



Smt. Susima Devi Deshmukh Mahila Mahavidyalaya, Latur

Khadgaon Road, Latur (Maharashtra) 413 531 Phone (Off.) 02382-221426 Fax (02382) 221426
Ph. (Resi.) 02382-224918 Mob. 9422469586 E.mail - sdm.college123@yahoo.co.in

Permanently Affiliated : Swami Ramanand Teerth Marathwada University, Nanded

Shri. Diliprao Deshmukh (MLC)

President

Dr. Babasaheb Gore

Principal

Ref. No Ssdmml/ 2014-15/158

Date : 10/02/2015

To,
The Joint Secretary,
University Grants Commission
Western Regional Office
Ganeshkhind, PUNE - 7.

Through :
The Director,
Board of College and University Development
Swami Ramanand Teerth Marathwada University
Nanded.

Sub. :- Final submission of the Minor Research Project in Physical Education sanctioned to Dr. Sunita Girwalkar under UGC XI Plan.

Ref : File No. F.23-2650/11 (WRO) dated 11.01.2012.

Respected Sir,

With reference to above mentioned subject, we are herewith submitting the Final Report of the work done on the Minor Research Project in Physical Education sanctioned to **Dr. Sunita Girwalkar, Head, Department of Physical Education**, of our College, by UGC under MRP XI plan. The MRP entitled "**Sports Psychology & Performance in Volleyball : An Analytical Study with Special Reference to Sportspersons in Latur District**" has been sanctioned with the financial assistance of Rs.1,10,000/- (One Lakh Eleven Thousand Four Hundred Ninety Two Only) by the UGC. **We express our heartfelt gratitude towards the Secretary and the Joint Secretary of the UGC for empowering us by sanctioning the grants for this research project.**

The total amount of Rs. **1,14,492/- (One lakh Fourteen Thousand Seven Hundred only)** has been spent on the said MRP in Physical Education for its completion by giving Rs. **1,492/- self-contribution**. The DD of Rs. 85,000/- has been released initially. The details of the final submission report, its expenditure, work done, utilization certificates, statements have been enclosed herewith.

Sir, we are sincerely thankful to your for cooperating us and inspiring us for the research work from time to time. You are kindly requested to release the remaining amount of Rs. 25,000/- at the earliest.

Thanking you,

Dr. Sunita
Dr. Sunita Girwalkar
Investigator

Dr. Babasaheb Gore
Dr. Babasaheb Gore
Principal

Encl :

- 1) Certificates of Utilization, Statement & Receipt audited by Statutory Auditor
- 2) Xerox copies of the sanction letters
- 3) Copy of the Final submission Report (Two Copies)

Received

Dr. Sunita
11/2/15

श्री. सुनिता गिर्वाकर

श्री. बाबासाहेब गोर



College Code - 306

Manjara Charitable Trust, Latur

Est. 29-5-1999

Smt. sushiladevi Deshmukh Mahila Mahavidyalaya, Latur

Khadgaon Road, Latur (Maharashtra) 413 531 Phone (Off.) 02382-221426 Fax (02382) 221426
Ph. (Resi.) 02382-224918 Mob. 9422469586 E.mail - sdm.college123@yahoo.co.in

Permanently Affiliated : Swami Ramanand Teerth Marathwada University, Nanded

Shri. Diliprao Deshmukh (MLC)
President

Dr. Babasaheb Gore
Principal

Ref. No Ssdmm/ 2014-15/158

Date : 10/02/2015

To,
The Joint Secretary,
University Grants Commission
Western Regional Office
Ganeshkhind, PUNE - 7.

Through :
The Director,
Board of College and University Development
Swami Ramanand Teerth Marathwada University
Nanded.

Sub. :- Final submission of the Minor Research Project in Physical Education sanctioned to Dr. Sunita Girwalkar under UGC XI Plan.

Ref : File No. F.23-2650/11 (WRO) dated 11.01.2012.

Respected Sir,

With reference to above mentioned subject, we are herewith submitting the Final Report of the work done on the Minor Research Project in Physical Education sanctioned to **Dr. Sunita Girwalkar, Head, Department of Physical Education**, of our College, by UGC under MRP XI plan. The MRP entitled "**Sports Psychology & Performance in Volleyball : An Analytical Study with Special Reference to Sportspersons in Latur District**" has been sanctioned with the financial assistance of Rs.1,10,000/- (One Lakh Eleven Thousand Four Hundred Ninety Two Only) by the UGC. **We express our heartfelt gratitude towards the Secretary and the Joint Secretary of the UGC for empowering us by sanctioning the grants for this research project.**

The total amount of Rs. **1,14,492/- (One lakh Fourteen Thousand Seven Hundred only)** has been spent on the said MRP in Physical Education for its completion by giving **Rs. 1,492/- self - contribution**. The DD of Rs. 85,000/- has been released initially. The details of the final submission report, its expenditure, work done, utilization certificates, statements have been enclosed herewith.

Sir, we are sincerely thankful to your for cooperating us and inspiring us for the research work from time to time. You are kindly requested to release the remaining amount of Rs. 25,000/- at the earliest.

Thanking you,


Dr. Sunita Girwalkar
Investigator


Dr. Babasaheb Gore
Principal
Smt. Sushiladevi Deshmukh
Mahila Mahavidyalaya, Latur

Encl :

- 1) Certificates of Utilization, Statement & Receipt audited by Statutory Auditor
- 2) Xerox copies of the sanction letters
- 3) Copies of the Final submission Report (Two Copies)



Smt. sushiladevi Deshmukh Mahila Mahavidyalaya, Latur

Khadgaon Road, Latur (Maharashtra) 413 531 Phone (Off.) 02382-221426 Fax (02382) 221426
Ph. (Resi.) 02382-224918 Mob. 9422469586 E.mail - sdm.college123@yahoo.co.in

Permanently Affiliated : Swami Ramanand Teerth Marathwada University, Nanded

Shri. Diliprao Deshmukh (MLC)
President


Dr. Babasaheb Gore
Principal

Ref. No Ssdmml/

Date : 10/10/2015

CERTIFICATE

This is to that Dr. Mrs. **Sunita Girwalkar Head & Research Guide, Department of Physical Education, Smt. Sushiladevi Deshmukh Mahila Mahavidyalaya, Latur-413512 [MS]** has utilized the amount sanctioned to him for the Minor Research Project only as per sanction letter of UGC under XI plan. The executive summary of the final report of the work done on the project has been placed on the website of our college. One copy of the " Final Report " of the work done has been kept in the Library of our college.


