

## A STUDY ON SELF ESTEEM AMONG MEN AND WOMEN VOLLEYBALL PLAYERS

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### ABSTRACT

*Self esteem is a term used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. Self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness. The purpose of the present study was to compare the level of self-esteem among men and women National Volleyball players. The sample for the study consists of 20 men National Volleyball Players and 20 women National Volleyball Players are the Participants in the Federation Cup National Volleyball Championship held at Rajiv Gandhi Indoor Stadium, Pathanamthitta, Kerala during the year 2012-2013. The age of the subjects ranged from 18 to 30 years. To find out their level of self-esteem, Rosenberg Self Esteem Scale (RSES) developed by Rosenberg (1965) was administered on the subjects. 't' test was used to analyze the data. Results of the study revealed no significant difference between men and women National Volleyball Players in regard to Self esteem*

**Keywords:** Psychology, Belief, Emotion and Self.

### INTRODUCTION:

Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules. It has been a part of the official program of the Summer Olympic Games since 1964. The complete rules are extensive. But simply, play proceeds as follows: a player on one of the teams begins a 'rally' by serving the ball (tossing or releasing it and then hitting it with a hand or arm), from behind the back boundary line of the court, over the net, and into the receiving team's court. The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times but individual players may not touch the ball twice consecutively. Typically, the first two touches are used to set up for an attack, an attempt to direct the ball back over the net in such a way that the serving team is unable to prevent it from being grounded in their court.

The rally continues, with each team allowed as many as three consecutive touches, until either (1): a team makes a kill, grounding the ball on the opponent's court and winning the rally; or (2):

a team commits a fault and loses the rally. The team that wins the rally is awarded a point, and serves the ball to start the next rally. A few of the most common faults include:

- Causing the ball to touch the ground outside the opponents' court or without first passing over the net;
- Catching and throwing the ball;
- Double hit: two consecutive contacts with the ball made by the same player;
- Four consecutive contacts with the ball made by the same team.
- Net foul: touching the net during play.
- Foot fault: the foot crosses over the boundary line when serving

On February 9, 1895, in Holyoke, Massachusetts (USA), William G. Morgan, a YMCA physical education director, created a new game called Mintonette as a pastime to be played (preferably) indoors and by any number of players. The game took some of its characteristics from Tennis and Handball. Another indoor sport, Basketball, was catching on in the area, having been invented just ten miles (sixteen kilometers) away in the city of Springfield, Massachusetts, only four years before. Mintonette was designed to be an indoor sport, less rough than Basketball, for older members of the YMCA, while still requiring a bit of athletic effort.

The first rules, written down by William G. Morgan, called for a net 6 ft 6 in (1.98 m) high, a 25×50 ft (7.6×15.2 m) court, and any number of players. A match was composed of nine innings with three serves for each team in each inning, and no limit to the number of ball contacts for each team before sending the ball to the opponents' court. In case of a serving error, a second try was allowed. Hitting the ball into the net was considered a foul (with loss of the point or a side-out) except in the case of the first-try serve.

After an observer, Alfred Halstead, noticed the volleying nature of the game at its first exhibition match in 1896, played at the International YMCA Training School (now called Springfield College), the game quickly became known as Volleyball (it was originally spelled as two words: "Volley ball"). Volleyball rules were slightly modified by the International YMCA Training School and the game spread around the country to various YMCAs. The first official ball used in Volleyball is disputed; some sources say that Spalding created the first official ball in 1896, while others claim it was created in 1900. The rules evolved over time: in

the Philippines by 1916, the skill and power of the set and spike had been introduced, and four years later a "three hits" rule and a rule against hitting from the back row were established. In 1917, the game was changed from 21 to 15 points. In 1919, about 16,000 Volleyballs were distributed by the American Expeditionary Forces to their troops and allies, which sparked the growth of Volleyball in new countries.

The first country outside the United States to adopt Volleyball was Canada in 1900. An International Federation, the Federation Internationale de Volleyball (FIVB), was founded in 1947, and the first World Championships were held in 1949 for men and 1952 for women. The sport is now popular in Brazil, in Europe (where especially Italy, the Netherlands, and countries from Eastern Europe have been major forces since the late 1980s), in Russia, and in other countries including China and the rest of Asia, as well as in the United States.

Beach Volleyball, a variation of the game played on sand and with only two players per team, became a FIVB-endorsed variation in 1987 and was added to the Olympic program at the 1996 Summer Olympics. Volleyball is also a sport at the Paralympics managed by the Disabled. Nudists were early adopters of the game with regular organized play in clubs as early as the late 1920's. By the 1960's, a Volleyball court had become standard in almost all naturist clubs.

The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness. In the mid-1960s, Morris Rosenberg and social-learning theorists defined self-esteem as a personal worth or worthiness. Nathaniel Branden in 1969 defined self-esteem as "the experience of being competent to cope with the basic challenges of life and being worthy of happiness." According to Branden, self-esteem is the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's challenges, to understand and solve problems, and their right to achieve happiness, and be given respect.

Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self regard, not egotism. Self-esteem is only one component of the self-concept, which Rosenberg defines as "totality of the individual's thoughts and feelings with reference to himself as an object." Besides self esteem, self-efficacy or mastery, and self-identities are important parts of the self-concept. Performance is the outcome of athlete's biological, psychological, sociological, and physical construct. In the games and sports, psychological and physiological factors play a significant role in determining the performance level.

