participating in athletics promotes self-esteem and overall psychological well-being. According to sport psychologists, practitioners, and other professionals, sports exercise boosts self-esteem. This positive relationship between self-esteem and sports activity could be owing to the positive health and social impacts of sports participation. Self-esteem is influenced by increased body confidence and physical proficiency as a result of sports participation (Kaur, 2018).

METHODOLOGY

Purposive sampling was used to choose 50 male handball players from Gwalior, Madhya Pradesh, as study subjects. The subjects ranged in age from 15 to 18 years old, with 2 to 5 years of training experience, and their level of participation was determined at the national level. Prior to the test, all participants gathered to go through all of the testing method's requirements in detail, so there would be no doubt in their minds about the amount of effort and hard work they would have to put in on top of their regular daily routine. The subjects were eager and cooperative throughout the inquiry, despite the fact that no further tactics were used to urge them to give it their all.

Based on expert guidance and a literature study, the dependent variable was handball playing competence and the independent variable was self-esteem. The respondents' self-esteem was evaluated using the Prasad and Thakur (1988) Self-esteem evaluation questionnaire, and their performance was judged on a 5-point scale based on three certified handball players' subjective opinions. Descriptive statistics were utilized to evaluate handball players' self-esteem in relation to their playing abilities. The Pearson product moment correlation was used to evaluate the association between handball players' self-esteem and their playing abilities. For all of the studies, the statistical significance threshold was set at 0.05. The data was analyzed using SPSS Version 20.

RESULT AND DISCUSSION

TABLE 1 RELATIONSHIP AMONG SELF-ESTEEM & PLAYING ABILITY OF HANDBALL PLAYERS

Variables		Mean	SD	correlation coefficient (r)	co-
Playing Ability		3.41	.64	.137	
Self-Esteem	Personality-Perceived Self	68.27	13.75		
	Socially-Perceived Self	92.86	46.32		

*Level of significance = 0.05, *Tab. r 0.05 (48) = 0.27

Table 1 shows that the Mean and Standard deviation for playing ability were 3.41 & .64, while the Mean and Standard deviation for Personality-Perceived Self and Socially-Perceived Self of Self-Esteem were 68.27 & 13.75 and, 92.86 & 46.32 respectively.

Table 3 also revealed that the correlation coefficients between handball players' playing skill and self-esteem (personality-perceived self & socially-perceived self) were .137 and -.062, respectively. It shows that there was no significant association between handball players' playing skill and self-esteem (personality-perceived self & socially-perceived self).

Maleki et al. (2011) discovered that successful and unsuccessful athletes had significantly different levels of self-esteem, with successful athletes having much higher levels than unsuccessful athletes, validating the current study's findings. Because of changes in the sample's surroundings, psychological maturity, training and competition experience, successes, and level of competitiveness, the scholar's results differ from those of previous studies. Furthermore, the findings of a study conducted by Aktop et al (2006) corroborated the findings of the current study, demonstrating that self-esteem is a significant component in sports accomplishment. Psychological aspects should be included in talent assessment systems just as much as other ones, according to these studies. Furthermore, achievement motivation and self-esteem are important factors that determine long-term sports achievement and success. 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, 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.

CONCLUSION

It was determined that handball players had a moderate level of self-esteem and that there was no significant relationship between self-esteem and handball player playing ability after a critical examination of statistical findings and an extensive review of related literature on the relationship of self-esteem with handball player playing ability. As a result, the hypothesis that there would be a significant relationship between self-esteem and handball competence was discarded.

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