Dr. Sunita Girwalkar
Investigator


Dr. Babasaheb Gore
Smt. Sushiladevi Deshmukh
Mahila Mahavidyalaya, Latur
Principal

Date :

Place : Latur



College Code - 306

Manjara Charitable Trust, Latur

Smt. sushiladevi Deshmukh Mahila Mahavidyalaya, Latur

Khadgaon Road, Latur (Maharashtra) 413 531 Phone (Off.) 02382-221426 Fax (02382) 221426
Ph. (Resi.) 02382-224918 Mob. 9422469586 E.mail - sdm.college123@yahoo.co.in

Permanently Affiliated : Swami Ramanand Teerth Marathwada University, Nanded

Shri. Diliprao Deshmukh (MLC)
President

Dr. Babasaheb Gore
Principal

Ref. No Ssdmml/

Date : 10 10 2015

ACCESSION CERTIFICATE

It is certified that the books purchased from MRP grant are handed over to the College Central/ Departmental Library. Their Accession number is from 15522 to 15536, 15537 to 15552, 15553 to 15590

Dr. Sunita Girwalkar
Investigator

Dr. Babasaheb Gore
Smt. Sushiladevi Deshmukh
Mahila Mahavidyalaya, Latur
Principal

Date :

Place : Latur



Smt. sushiladevi Deshmukh Mahila Mahavidyalaya, Latur

Khadgaon Road, Latur (Maharashtra) 413 531 Phone (Off.) 02382-221426 Fax (02382) 221426
Ph. (Resi.) 02382-224918 Mob. 9422469586 E.mail - sdm.college123@yahoo.co.in

Permanently Affiliated : Swami Ramanand Teerth Marathwada University, Nanded

Shri. Diliprao Deshmukh (MLC)
President

Dr. Babasaheb Gore
Principal

Ref. No Ssdmml/

Date : 10 / 02 / 2015

ASSETS CERTIFICATE

It is certified that the following Equipments has been handed over to the college.

- 1) Computer with UPS & Monitor
- 2) Internet Modem
- 3) Others

Dr. Sunita Girwalkar
Investigator

Dr. Babasaheb Gore
Principal

*Smt. Sushiladevi Deshmukh Mahila Mahavidyalaya,
Khadgaon Road, Latur.*

Date :

Place : Latur

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI-110 002

STATEMENT OF EXPENDITURE IN RESPECT OF MINOR
RESEARCH PROJECT

1. Name of Principal Investigator : Dr. Mrs SUNITA GIRWALKAR
2. Deptt. Of University / College : Smt. Sushiladevi Deshmukh Mahila
College, Latur.
3. UGC approval No. and Date : File No. 23-2650/11 (WRO) Dt. 11.01.2012
4. Title of the Research Project : " **Sports Psychology & Performance in Volleyball An
Analytical Study with Special Reference to
Sportspersons in Latur District "**
5. Effective date of starting the project : **11/01/2012**
6. a. Period of Expenditure : **From 11/01/2012 to 28/11/2014**
b. Details of Expenditure : **Audited by Statutory Auditor.**

S. No	Item	Amount Approved Rs	Expenditure incurred Rs
i	Books & Journals	40,000/-	36092/-
ii	Equipments	20,000/-	23,000/-
iii	Contingency	20,000/-	20,000/-
iv	Field Work/Travel (Give details in the proforma) At Annexure -VI	30,000/-	32,400/-
v	Hiring Services	---	---
vi	Chemicals & Glassware	---	---
vii	Overhead	---	---
viii	Total Sanctioned & Spent	1,10,000/-	1,11,492/-

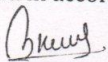
c. Staff

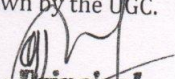
Date of Appointment : Not Applicable

Chartered Accountant

No	Expenditure Incurred	From to	Amount Approved (Rs.)	Expenditure incurred Rs
1.	Honorarium to PI(Retired Teachers) Rs.12,000/-p.m.			
2.	Post-Doctoral Fellow Fellowship @ Rs.12,000/-p.m.			
3.	Project Associate Salary @ Rs.10,000/-p.m.			
4.	Project Fellow Salary @ Rs.8000/-p.m.			

1. It is certified that the appointment(s) have been made in accordance with the terms and Conditions laid down by the Commission.
2. It as a result of check or audit objective, some irregularly is noticed, later date, action will be taken to refund, adjust or regularize the objected amounts.
3. Payment @ revised rates shall be made with arrears on the availability of additional Funds.
4. It is certified that the grant of Rs.1,10,00/- (Rs. One Lakh Ten Thousand only) received from the University Grants Commission under the Scheme of support for Minor Research Project entitled " **Sports Psychology & Performance in Volleyball An Analytical Study with Special Reference to Sportspersons in Latur District** " vide UGC letter No. F.23-2650/11 (WRO) dated 11.01.2012 has been fully utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the UGC.

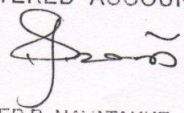

Dr. Sunita Girwalkar
Investigator


Dr. Babasaheb Kore
Principal
Smt. Sushiladevi Deshmukh
Mahila Mahavidyalaya, Latur

Date : 24/12/2014

Place : Latur

FOR D. K. NAVATAKKE & CO.,
CHARTERED ACCOUNTANTS,


SANDEEP P. NAVATAKKE



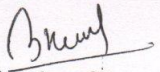
Annexure - V

ANNEXURE - IV

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI - 110 002.

UTILIZATION CERTIFICATE

Certified that the grant of Rs. 1,10,000/- (Rupees One lakh Ten Thousand only) sanctioned and received (85,000/- Eighty Five Thousand only) from the University Grants Commission under the Scheme of support for Minor Research Project entitled "*Sports Psychology & Performance In Vollyball : An Analytical Study with Special Reference to Sportspersons in Latur District*" vide UGC letter No. F. 23-2650/11 (WRO) dated 11.01.2012 (DD. Dt. 24 February 2012) has been fully utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the University Grants Commission.


Dr. Mrs. Sunita Girwalkar
Investigator

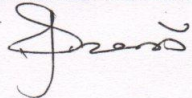

Dr. Babasaheb Gore
Smt. Sushiladevi Dashmukh
Mahila Mahavidyalaya, Latur

Date : 24/12/2014

Place : Latur

Chartered Accountant

FOR D. K. NAVATAKKE & CO.,
CHARTERED ACCOUNTANTS,

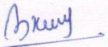

SANDEEP P. NAVATAKKE
(PARTNER)



UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG, NEW DELHI - 110 002.

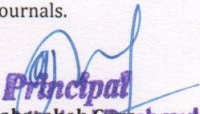
PROFORMA FOR SUBMISSION OF INFORMATION AT THE TIME OF SENDING FINAL REPORT
OF THE WORK DONE ON THE PROJECT

- | | | |
|--|---|---|
| 1. NAME & ADDRESS OF THE
PRINCIPAL INVESTIGATOR | : | DR.MRS SUNITA GIRWALKAR
HEAD, DEPARTMENT OF PHY EDUCATION,
SMT SUSHILADEVI DESHMUKH MAHILA
COLLEGE, LATUR |
| NAME & ADDRESS OF INSTITUTION | : | SMT SUSHILADEVI DESHMUKH MAHILA
COLLEGE, LATUR |
| 2. UGC APPROVAL NO.& DATE | : | F.23-2650/11(WRO)dt 11/01/2012 |
| 3. DATE OF IMPLEMENTATION | : | 11/01/2012. |
| 4. TENURE OF THE PROJECT | : | 2 YEARS |
| 5. TOTAL GRANTS ALLOCATED | : | Rs.1,10,000/- (ONE LAKH TEN THOUSAND ONLY) |
| 6. TOTAL GRANTS RECEIVED | : | Rs.85,000/- (EIGHTY FIVE THOUSAND) |
| 7. FINAL EXPENDITURE | : | Rs.1,11,492/- (ONE LAKH ELEVEN THOUSAND
FOUR HUNDRED NINETY TWO ONLY) |
| 8. TITLE OF THE PROJECT | : | " Sports Psychology & Performance in
Volleyball An: Analytical Study with Special
Reference to Sportspersons in Latur District " |
| 9. OBJECTIVES OF THE PROJECT | : | A sheet is attached. |
| 10. WHETHER OBJECTIVES WERE ACHIEVED : | : | YES |
| 11. ACHIEVEMENTS FROM THE PROJECT | : | The project is useful for the further research
which gives an idea to study the sports
psychology and performance in volleyball. |
| 12. SUMMARY OF THE FINDINGS | : | A sheet is attached. |
| 13. CONTRIBUTION TO THE SOCIETY | : | A sheet is attached. |
| 14. Whether any Ph.D. Enrolled/
Produced out of the project | : | NO |
| 15. No. of Publications out of the project | : | Two Research papers published in the
International Journals. |


