



A Study of Socio-Psychological Characteristics of Studnets Volleyball Players

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ABSTRACT

Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses. In competitive sports teams and individual players play to win and this spirit of winning the matches and individual events causes ni.iny psychological stresses. So the job of the coach is to prepare or train the individual athlete as well as lean is in such a way that the players individually as well as, in their capacity, as members of the team are to bear all types of stresses and overcome the effect of over-stresses and strains which may deteriorate the sports performance. The players need to undergo such an arduous, training that they should be able to have physical during practice schedules and can have psychic stress during the period of competition, because it is during competition that athletes as well as teams inevitably come under psychological stress.

KEYWORDS : Personality, Aggression, Self esteem, Achievement motivation, Self confidence, Social adjustment, Locus of control

INTRODUCTION

The game of volleyball was brought to India more than 70 years ago when some physical education teachers had been abroad and were trained in different games including volleyball. YMCA College of Physical Education, Madras took this game seriously and students trained there have taken the game to other parts of the country.

The following are the main factors which helped in popularizing, de-veloping and raising the standard of the game in India.

(i) Formation of Volleyball Federation of India: Prior to formation of VFI the game was controlled by the India Olympic Association and at the time Interstate Volleyball Championship was held every two years from 1936 to 1950 for men only. The first championship was held in 1936 at Lahore. In 1951 Volleyball Federation was formed and its first meeting was held at Ludhiana. The first National Volleyball Championship was held in 1952 at Madras. Since then this championship has been held every year for men and women. Now the nationals for mini, sub junior, junior and youth are also held every year.

Since the formation of VFI India tams started participation in word championship, Asian Games, Asian championship, Commonwealth Championship and many other International tournaments held in India and abroad. India won gold medal at Japan in 1955 at Invitation Asian meet. In third and forth Asian games held at Tokyo in 1958 and Djakarta in 1962 India got bronze and silver medal respectively. India got a major set back when no player was honored with Aijuna Award from 1963 to 1971. India also 1973. In the year 1974 when India participated in the Asian Games at Tehran it got 5th place and it was felt that India has lagged behind. With participation of India team at 1980 in the first Asian Junior Championship and First Commonwealth Championship for men, India got 3rd place in both the championships.

Methodology:

Secondary data are used for the present research.

Objectives of the research paper:

- 1) To study the Definition and Explanation of Important Technical Terms.
- 2) To study the review of related research.

Definition and Explanation of Important Technical Terms:

Personality Allport (1961) believed, "personality is the dynamic organization within the individual of those psycho-physical system that determine his unique adjustment to his environment

Aggression Aggression is defined as the infliction of an aversive

stimulus either physical verbal on gestural, upon one person by another. Aggression is not with the intent to physical harm.

Self Esteem Self-esteem as the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval and disapproval.

Achievement Motivation It is an athlete's predisposition to approach or avoid a competition situation.

Self Confidence Self Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have and to have a positive self-evaluation. In the words of Basavanna (1975), "In general effectively in a situation to overcome obstacles and to get things go all right".

Social Adjustment Social Adjustment is commonly defined as "change in habitual conduct or behavior which; an individual must make in or.der to fit into the community in which he lives".

Locus of control Locus of control generally refers to the mechanism through which individuals determine or do not determine. their action and behavioral controls.

Self Concept Self-perception encompassing the values, attitudes and behavior towards one-self in relation to environment.

REVIEW OF RELATED LITERATURE.

The following literature is reviewed for the present research paper.

Whitesell, Mitchell & Spicer (2009) Latent growth curve modeling was used to estimate developmental trajectories of self-esteem and cultural identity among American Indian high school students and to explore the relationships of these trajectories to personal resources, problem behaviors, and academic performance at the end of high school. The sample included, 611 participants from the Voices of Indian Teens project, a 3-year longitudinal study of adolescents from 3 diverse American Indian cultural groups in the western United States. Trajectories of self-esteem were clearly related to academic achievement; cultural identity, in contrast, was largely unrelated, with no direct effects and only very small indirect effects. The relationships between self-esteem and success were mediated by personal resources and problem behaviors.