As a social psychological construct, self-esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement (Marsh 1990) or exercise behavior (Hagger et al. 1998). In addition, self-esteem has also been treated as an important outcome due to its close relation with psychological well-being (Marsh 1989). Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and I feel happy about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, and self-integrity.

#### OBJECTIVES OF THE STUDY

The objective of the study is to find out the differences on self-esteem among men and women National Volleyball players.

#### STATEMENT OF PROBLEM

To analyse the differences on self-esteem among men and women National Volleyball players.

#### HYPOTHESIS

It was hypothesized that there would be significant difference in the self-esteem among men and women National Volleyball players.

## SELF ESTEEM

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

According to one definition (Braden, 1969), there are three key components of self-esteem

1. Self-esteem is an essential human need that is vital for survival and normal, healthy development.
2. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviors, feelings and actions.

## METHODS AND MATERIALS:

The purpose of the present study was to compare the level of Self-Esteem among men and women National Volleyball players. The sample for the study consists of 20 men National Volleyball Players and 20 women National Volleyball Players are the Participants in the Federation Cup National Volleyball Championship held at Rajiv Gandhi Indoor Stadium, Pathanamthitta, Kerala during the year 2012-2013. The age of the subjects ranged from 18 to 30 years. For measuring the Self-Esteem of the subjects a questionnaire developed by Rosenberg (1965) was used. It is a four point likert type scale having 10 items. It is a popular tool being used by the psychologists for measuring the level of self-esteem.

## PROCEDURE:

The questionnaire was administered on the subjects during the Federation Cup National Volleyball Championship held at Rajiv Gandhi Indoor Stadium, Pathanamthitta, Kerala during the year 2012-2013, jointly organized by Volleyball Federation of India (VFI) and Kerala State Volleyball Association (KSVA).

RESULTS AND DISCUSSION:

DATA ANALYSIS

The obtained data thus collected were statistically manipulated by computing Mean, S.D and t-ratio to find out significant difference between two experimental groups on the psychological parameter i.e. self-esteem. The results have been depicted in the following table.

Table .1

Indicating the mean difference on Self- Esteem among men and women National Volleyball players.

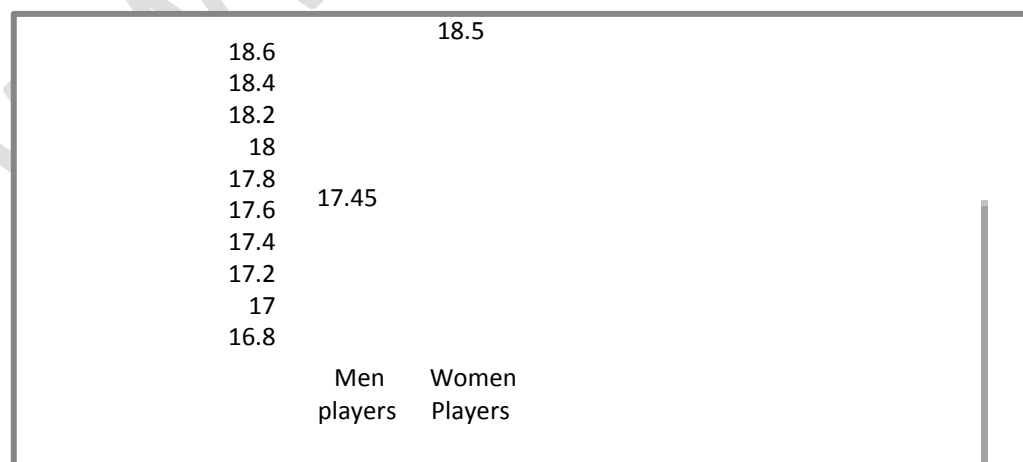
VARIABLE	GROUPS	N	MEAN	S.D	't' Value
Self- Esteem	Men Volleyball players	20	17.45	± 2.41	0.18
	Women Volleyball players	20	18.5	± 2.52	

Tabled value of 't' at 0.05 level of significance with 38 df = 2.02

It has been depicted in the above mentioned table that there was no significant difference among men and women National Volleyball players on their level of self- -esteem. As, the calculated 't' (0.18) value is much lower than the tabulated 't' value (2.02) at 0.05 level of confidence with 38 degree of freedom.

Figure.1

Indicating the difference on Self-Esteem among men and women National Volleyball players.



## DISCUSSION:

As per the scoring norms the obtained mean scores men = 17.45 and women = 18.5 have shown that both the groups of National Volleyball players have moderate level of self was evident that no significant difference was observed their level of self-esteem. The result of the study may be corroborated with the findings of Frost & McKelvie (2005) who measured global self-esteem, body satisfaction, and body build in relation to exercise reported a positive and robust relationship between exercise activity and self. In a similar study Bridges & Madlem (2007) analysed yoga, physical education, and self court and onto the mat for assessing mental health of the subjects and observed no significant difference in self-esteem between the subjects of regular physical education activities and yoga.

## CONCLUSIONS:

On the basis of the obtained results from the present empirical investigation it may be concluded that National level Men and Women National Volleyball players did not significantly differ on their level of self-esteem. The findings also suggest that the level of self-esteem of both the groups of Volleyball players (Men and Women) fall in the moderate range which seemed to be necessary for being assertive to excel at highest level in any of the competitive sporting including Volleyball.

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