Dr. Sunita Girwalkar
Investigator

Date :

Place : Latur


Principal
Smt. Sushiladevi Deshmukh
Mahila Mahavidyalaya, Latur

Western Regional Office
Ganeshkhind, Pune – 411007

File No: 23-2650/11 (WRO)

Phones: (020) 25691477,
25691178, 25696897
Fax: (020) 25691477
Web site: www.ugc.ac.in

The Accounts Officer
University Grants Commission
Ganeshkhind, Pune-411007.

11/11/2012

**Subject: Financial assistance to college teachers for undertaking Minor Research Projects –
Release of first installment during XIth Plan.**

Sir/Madam,

The UGC on the recommendations of the Expert Committee has approved the Minor Research Project entitled "Sports Psychology and Performance in Volleyball : In Analytical study with Special Reference to Sportspersons in Latur District" in the subject- **Physical Education** to be undertaken by **Dr. Girwalkar Sunita, SMT. SUSHILADEVI DESHMUKH MAHILA MAHAVIDYALAYA,, KHADGAON ROAD, LATUR- 413 531**. The financial assistance of the UGC would be limited to Rs. **110000/-** (Rupees Only) for a period of two years. An amount of Rs. **85000/-** (Rupees Only) is presently being sanctioned as the first installment.

Non-Recurring Grant for Two years	Amount (Rs)	Recurring grant	1 st Year Amount	2 nd Year Amount
Books & Journals	40000	Contingency	10000	10000
Equipment	20000	Special Need	0	0
		Travel/Field work	15000	15000
		Chemicals & Glassware	0	0
		Others	0	0
Total (Rs.)	60000		25000	25000

Total amount for the project: Rs. 110000/-

The grant is subject to the terms and conditions as mentioned below.

1. A Certificate of Acceptance of the conditions governing the research project should be sent immediately to this office.
2. The amount of the grant shall be drawn by the Accounts Officer (D.D.O), University Grants Commission on the grant-in-aid bill and shall be disbursed to and credited to the above-mentioned institute through Cheque/D.D.
3. The sanctioned amount is debatable to the major Head 5.3.3. and is valid for payment during the financial year 2011 -2012 only.
4. The grant is subject to adjustment on the basis of Utilization Certificate in prescribed proforma submitted by University/College/Institute.

NOTE:

1. The grant shall not be used self-financial/ non-grant/unaided courses & teachers.
2. Date of implementation will be the date of sanction of first installment.
3. The researcher is required to submit an Acceptance Certificate of the project in the enclosed format to the affiliating university, which would then be sent to

MINOR RESEARCH PROJECT IN PHYSICAL EDUCATION
Under UGC XI Plan

**SPORTS PSYCHOLOGY &
PERFORMANCE IN VOLLEYBALL:
AN ANALYTICAL STUDY
WITH SPECIAL REFERENCE TO
SPORTSPERSONS IN LATUR
DISTRICT**

DR. MRS SUNITA GIRWALKAR
HEAD & RESEARCH GUIDE,
DEPT OF PHYSICAL EDUCATION,
SMT.SUSHILADEVI DESHMUKH MAHILA MAHAVIDYALAYA,
LATUR-413 512. [MS]

DECEMBER 2014

CHAPTER I

**THE CONCEPT OF SPORTS PSYCHOLOGY:
AN INTRODUCTION**

INTRODUCTION:

Our body is a mass of muscles and nerves linked together into the central processing unit that is your brain. This series of articles on sports psychology seeks to show you how to use that central processing unit to its greatest effect in controlling your body to give optimum sporting performance. The section takes two separate approaches:

A tool-based approach explaining the three fundamental sports psychology tools are:

- 1] Goal Setting
- 2] Imagery and Simulation
- 3] Flow and Flow Control

An application based approach explaining how to use the tools to their maximum effect.

Sport Psychology is a science in which the principles of psychology are specifically applied in a sporting environment. The major aim of the sport psychologist is to help sports participants reach their sporting potential. Indeed, according to the Association for the Advancement of Applied Sport Psychology (AAASP) "sport psychology is (a) the study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise and physical activity, and (b) the application of knowledge gained through this study to everyday settings". An understanding

of psychological principles is not only essential to sport psychologists, but is also invaluable to athletes, coaches, teachers, managers, support service providers and parents.

The mind is the athlete; the body is simply the means it uses to run faster or longer, jump higher, shoot straighter, kick better, swim harder, hit further, or box better. - Bryce Courtnay *The Power of One*. All Athletes and Coaches would agree that psychological factors play a part in sports performance – both during training and competing....however when asked how much time and effort is spent on these factors, most will admit it is not much time at all. Often athletes separate physical training from the mental aspects of their sport and only really focus on psychological preparation a few days before an event or competition.

1. Mental skills, just like physical skills, need to be learnt, practiced and perfected in order to be most effective. Sport Psychologists are mental skills coaches and not sports coaches! We will not take over the role of your coach; in fact, good sport psychologists will work *together* with your coach to get the best out of you as an athlete.

Basic mental skills that sports psychologists can help you with include:

- a. Goal Setting – your road map to success; failing to plan is planning to fail.
- b. Visualization – making your inner theatre become reality; visualization is one of the most powerful mental tools and is a way of practicing without practicing.
- c. Relaxation and Controlling Nerves – finding your individual zone of optimal performance
- d. Self Talk – controlling what you say to yourself and when
- e. Concentration and Focus – focusing on the right things at the right time
- f. Confidence and Mental Toughness– being a competitive warrior; having the ability to bounce back from setbacks and mistakes, thrive under pressure and remain confident even if things are not going well.

2. Athletes are not machines and daily stressors and hassles all have an impact on your ability to train optimally and to recover properly. School work, tests,

exams, family stress or relationship problems all place demands on your coping resources and can affect you physically and mentally. Think about the last time you have a fight with someone close to you and how this affected your training; or how exam stress reduces your ability to put in 100% effort in training. A sport psychologist will not only teach you mental skills, but will also help you to deal with life stressors – only by managing your whole life and finding the correct balance can you perform to your potential.

3. We will also help you to prepare effectively for competitions and coping with the pressure-cooker environment of international competition environments. For example Athletes Villages at Games such as the Olympics or Commonwealth are wonderfully exciting places, but can also be overwhelming and distracting and a sport psychologist will help you to mentally prepare for this.

ROLE OF SPORTS PSYCHOLOGY:

It has long been acknowledged that psychological skills are critical for athletes at the elite level. Athletes with the requisite “mental toughness” are more likely to be successful. In the past, it was assumed that these skills were genetically based, or acquired early in life. Now, it is commonly accepted that athletes and coaches are capable of learning a broad range of psychological skills that can play a critical role in learning and in performance.