Costello (2000) conducted this study to determine the techniques of neutralization self - Esteem, Sykes and Malza argued that delinquents use techniques of neutralization to enable them to engage in

behavior they believe is wrong under most circumstances. One function of using these techniques is that individual is able to protect his or her self - concept while committing delinquent acts. This implies that delinquent youth, who use these techniques, should have higher levels of self - Esteem than delinquents who do not use them. Because Sykes and Matza hold that neutralization is necessary because of the delinquent's lies to conventional society this effect should be stronger among delinquent's youth who are more strongly attached to their parents. In contrast, Hirschi's social control theory predicts that delinquents who are able to maintain a bond to conventional society should be less likely to neutralize, but if they do neutralize, they should be unable to sufficiently convince themselves of the validity of the neutralizations to protect Self - Esteem. These hypotheses are using data from the Richmond Youth Survey. The results differed depending on whether general neutralizations regarding the police were analyzed. Children who are attached to their parents are less likely to use police - related neutralizations, but delinquents who use these neutralizations have higher Self - Esteem, consistent with neutralization theory. Delinquents who are more strongly attached to their parents are also less likely to use general neutralizations, but this Self - Esteem, consistent with control theory.

Ackerman PL, et.al (2011) studied recent research has provided evidence for the predictive validity of personality traits in academic settings, the path to an improved understanding of the nature of personality influences on academic achievement involves a reconceptualization of both criterion and predictor construct spaces. For the criterion space, one needs to consider student behaviors beyond grades and level of educational attainment, and include what the student does among other things outside of the classroom. For the predictor space, it is possible to bring some order to the myriad personality constructs that have been developed over the last century, by focusing on common variance among personality and other non-ability traits. Methods. We review these conceptual issues and several empirical studies.

C Lu, X Xu(2009) investigated personality traits of student teachers in physical education. This study examines changes in selected personality traits of fifty-three physical education student teachers over the course of a student teaching semester. The personality traits measured included anxiety, concentration, confidence, mental preparation, motivation, and cooperation. An adapted Psychological Skills Inventory for Sport (PSIS) questionnaire was administered before (PRE), at mid-term (MID), and immediately after (POST) a student teaching period. Three paired Hotelling's T-square tests and their post-hoc tests were used to determine whether changes occurred in selected personality traits over time (PRE, MID, and POST). Our findings include: (1) there are significant changes in anxiety, concentration, and confidence from PRE to MID and from PRE to POST; (2) the significant changes in mental preparation occur only for a longer period of time, e.g. between PRE and POST; (3) There are no significant changes among all these personality traits between MID and POST; and (4) No significant changes were found for motivation and cooperation in any time period.

Hill PL, Roberts BW,(2010) Studied that the new directions in the empirical study of moral personality development are needed. We set the stage for this future work by presenting six propositions that should serve as the foundation for future research in the field. We conclude by providing an example of how using a more integrative and inclusive framework for studying personality can readily incorporate these propositions.

Jiunn-Horng.et.al(2010) Studied to understand the personality traits, social support, and life stresses of male nursing students. The respective influences of personality traits and social support on life stress were also explored. The study used a cross-sectional research design. A college in central Taiwan was targeted as the site for data collection. A total of 158 questionnaires were dispatched, with 145 valid copies returned (valid response rate = 91.7%). Structured questionnaires were designed to collect data on participant demographics, personality traits, social support, and life stress. Statistical methods such as descriptive statistics, one-way analysis of variance, and multiple regression analysis were applied to data analysis. Major findings of this study revealed that (a) in general, the personality traits, social support, and life stress of male nursing students scored in

the medium to high range. Participants reported encountering more stress from learning and life goals than from interpersonal stress. (b) Male nursing student demographic variables (e.g., parent [father and mother considered separately] education level) and the personality traits of conscientiousness and family support, respectively, were found to impact significantly on participant life stress perceptions. And (c) the only significant predictors of life stress were support from family and education level of participant fathers and mothers, accounting for about 23.7% of variability. Conclusions and implications for Practice: It is suggested that nursing students in each year of their academic career should be exposed to courses.

