

**A STUDY OF SELF CONCEPT AMONG VOLLEYBALL PLAYERS
BELONG TO VARIOUS SAI TRAINING CENTER**

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ABSTRACT

The purpose of the study was to study the sport aggression among volleyball players. For the purpose of this study fifty male volleyball players were randomly selected. Subjects were selected from SAI Training in Rae Bareilly, Lucknow and Banda established by Sport Authority of India, New Delhi. The sport aggression inventory (SAI) prepared and standardized by A. Kumar and P. S. Shukla was selected for this study. Means, Standard Deviations and Analysis of Variance were computed for the collected data from volleyball players. The level of significance sets at 0.05 level. Results of study revealed the statistically insignificant difference in sport Self-concept among Volleyball players of different SAI centers of Uttar Pradesh

Keywords: sport, Self-concept, Training centers, volleyball players

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INTRODUCTION

Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important (Baldwin & Hoffmann 2002).

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about themselves as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information (Branscombe and Wann, 1991).

The importance of self-concept as a major determinant of behavior has long been recognized throughout the history of educational and social psychology. Since the original work of James (1890), one of the first who highlighted its importance, researchers have published a significant number of studies regarding the nature of self-concept and its relation to other constructs. Self-concept has also been considered as an important factor influencing the motivation level of an individual. Thus, the status of a person's self-concept or perception of ability either enhances or diminishes the person's desire to participate or to continue participating in an activity.

White (1959) proposed that self-concept is associated with a basic "mastery" of competence motive that impels the individual to engage in mastery attempts.

A great deal of research has been conducted over the past decades examining the nature and the development of self-concept. Some researchers (e.g., Cooper smith, 1981; Rosenberg, 1979) have suggested that self-concept is a uni-dimensional entity that reflects a general view of the self.

Marx & Winne (1978) argued that “self-concept seems more of a unitary concept than one broken into distinct subparts or facets” . However, self-concept researchers who have relied primarily on the single self-concept have not provided strong support for their interpretations.

Understanding the self and self-concept have been the pursuit of philosophers and psychologists for centuries. At its most simple, “self-concept” involves the perceptions and attitudes a person holds about their self. Our western culture and the media place great value on the body with the projection of ideal appearances, and common beliefs that attractive people are rewarded through success, jobs, romantic relationships and happiness. A wealth of research has shown that the “bodily self is an important part of the self-concept and that feelings about the body are correlated with general feelings about the self” (Goldenberg et al. 2000).

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METHODOLOGY

Selection of Subject:

For the purpose of this study, fifty male volleyball players from three different SAI Training Centers established by Sport Authority of India in Uttar Pradesh were selected. The data were collected by personal contact from the subjects at SAI Training centre of volleyball in U.P. i.e. Raibareilly, Lucknow and Banda. All players were in the age group of 16 to 25 years.

Instrumentation:

Considering all this facts, the sport aggression inventory (SAI) standardized by Anand Kumar and Prem Shankar Shukla was selected for this study. The sports aggression inventory was consisted of 25 items in which 13 items were keyed 'Yes' and rest of 12 items were keyed 'No'..

Statistical Technique:

Means, Standard deviations and Analysis of Variance (ANOVA) were computed for the collected data from volleyball players. The level of significance sets at 0.05 level.

RESULTS AND DISCUSSION

To assess the sports aggression of male volleyball players of three different SAI Training centers of Uttar Pradesh, Analysis of Variance was computed and data pertaining to this have been presented in Table 1.

TABLE 1
ANALYSIS OF VARIANCE OF SELF-CONCEPT AMONG VOLLEYBALL
PLAYERS OF DIFFERENT S.A.I. CENTERS

Source of Variance	df	Sum of squares	Mean square	F-value
Between the Groups	2	384.641	192.32	1.53
Within the Groups	47	5876.834	125.039	

Insignificant at .05 level

Table- 1 shows that there was no statistically significant difference among volleyball players of different SAI centers in relation to Self-Concept, as the

calculated F- value of 1.53 was lower than the required value of $F_{0.05}(2,47) = 3.20$ at 0.05 level of significance.

DISCUSSION

The results of one way analysis of variance (ANOVA) with male volleyball players belong to three different SAI training centers showed insignificant differences in their self concept. This may be attribute to the similarity in training and coaching pattern, self confidence and participation levels. It was also hypothesized that “There would be no significant differences in self-concept among male volleyball players belong to different SAI Training centers” is clearly accepted.

CONCLUSION

From this study, it was concluded that there was no significant differences in Self-concept among volleyball players of different SAI centers of Uttar Pradesh.

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