A. Role of Sports Psychology

The specialised field of sports psychology has developed rapidly in recent years. The importance of a sports psychologist as an integral member of the coaching and health care teams is widely recognised.

Sports psychologists can teach skills to help athletes enhance their learning process and motor skills, cope with competitive pressures, fine-tune the level of awareness needed for optimal performance, and stay focused amid the many distractions of team travel and in the competitive environment.

Psychological training should be an integral part of an athlete’s holistic

training process, carried out in conjunction with other training elements. This is best accomplished by a collaborative effort among the coach, the sport psychologist, and the athlete; however, a knowledgeable and interested coach can learn basic psychological skills and impart them to the athlete, especially during actual practice.

B. The Medical Staff and Psychosomatic Disorders:

The health professional often plays a major role in supporting the emotional health of athletes. An athlete's psychological stresses may be manifested as somatic complaints, such as sleep disturbances, irritability, fatigue, gastrointestinal disturbances, muscle tension, or even injury. Athletes often turn to a therapist or physician for relief, either because they do not recognize the psychological basis of the physical complaint, or because they fear the services of a mental health practitioner due to the perceived stigma, or because no psychologist is available.

Therapists must be aware of the possibility of an underlying psychological basis for a complaint and inquire into the emotional status of the athlete as part of the medical history. Careful, non-judgmental questioning may reveal inter-personal problems with a coach, teammate, family member, or other individuals, or anxiety concerning an upcoming competition. In these situations, a sports psychologist is invaluable. If none is available, the physician or therapist may need to assume the role of sounding board, intermediary, or stress-management advisor. At times, being a patient listener and confidant may be all that is required. If mediation between parties is required, a neutral, non-judgmental stance must be maintained to help the parties air and resolve differences.

C. Preparing for Competition

Simple psychological skills to help the athlete manage the competitive performance environment include: 1) learning relaxation skills (e.g. progressive

- relaxation; slow, controlled, deep abdominal breathing; or autogenic training;
- 2) mastering all of the attentional styles (types of concentration);
 - 3) imagery (both visualization and kinesthetics);
 - 4) appropriate self-talk; and
 - 5) developing a pre-competition mental routine to be employed immediately prior to competition on game day (these routines are short [1–2 minutes] and use all of the mental skills just presented).

D. The Injured Athlete

Athletes have a strong sense of body awareness, and take great pride in the capabilities of their bodies. Thus, injuries can be psychologically as well as physically devastating. The ability to train and compete well involves enormous ego. Athletes often identify themselves by who they are as an athlete. Thus, an injury places considerable stress on this self-identification. The more severe the injury, and the longer the recovery-rehabilitation period, the more prolonged and profound the mood disturbance may be.

Injured athletes commonly experience at least three emotional responses: isolation, frustration, and disturbances of mood:

1. The injury forces the athlete to become separated from teammates and coaches. Other team members may provide little support, and in fact they may shun their injured teammate to avoid reminders of their own potential frailty.
2. The athlete becomes frustrated because he or she perceives the loss of months of training and skills mastery, although there are many instances where athletes have used the recovery period to master mental and other physical skills to return successfully to competition.
3. Mood disturbances are common. The athlete may be temporarily depressed, or become upset by minor annoyances.

An injury can provide the athlete with an opportunity to work with a caring professional to re-assess his or her reasons for being in sport, and for redefining goals in sports participation.

The health care team must be aware and include psychological support as an integral part of the treatment and rehabilitation processes. At the outset, the athlete must be fully informed about the nature and severity of the injury, the prognosis for recovery, recommended course of therapy and rehabilitation, and an estimate of the time needed before training can be resumed.

The athlete must be made a full partner in the treatment and recovery process, and given responsibility for therapeutic activities that can be carried out at home. The medical team must discuss openly the psychological changes that accompany an injury, and reassure the athlete that this is to be expected. Reassurance and supportive measures are generally adequate, but a visit from an athlete who has recovered from a similar injury may be of great value.

SPORTS AND HUMAN LIFE

Socialization is a complex [Coakley. 2003: 123] interactive process through which people form ideas about the social world, which they are, and how they are connected to the world around them. This process occurs in connection with sports and other activities and experiences in people's lives. Becoming involved and staying involved in sports occur in connection with general socialization process in life. Decisions to play sports are influenced by the availability of opportunities, the existence of social support, processes of identity formation, and the cultural context in which decisions are made. Sports participation decisions are related to processes of individual development, and cultural ideology. People do not make decisions about participation once and for all time. They make them day after day as they set and revise priorities in their lives.

IMPACT OF SPORTS ON HUMAN LIFE AND CULTURE

Efforts to understand what happens to people when they sports have been sidetracked by popular belief that sports build character. Children in all societies participate in various forms of movements and physical activity. Forms and dynamics of children's physical activity are connected indirectly

with larger socialization process, through which they learn how to be girls and boys and learn about systems of social relations. The process varies from society to society and cultural settings .

Although movement and physical activities exist in all cultures, organized sports are a luxury. They require resources and discretionary time among the people. They exist only when children are not required to work and only when there is a widespread belief that sports build character. It also builds the physical, psychological and sociological characteristics in the human.

DEVELOPMENTS OF ORGANIZED SPORTS

The growth of organized sports in the world is associated with the changes in the family that occurred during the latter half of the twentieth century. Many parents now see organized sports as important extensions of their control over their children and as settings in which their children gain important experiences.

Major trends in organized sports today include the privatization of organized programs, an emphasis on performance ethics, the development of high performance training programs and more involvement by people.

The state of current sports [Brown, J.S. 2007:1 179] and issues prevalent in sports today can be understood and interpreted only if we examine the society they are played in and how sports have developed. Sports in some ways affects the lives of most people in our society whether it is through playing or watching sports, getting caught up in the excitement of a tournament or supporting the activity. The developing and developed societies in the world have established their indigenous sports cultures and societies. Asian countries seem to be in the developing phase of establishing sports cultures. In India, both modern and indigenous sports are looking up and establishing their own identity in the sports society of the world.

DEVELOPMENT OF SPORTS IN INDIA:

Today it appears that the demand on athletic trainers, coaches, and athletes to excel in their sport is becoming greater and greater. In response to this demand, athletes are spending more time practicing, as well as expending more energy conditioning so that they are in the best shape possible for competition. Accompanying this increased demands are advances in sports research, sports sciences and allied areas. In addition, individuals who participate in high-level athletics have become more specialized in their respective sports. By implementing the new advances in sports and specialization of athletes in today's sports environment, athletes can hopefully increase their chances of winning & performing at higher levels.

The sports performance of the Indians is on the rise, as can be seen by the recent achievements at the Olympics 2008. The athletes are performing at a better standard as a result of better and more scientific training facilities, better nutrition, and advanced medical facilities. India is thriving in performance of a few selected sports like cricket, tennis, golf, and badminton to name a few.

As far as the games of Indian origin are concerned, the picture seems to be fading out. It is clearly evident that Indians are outperformed by foreigners in Indian games too. Indian hockey is the living example of how the game is dying out, how developed nations have outdone Indians and what scientific approach, advanced research can do in the development of any game.