Kriemler S, et. Al. (2010) Investigated to assess the effectiveness of a school based physical activity programmer during one school year on physical and psychological health in young school children. 28 classes from 15 elementary schools in Switzerland randomly selected and assigned in a 4:3 ratio to an intervention (n=16) or control arm (n=12) after stratification for grade (first and fifth grade), from August 2005 to June 2006. 540 children, of whom 502 consented and presented at baseline. Children in the intervention arm (n=297) received a multi-component physical activity programmer that included structuring the three existing physical education lessons each week and adding two additional lessons a week, daily short activity breaks and physical activity homework. Children (n=205) and parents in the control group were not informed of an intervention group. For most outcome measures, the assessors were blinded. 498 children completed the baseline and follow-up assessments (mean age 6.9 (SD 0.3) years for first grade, 11.1 (0.5) years for fifth grade). After adjustment for grade, sex, baseline values, and clustering within classes, children in the intervention arm compared with controls showed more negative changes in the z score of the sum of four skin folds (-0.12, 95% confidence interval -0.21 to -0.03; P=0.009). Likewise, their z scores for aerobic fitness increased more favorably (0.17, 0.01 to 0.32; P=0.04) as did those for moderate- vigorous physical activity in school (1.19, 0.78 to 1.60; P<0.001), all day moderate-vigorous physical activity (0.44, 0.05 to 0.82; P=0.03), and total physical activity in school (0.92, 0.35 to 1.50; P=0.003). Z scores for overall daily physical activity (0.21, -0.21 to 0.63) and physical quality of life (0.42, -1.23 to 2.06) as well as psychological quality of life (0.59, -0.85 to 2.03) did not change significantly. A school based multi- component physical activity intervention including compulsory elements improved physical activity and fitness and reduced adiposity in children.

Martinez Vizcaino V est. Al.(2008) Investigated the impact of a physical activity program on obesity in primary school children. There were no differences in BMI between the intervention and control groups. Compared with controls, intervention children showed a decrease in TST in both boys (-1.14 mm; 95% confidence interval (CI) -1.71 to -0.57; P<0.001) and (-1.55 mm; 95% CI -2.38 to -0.73; P<0.001), as well as a reduction in the percentage of body fat in (-0.58%; 95% CI -1.04 to -0.11; P=0.02). Furthermore, the intervention boys exhibited a decrease in **apolipoprotein (apo) B levels** (-4.59; 95% CI -8.81 to -0.37; P=0.03) and an increase in apo A-I levels (13.57; 95% CI 7.95-19.20; P<0.001). Blood lipid results in were very similar. 3NO changes in tot?}) cholesterol, triglycerides or blood pressure were associated with the intervention; in either sex, except for an increase in diastolic blood pressure (1.55 mm Hg; 95% CI 0.19-2.91; P=0.03) in the intervention versus control boys. CONCLUSION: An after-school program of recreational physical activity reduced adiposity* increased apo A-I and decreased apo B in primary school children.

Madigan V.(2006) Studied to answer two research questions: First, can previously identified factors relating to academic performance be used to predict first-year academic success for students undertaking a newly developed and vocationally oriented pre hospital care course delivered in a rural setting? Second, can the study's findings be used to develop appropriate student selection criteria to assist in the admission of students into relevant tertiary studies or the pre hospital care industry. A retrospective review of all first-year, on-campus pre hospital care students enrolled in a vocational course at a rural Australian university from 1998 to 2001 was conducted. Six predictors of academic performance were examined, namely: University Admission Index (UAI), postsecondary educational qualifications, student entry type (traditional or mature-aged), previous health-related experience, gender, and background (rural or urban). Three dependent variables assessed; academic performance: grade point average

