



Study The Difference Between Attacker, Setters And Libero Inter Collegiate Level Volleyball Players With Respect To Self-Concept

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Abstract:

The purpose of the study was to **Study the difference between Attacker, Setters and Libero Inter Collegiate Level Volleyball Players with respect to Self-Concept.** In order to achieve the purpose of the study 30 men attacker, 30 men setter and 30 libero players of inter collegiate level Volleyball players were randomly selected. Descriptive statistics and differential analysis including independent t-test by using SPSS statistical software and the results obtained thereby have been interpreted. The findings concluded that; i) The Attacker and Libero inter collegiate level volleyball players have similar self concept scores; ii) The Attacker and Setter inter collegiate level volleyball players have similar self concept scores iii) The Libero and Setter inter collegiate level volleyball players have similar self concept scores.

Keywords: Volleyball, Attackers, Setters and Libero

Introduction

Volleyball is a typical American game. It was invented by “William, G. Morgan’ Physical Director of Holyoake YMCA Mass, U.S.A. in the year 1895. he wanted to introduce a game to the members of his YMCA with a view to provide a suitable recreational game less strenuous than that of Basket Ball. There was at the time, a game called “Minton” in which at worsted yarn ball was batted back and forth over a 7 foot net with help of a racket. Morgan modified this game by eliminating the racket and worsted yarn ball and experimented with an inflected basketball bladder, which was batted with the hands on over the net. He introduced this game in his gymnasium and he called this game as ‘Mintonette’. Since the basketball bladder was not conducive for proper play, a new ball was devised though the help of a sports company. Dr.

A. T. Haisteds of spring field college, gave the application of “Volley Ball” to this game, since the idea of the play was to volley the ball to and forever the net.

Self-concept

Self-concept is learned. As far as we know, no one is born with a self- concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others.

Self-concept is organized. Most researchers agree that self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one’s personal existence, and each perception is orchestrated with all the others.

Self-concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life. Individuals strive to behave in ways that are in keeping with their self- concepts, no matter how helpful or hurtful to one self or others. Self-concept usually precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.

Delimitation

The present study was delimited in the following aspects.

1. The study will be restricted to 30 men attacker, 30 men setter, and 30 libero players.
2. The age limit of the subject will be limited to the range of 18 to 25 years.
3. The study was restricted to psychological variable namely self-concept analyzed.
4. Only standardized questionnaire was measured the psychological variables.
5. For this study we used Piers-Harris questionnaire for self-concept

Limitation

The limitation of the present study is as follows

1. The food habits, other regular habits and life style are not controlled.
2. The regular activities of the students will not be controlled.
3. Family background of the subject will not be considered.
4. Environmental factors, which contribute to the mental ability of the players, were not taken into consideration.
5. The response of the subject to the questionnaire might not be honest in all cases and this was recognized as a limitation.

Significance of the study

1. The study will be helping the players to find out psychological factors.
2. The study will help the coaches and volley ball player.

Methodology

Selection of subjects

Our study consist of 90 inter collegiate level players, they are attacker-30, setter-30 and libero-30.

Selection of variables

The researchers reviewed the available scientific literature, books, journals, periodicals, and magazine and research papers pertaining to the study. Taking into confederation of the importance of these variables and the feasibility criteria for these following variables were selected for the investigator.

1. Self concept
2. Achievement motivation

Reliability of data

The reliability of data was ensured by establishing the instrument reliability and subject reliability.

Instrument reliability

The purpose of this research study was to measure the self- confidence and achievement motivation level for the attacker, setter and libero on volleyball players. The questionnaires, which were used to measure self- confidence and achievement motivation, were standard questionnaire and they considered reliable.

Subject reliability

As the same subjects were used to measure for self-confidence and achievement motivation of ability with questionnaires by the same investigator were considered reliable.

Orientation of the subjects

Prior to the administration of the test, to obtain full co-operation from the subjects they were oriented to the purpose of the study. The investigator explained each psychology factors and the questionnaires in detail to the subjects.

Collection of data

The administration of the test and the method of the collection data were explained questionnaire.

Psychological variables

Self-concept and Self-Concept laws measured by using questionnaire.

SELF CONCEPT

To measure the self-concept Pier's Harris self-concept scale prepared by Crafty was used. Self concept was given to all investigation; the computed questionnaire was scored as follows. For items 1,2, 3,4, 6, 8, 12, 13, 16, 17, 18, and 20 answer "yes" he scored one point. In the answer "no" get zero point. For items 5, 7, 9, 10, 11, 14, 15 and 19 answer "no" he scored one point. If he answers "yes" zero point. The lower the score the higher would be the level of self-confidence and ice-' (The copy of the questionnaire was given in appendix II)

STATISTICAL TECHNIQUES

The data were systematically analyzed with according to the objectives and hypotheses by using descriptive statistics and differential analysis including independent t-test by using SPSS statistical software and the results obtained thereby have been interpreted.

Data Analysis and Results

Hypothesis: There is no significant difference between Attacker and Libero inter collegiate level volleyball players with respect to self concept scores

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table-1: Results of independent t test between Attacker and Libero inter collegiate level volleyball players with respect to self concept scores

Players	n	Mean	SD	SE	t-value	P-value
Attacker	30	11.90	2.22	0.40	0.1013	0.9197
Libero	30	11.83	2.84	0.52		

$P = > 0.05$

From the results of the above table, it can be seen that, no significant difference was observed between Attacker and Libero inter collegiate level volleyball players with respect to self concept scores ($t=0.1013$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Attacker and Libero inter collegiate level volleyball players have similar self concept scores.

Hypothesis: There is no significant difference between Attacker and Setter inter collegiate level volleyball players with respect to self concept scores

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table-2: Results of independent t test between Attacker and Setter inter collegiate level volleyball players with respect to self concept scores

Players	n	Mean	SD	SE	t-value	P-value
Attacker	30	11.90	2.22	0.40	0.5070	0.6141
Setter	30	11.57	2.84	0.52		

$P = > 0.05$

From the results of the above table, it can be seen that, no significant difference was observed between Attacker and Setter inter collegiate level volleyball players with respect to self concept scores ($t=0.5070$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Attacker and Setter inter collegiate level volleyball players have similar self concept scores.

Hypothesis: There is no significant difference between Libero and Setter inter collegiate level volleyball players with respect to self concept scores

To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

Table-3: Results of independent t test between Libero and Setter inter collegiate level volleyball players with respect to self concept scores

Players	n	Mean	SD	SE	t-value	P-value
Libero	30	11.83	2.84	0.52	0.3638	0.7174
Setter	30	11.57	2.84	0.52		

$P = > 0.05$

From the results of the above table, it can be seen that, no significant difference was observed between Libero and Setter inter collegiate level volleyball players with respect to self concept scores ($t = -0.2908$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the Libero and Setter inter collegiate level volleyball players have similar self concept scores.

Conclusion

On the basis of the interpretation of the data the following appropriate conclusions are drawn from the study. The Attacker and Libero, Attacker and Setter and Libero and Setter of inter collegiate level volleyball players have similar self concept scores.

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