When we go to spirit world having practiced a life of true love, of living for the sake of others, on earth, we will be able to receive God's blessings for eternity. This is because God is the central being of heaven and earth. We will discover then that there is no happiness greater than this. It is vital for us to understand that a being that lives for the sake of others takes the central position in its environment, and because it is central, that being has the capability to develop a unified environment and a world of peace.

Today, there are many religions with many different scriptural texts. But their core teachings all boil down to the words, "live for the sake of others." What are the characteristics of a true religion, a religion of love, a

religion of ideals and happiness that can lead people to peace? We already know the answer: the religion that says it will sacrifice itself for the sake of the individual, for the sake of the family, for the sake of the clan, for the sake of the people, for the sake of the nation, for the sake of the world, for the sake of heaven and earth and for the sake of God is a true religion, an ideal religion, a religion that can lead the world's people to peace and happiness.

Peace is a term that arises in a reciprocal context. The same is true of happiness. No one can experience happiness alone. Knowing this, we conclude that the happiness of the entire universe begins with each individual's effort to unify. Peace and all ideals begin from and are connected to the point where each of us tries to become unified.

Human works alone will not bring about peaceful ties among people. Why is this? Fallen people seek only their own benefit. They try to use each other for their own purposes. Each person pursues his or her own interest and accumulates as many goods as possible. Even successful members of Parliament, those well respected in their community and people in leadership positions scramble to increase their power and advance their interests. In the world until now, this has been the essential basis of our lives, in the environment of a world woven by people living for their own sake.

In the academic field, efforts in the higher education and practice of the philosophy of peace are being made at the University of Bridgeport in the United States and Sun Moon University in Korea. In the media field, The Washington Times in the USA, The Segye Times of Korea and Sekkai Nippo in Japan, and other media organs throughout North and South America, have created a network. This soon will expand to 185 countries and contribute greatly toward bringing the world's people together.

This is a rally of leaders in the world of soccer. Soccer fever is sweeping Korea and Japan and the entire world has come together in a festive atmosphere. Ultimately, though, the proper way for world of sports is that the Olympics and the World Cup should guide the world's people along the way of reconciliation and peace. Occasionally, there is cause for concern over money

and power combining to contaminate the pure spirit of athleticism. It is necessary to examine carefully whether salaries offered top players are excessive and whether wealthy parties are engaging in unethical speculative or monopolistic practices.

In an effort to contribute toward world peace through sports, we must believe in development of soccer in the world by founding the professional soccer teams. Our interest in the management of soccer teams goes beyond business pursuits. Our first priority is to teach sportsmanship to young people of the university soccer teams, so that they can be trained to join professional teams and contribute to world peace through sports. It is well-known that soccer began in England. It was developed at Eton College, a school for the sons of aristocrats, where, in addition to knowledge, physical fitness was considered an important quality for leaders. Because of the importance of teamwork in soccer, however, it did not take long for soccer's popularity to grow beyond the aristocracy and encompass the larger society.

Even if one player is exceptionally skillful, it is still difficult for a team to win unless the other members can back up this individual. The ball is round and can roll this way or that, but the ball is honest and it rolls where a player kicks it. There is a principle of purposeful community underlying the game of soccer. In this game, there is no way for established powers to use trickery to preserve their own position. Neither is there an order according to which teams are allowed to score goals. In soccer, it does not matter whether a country is large or small, strong or weak. Goals are scored honestly, bringing joy and happiness to everyone. In soccer, there is only the energetic communal harmony that comes from team play.

Soccer and other sports, as well as the entirety of leisure culture, have developed over a long period of time. Sports were originally created in order to create strong bodies and maintain safe societies. Today, they have developed globally and bring enjoyment and enrichment to the lives of billions of people. So, it is important that we seek ways by which sports can contribute to the achievement of peace for all the world's people.

The world stands at the dawn of a new millennium. Astonishing developments in information technology are bringing the ideal of one world family into reality. On the other hand, it is also true that the world faces a moral crisis with the danger that spiritual values will be destroyed. We must look to sports for constructive proposals on how to overcome hedonism and self-centered values among young people.

Sports employ rules to insure fair competition. Thus defined, competition differs from conflict; the two exist on different levels. Conflict appears in the savage and bloodthirsty law of the jungle by which animals live. Here, one side uses physical and military strength to negate the other side's existence and annihilate him. Competition in sports is different from this. Rules are established, the winner is decided in accordance with these rules, and each side acknowledges the other. A gentlemanly spirit governs sports. As large numbers of people watch, the athletes demonstrate the attitude of fair play and sportsmanship as they compete based on their talents, abilities and strength.

They follow the laws and rules that have been agreed upon, and they submit themselves to fair judgment by the referees.

Fair play is considered the most important aspect of the game. It requires obeying laws and following the rules. Breaking the rules and committing fouls result in the loss of points, expulsion from the game and the eventual loss of the privilege of participation. The offending players are punished. Athletes pour out all their energy, sincerity and courage for the sake of the victory and glory of the individual and his or her country. The victorious players receive a crown of laurels, a gold medal and a bouquet of flowers. They are congratulated with thunderous applause and their national anthem is played as their country's flag is raised. Such a ceremony brings the height of emotion, the ultimate glory and a celebration for us all. The virtue of sports is when the loser does not dwell on his own disappointment, but applauds the accomplishment of the winner.

In sports, there is the beautiful fragrance of friendship and love among like-minded people. The beauty of the players appears when they demonstrate

sportsmanship. They must work hard, shed sweat and tears and achieve incredible standards of skill. They must be trained in the virtues of fairness, proper order and etiquette.

The realm of sports has made large contributions to modern society. It has contributed to our physical and mental health and has provided excitement through skillful play. The love of sports can transcend religious dogma and political ideology. All people can become one through sports, so sports can spread a banquet of reconciliation and peace, where the hearts of all the world's people can come together as one.

Though the Cold War has ended, the world is yet unable to throw off its common yoke of suffering. As the September 11 tragedy demonstrated, the world is in agony over conflict and strife between religious and ethnic groups. In addition, the world's natural environment is being destroyed. Young people who are to be responsible for the future are becoming cynical, fascinated with materialism and hedonism, falling prey to drugs and abandoning civil norms.

THE PLACE OF HEALTH AND SPORTS EDUCATION:

Health is a multi-dimensional concept because it is shaped by biological, social, economic and cultural factors. Health is not merely the absence of disease but is influenced and shaped by the access to basic needs like food security; safe water supply, housing, sanitation and health services. Within this broader definition of health, individual health is intrinsically interrelated with social factors. Therefore while individual health is important it is necessary to delineate its linkages with the physical, social and economic environment in which people live.

Children's health is an important concern for all societies since it contributes to their overall development. Health, nutrition and education are important for the overall development of the child and these three inputs need to be addressed in a comprehensive manner. While the relationship between health and education is seen more in terms of the role that the latter plays in creating health awareness and health status improvements, what is not

adequately represented in the debates is the reciprocal relationship between health and education, especially when it comes to children.