(GPA) of students who completed all required first-year subjects, GPA of students who completed at least one subject in the first year, and the student's ability to successfully complete the first year. UAI > 50, previous health-related experience, postsecondary educational qualifications, background, student entry type, and gender were all found to be significant predictors of first-year academic performance in selective cohorts. In addition, a combination of predictors produced higher GPAs than did any single predictor.

van der Walt HS et.al.(2007) Investigated the relationship between personality and academic success. Students from three entry cohorts to the second year of study of a six-year BVSc program at the University of Pretoria completed the 16 Personality Factor Questionnaire. A meta-analytic approach was used to estimate the relationship between academic performance in two major final-year subjects and academic performance on entry, an interview score, and the personality factors. The study confirmed the value of previous academic performance and the interview in selecting students for the veterinary degree program. The findings also indicate that the inclusion of a measure of intellectual ability could be of value. The value of various personality characteristics in predicting good study habits and examination performance is highlighted by the study results: students were more successful if they were conscientious, emotionally stable, socially adept, self-disciplined, practical rather than imaginative, and relaxed rather than anxious. It appears worthwhile to consider including an appropriate personality questionnaire in the selection process to improve the accuracy of predictions of student's success. A sound personality make-up will not only increase the likelihood of academic success but should also be beneficial in the successful management of a veterinary practice and in enjoying veterinary science as a career.

Zahner L, et. Al.(2006) conducted on 15 schools were randomized to the intervention (n = 9) or the control (n = 6) group, stratified by geographic region (urban vs. rural) and by age (1st and 5th grade). Participation was given for all children in the intervention group since in this group the intervention was part of the normal school curriculum. The intervention during one academic year consisted of: 1. two additional physical education classes per week given by trained physical education teachers adding up to a total of five PA classes per week, 2. short PA breaks (2-5 min each) during academic lessons, 3. PA home work, and 4. adaptation of recreational areas around the school. All children underwent anthropometric measurements, blood pressure assessment, fitness testing, measurement of PA and they filled out questionnaires. At least 70% of all children agreed to blood sampling and measurements of body composition and bone mineral measurements by dual energy x-ray absorptiometry. The primary

endpoints of the study after one year were an increase in total PA by accelerometer, an increase in aerobic fitness measured by the 20 m shuttle run, a decrease in percent body fat derived from skin fold measurements and an increase in quality of life as assessed by the child health questionnaire in the intervention group compared to the control group. Secondary outcomes were overall fitness, differences in body composition including body fat distribution, cardiovascular risk factors, psychosocial health, bone mineral content and density of femur, lumbar spine and total body and food intake. Our preliminary data suggest that the children were representative of Swiss children with respect to sex, socio-demographic status, and body mass index. Short-term results can be expected by the beginning of 2007. We hypothesized that our intervention will lead to an increase in PA, fitness and overall health. Based on our data, we aim to provide important information regarding the influence of such an intervention on these outcome measures in school-aged children and to provide nationwide guidelines to improve PA in children.

Conclusions:

1. Sport has become a psycho-social activity, full of tension, anxiety, fear and stresses.
2. Prior to formation of VFI the game was controlled by the India Olympic Association and at the time Interstate Volleyball Championship was held every two years from 1936 to 1950 for men only.
3. In the year 1974 when India participated in the Asian Games at Tehran it got 5th place and it was felt that India has lagged behind.
4. personality is the dynamic organization within the individual of those psycho-physical system that determine his unique adjustment to his environment.
5. Latent growth curve modeling was used to estimate developmental trajectories of self-esteem and cultural identity among American Indian high school student.
6. Sykes and Malza argued that delinquents use techniques of neutralization to enable them to engage in behavior they believe is wrong under most circumstances.
7. The personality traits measured included anxiety, concentration, confidence, mental preparation, motivation, and cooperation.

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