Studies have shown that poor health and nutritional status of children is a barrier to attendance and educational attainment and therefore plays a crucial role in enrollment, retention, and completion of school education. [Rana, K & Das, S: 2004; World Bank: 2004]

Within the overall framework both yoga and physical education are seen as routes for achieving not merely physical fitness but for psychosocial development as well. There are broadly four areas that are related to health, yoga and physical education. These are:

1. Personal health, physical and psycho-social development
2. Movement concepts and motor skills
3. Relationships with significant others
4. Healthy communities and environments

In order to address these four areas there is need to identify topics that are covered in various school subjects, co-curricular subjects and also government programs like the school health and mid day meal initiatives. We recognize that the curriculum design for this subject is challenging both in terms of content and evaluation.

While addressing the health needs of children, it is important to examine the available data on causes of mortality and morbidity across the concerned age groups and also the variation it presents across caste/class; gender and regions. This is important for evolving a curriculum and syllabus that addresses the real life situations and experiences of school going children factoring in the variations across states, class/caste and gender. A review of available macro data and studies shows that the major cause of mortality and morbidity among children are a group of disease conditions like diarrhoea, pneumonia and fevers that are related to poor living conditions and lack of access to basic needs. The burden of infant mortality, maternal and child mortality are being borne disproportionately by the schedule caste and tribes as compared to other caste groups. [IIPS: 2000] An important cause for the above mentioned

communicable diseases are the prevalence of under nutrition among children.

The NFHS data show that 53 percent of children in rural areas are underweight in India and this varies across states. In some states, this figure is as high as 60 percent who are underweight especially among the schedule tribes in the poorer states. The extent of stunted growth of children is also of concern and has consequences for schooling. The age specific data on major causes of mortality shows that low birth weight, respiratory infections and anemia are the major causes of mortality for under-five age group. Respiratory infections and anemia become the major causes for the age group 5-14. Respiratory infections especially tuberculosis becomes the major cause of mortality for females after the age of 15. [Shiva & Gopalan, 2000: 162]

In the United Kingdom, school health services are provided through the Local Education Authorities with grants from the Ministry of Education. The National Health Service provides free medical care to all school children. In the former Soviet Union, it was a part of the comprehensive scheme for children from birth until the child completes elementary education.

Almost all schools with more than eight hundred children had full time doctors and nurses. In France there is a comprehensive programme for providing school health services until the university level with the required compliment of staff. After the World War II, as a part of its post war reconstruction effort, Japan regarded school health services as an integral part of school education. The school health programme included regular medical check-ups, school lunch programme and health education inputs. This programme was a co-operative effort between the school, Ministry of Education, Health Centres and other medical agencies. These countries represent examples where health input is an important constituent of the subject area of health and physical education.

A framework for school health services was put forward in the Report on Post-War Educational Development in India, which was issued by the Central Advisory Board in 1944. This report recommended that school health service should be under the administrative control of the education department.

The Bhore Committee that provided the blueprint for health services development in independent India devoted a substantial section on the need and importance of school health programme for school going children. They recommended that the school health programme must be a part of the general health services and should not have dual administrative control viz. between the education and health departments, but should be under the control of the latter. They were of the opinion that a dual administration will result in the duplication of personnel and infrastructure. [GOI: 1946: 111]

The Bhore Committee, which was set up around the time of independence, clearly spelt out the duties of a school health service and even today it represents the most comprehensive view of this programme. According to the committee, the duties of a school health service are:

“1) Health measures, preventive and curative, which include (a) the detection and treatment of defects and (b) the creation and maintenance of a hygienic environment in and around the school, and
2) measures for promoting positive health which should include: (a) the provision of supplementary food to improve the nutritional state of the child, (b) Physical culture through games, sports and gymnastic exercises and through corporate recreational activities and (c) health education through formal instruction and practice of the hygienic mode of life.”[GOI: 1946: 112]

This comprehensive definition is valid even in the present context and therefore the group recommends that it be adopted as a working definition for this subject area. Thus, the major components that have to be included in the school health programme are medical care, hygienic school environment, and school lunch, health, yoga and physical education. The School Health Programme has to be a coordinated effort between the education and health departments with the latter providing preventive, curative and promotive services at all levels of schooling.

As far as health education was concerned the Bhore Committee opined that: “Formal classroom instruction in health matters should, in respect of the primary school children, be reduced to the minimum. What is essential is that

hygienic habits be inculcated.”[GOI: 1946: 112] This recommendation is valid even today and therefore should be a guideline for evolving syllabus.

In 1958, the school health division was established in the Ministry of Health Welfare in order to strengthen health education programmes for young people. This division served as a resource center for the NCERT, the Department of Education and the Directorate of Adult Education.

There have been efforts to integrate health education into school curricula with the Central Bureau of Health Education playing an important role in collaboration with the NCERT. This integrated perspective to school health provided a synergistic approach between health and education, rather than seen as separate programmes. This integrated vision was subsequently lost both conceptually and in practice. Instead of the school health programme being integrated with the curriculum of health and physical education it became a ‘vertical’ programme of the Health Ministry while teachers in schools dealt with health education and physical education separately.

CHAPTER II

VOLLEYBALL, EXERCISES & SPORT PSYCHOLOGISTS

EXERCISE AND SPORT PSYCHOLOGISTS:

Today more than ever people recognize the importance of combined psychological and physical wellness. Sport and Exercise Psychology in the therapeutic setting most often focuses on motivation, injury and rehabilitation, and performance enhancement. Through the utilization of cognitive and behavioral techniques individuals can regain the intrinsic value of their sport, achieve peak performance, longevity in his or her sport, and psychological well-being. Clinical research studies highly correlate physical exercise of sufficient intensity and duration with positive changes in mood states.

Specifically, individuals who participate in physical exercise regularly appear to experience lower rates of depression and anxiety. Typically, individuals training in this field will receive specific training in either exercise psych or sports psych.

Sport psychologists work with sports participants across a range of both team and individual sports and from amateur to elite levels of competition. The aim is predominately to help athletes prepare psychologically for competition and to deal with the psychological demands of both competition and training. In contrast, an exercise psychologist is primarily concerned with

the application of psychology to increase exercise participation and motivational levels in the general public.

WORK OF EXERCISE AND SPORT PSYCHOLOGISTS:

Sport and exercise psychologists work in a wide range of sport and exercise settings and with a diverse range of clients. Most sport psychologists combine consultancy work with teaching and research or psychological consultancy in other areas such as the clinical and occupational domains.

Some sport psychologists do hold full-time positions with professional sports teams or national governing bodies and opportunities to work as a full-time sport psychologist are constantly increasing in number. A similar scenario exists for exercise psychologists, with most practitioners combining consultancy with teaching and research careers. The work of exercise psychologists might involve GP exercise referral, setting up, and evaluating exercise programs in employment, prison and psychiatric contexts.

The work of a sport or exercise psychologist is centered on people and can be extremely varied. Although consultancy work may be office-based, it is equally likely that consultants will work in field settings such as team premises, competition venues, clinical rehabilitation and recreational exercise settings.

Some examples of typical duties that may be associated with sport psychologists include: counseling referees to deal with the stresses that they encounter and how to cope with the demanding aspects of their particular role, advising coaches and staff on how to enhance cohesion within their teams, and of course help athletes deal with the psychological and emotional consequences of injuries. Daily activities of an exercise psychologist may include optimizing the benefits that can be derived from exercise participation and aid individual clients with the implementation of goals and strategies.

Before considering a career in exercise/sport psychology, there are a few questions you should ask yourself. Do you enjoy working with people of all ages, shapes, and personalities? Do you enjoy exercise and consider it a valuable and necessary aspect of caring out a happy and healthy life? Many

sport and exercise psychologists have additional training in the field of exercise, such as personal training, aerobics instructors, and nutrition.

In order to be successful and make a difference in the lives of other in this specialty, one should possess great abilities to motivate and influence others. Other key aspects of this specialty include communication, motivation through individual training as well as building teamwork skills, and of course program development and evaluation.

VOLLEYBALL: A TEAM SPORT:

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.

Volleyball is a team sport played by two teams on a playing court divided by a net. The sport originated in the United States, and is now just achieving the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only soccer among participation sports. Today there are more than 24 million Americans who play volleyball. There are 800 million players worldwide who play Volleyball at least once a week. The object of the game is for each team to send the ball regularly over the net to ground it on the opponent's court, and to prevent the ball from being grounded on its own court. The ball is put into play by the right back-row player who serves the ball by hitting it over the net to the opponent's court. A team is allowed to hit the ball three times (in addition to the block contact) to return it to the opponent's court. A player is not allowed to hit the ball twice consecutively, except when attempting a block. The rally continues until the ball touches the ground/floor, goes "out" or a team fails to return it to the opponent's court or commits a fault.

In 1995, the sport of Volleyball was 100 years old! The sport originated in the United States, and is now just achieving the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only

soccer among participation sports. There are 800 million players worldwide who play Volleyball at least once a week.

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 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:
 - a) causing the ball to touch the ground or floor outside the opponents' court or without first passing over the net;
 - b) *catching and throwing* the ball;
 - c) *double hit*: two consecutive contacts with the ball made by the same player;
 - d) four consecutive contacts with the ball made by the same team;
 - e) net foul: touching the net during play;
 - f) foot fault: the foot crosses over the boundary line when serving.

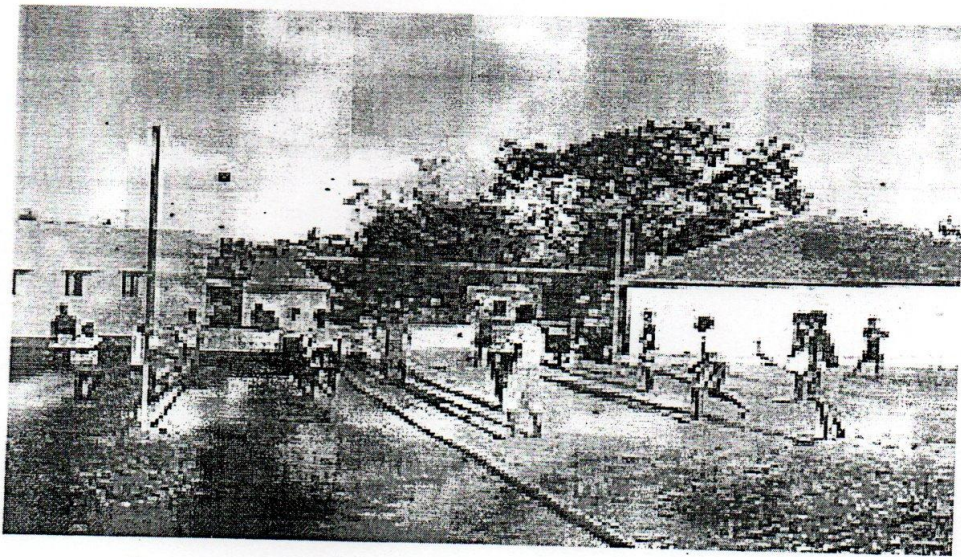
The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

A number of consistent techniques have evolved in volleyball, including *spiking* and *blocking* (because these plays are made above the top of the net, the vertical jump is an athletic skill emphasized in the sport) as well as *passing*, *setting*, and specialized player positions and offensive and defensive structures.

VOLLEYBALL COURT:

A volleyball court is 18 m (59 ft) long and 9 m (29.5 ft) wide, divided into 9 m × 9 m halves by a one-meter (40-inch) wide net. The top of the net is 2.43 m (7 ft 11 5/8 in) above the center of the court for men's competition, and 2.24 m (7 ft 4 1/8 in) for women's competition, varied for veterans and junior competitions. A line 3 m (9.84 ft) from and parallel to the net is considered the

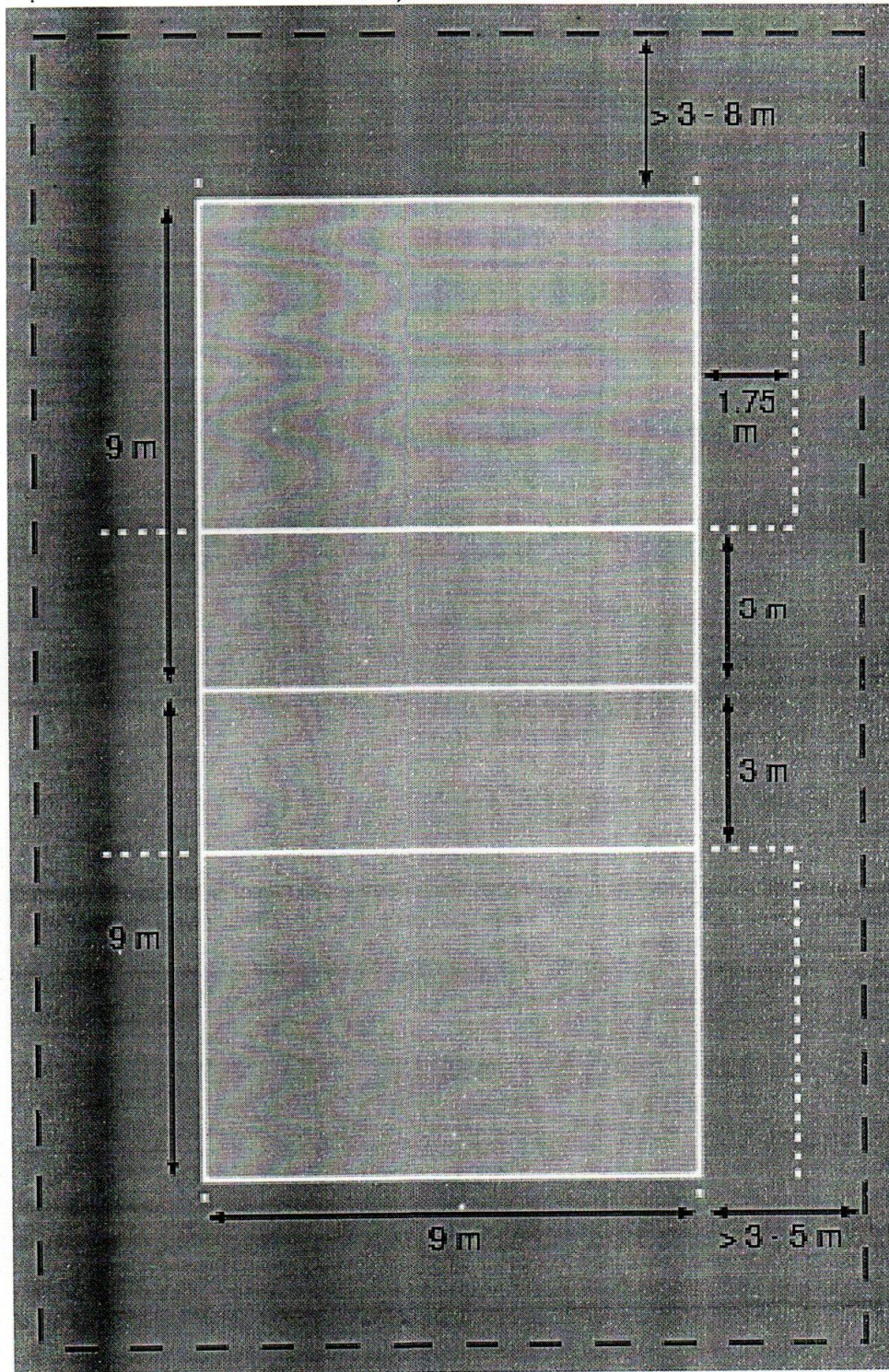
“attack line”. This “3 meter” (or “10 foot”) line divides the court into “back row” and “front row” areas (also back court and front court). These are in turn divided into 3 areas each: these are numbered as follows, starting from area “1”, which is the position of the serving player. After a team gains the serve (also known as siding out), its members must rotate in a clockwise direction, with the player previously in area “2” moving to area “1” and so on, with the player from area “1” moving to area “6”.



The team courts are surrounded by an area called the free zone which is a minimum of 3 meters wide and which the players may enter and play within after the service of the ball. All lines denoting the boundaries of the team court and the attack zone are drawn or painted within the dimensions of the area and are therefore a part of the court or zone. If a ball comes in contact with the line, the ball is considered to be "in". An antenna is placed on each side of the net perpendicular to the sideline and is a vertical extension of the side boundary of the court. A ball passing over the net must pass completely between the antennae (or their theoretical extensions to the ceiling) without contacting them.

The ball:

The regulations state that the ball must be spherical, made of leather or synthetic leather, have a circumference of 65-67 cm, a weight of 260-280 g and an inside pressure of 0.30-0.325 kg/cm². Other governing bodies have similar regulations.



Each team consists of six players. To get play started, a team is chosen to serve by coin toss. A player from the serving team throws the ball into the air and attempts to hit the ball so it passes over the net on a course such that it will land in the opposing team's court (the *serve*). The opposing team must use a combination of no more than three contacts with the volleyball to return the ball to the opponent's side of the net. These contacts usually consist first of the *bump* or *pass* so that the ball's trajectory is aimed towards the player designated as the *setter*; second of the *set* (usually an over-hand pass using wrists to push finger-tips at the ball) by the setter so that the ball's trajectory is aimed towards a spot where one of the players designated as an *attacker* can hit it, and third by the *attacker* who *spikes* (jumping, raising one arm above the head and hitting the ball so it will move quickly down to the ground on the opponent's court) to return the ball over the net. The team with possession of the ball that is trying to attack the ball as described is said to be on *offense*.

The team on *defense* attempts to prevent the attacker from directing the ball into their court: players at the net jump and reach above the top (and if possible, across the plane) of the net to *block* the attacked ball. If the ball is hit around, above, or through the block, the defensive players arranged in the rest of the court attempt to control the ball with a *dig* (usually a fore-arm pass of a hard-driven ball). After a successful *dig*, the team transitions to offense.

The game continues in this manner, rallying back and forth, until the ball touches the court within the boundaries or until an error is made. The most frequent errors that are made are either to fail to return the ball over the net within the allowed three touches, or to cause the ball to land outside the court. A ball is "in" if any part of it touches a sideline or end-line, and a strong spike may compress the ball enough when it lands that a ball which at first appears to be going out may actually be in. Players may travel well outside the court to play a ball that has gone over a sideline or end-line in the air.

Scoring

When the ball contacts the floor within the court boundaries or an error is made, the team that did not make the error is awarded a point, whether they

served the ball or not. If the ball hits the line, the ball is counted as in. The team that won the point serves for the next point. If the team that won the point served in the previous point, the same player serves again. If the team that won the point did not serve the previous point, the players of the team rotate their position on the court in a clockwise manner. The game continues, with the first team to score 25 points by a two-point margin is awarded the set. Matches are best-of-five sets and the fifth set, if necessary, is usually played to 15 points. (Scoring differs between leagues, tournaments, and levels; high schools sometimes play best-of-three to 25; in the NCAA games are played best-of-five to 25 as of the 2008 season.)

Passing:

Passing, also called bumping or setting, is a form of hitting the ball to another player. Each team is allowed three hits of the ball on its side in order to return it to the other team. A "set" usually takes place as the second hit in order to assist with setting up a spike.

Spiking:

Spiking, also known as a "kill," is generally the third hit and is an overhand, forceful hit over the net. A spike is good as long as the player does not touch the net with any part of his body and as long as the hit is not blocked.

Blocking:

Blocking is the only true defensive play in volleyball. When a player from the opposite team attempts a spike, the defender can jump simultaneously with both arms straight in the air to try to block the spike. A block is successful if the ball goes right back to the offensive team's side; however, if the block stays on the defender's side of the net, he must try to keep it in play. A block does not count as one of the three allowed hits.

Points, Matches and Officials:

Matches are scored by rally points. In other words, if the ball becomes dead on your side of the net, the other team gets the point as well as possession of the ball. If a serve does not go over the net, the other team gets the point and possession of the ball. Matches are played best three out of five sets or best two

out of three sets; sets are to 25 points and must be won by at least two points. The third or fifth set is only played to 15 points.

In regulation volleyball, there are two referees, one on each of the court, right next to the net. One is on the floor and one is on a ladder. Additionally, there are two line judges, one on the back line of each side of the net. Line judges determine whether a ball lands inside or outside the boundary lines, and they also call "foot falls" on the back line during service.

Recent rule changes:

Other rule changes enacted in 2000 include allowing serves in which the ball touches the net, as long as it goes over the net into the opponents' court. The service area was expanded to allow players to serve from anywhere behind the end line but still within the theoretical extension of the sidelines. Other changes were made to lighten up calls on faults for carries and double-touches, such as allowing multiple contacts by a single player ("double-hits") on a team's first contact provided that they are a part of a single play on the ball.

In 2008, the NCAA changed the minimum number of points needed to win any of the first four sets from 30 to 25 for women's volleyball (men's volleyball remained at 30.) If a fifth (deciding) set is reached, the minimum required score remains at 15. In addition, the word "game" is now referred to as "set". Changes in rules have been studied and announced by FIVB in recent years, and they have released the updated rules in 2009.

Skills:

Competitive teams master six basic skills: serve, pass, set, attack, block and dig. Each of these skills comprises a number of specific techniques that have been introduced over the years and are now considered standard practice in high-level volleyball.

SERVE:

A player stands behind the inline and serves the ball, in an attempt to drive it into the opponent's court. His or her main objective is to make it land inside the court; it is also desirable to set the ball's direction, speed and acceleration so that it becomes difficult for the receiver to handle it properly. A

serve is called an "ace" when the ball lands directly onto the court or travels outside the court after being touched by an opponent. In contemporary volleyball, many types of serves are employed:

Underhand: a serve in which the player strikes the ball below the waist instead of tossing it up and striking it with an overhand throwing motion. Underhand serves are considered very easy to receive and are rarely employed in high-level competitions.

Sky ball serve: a specific type of underhand serve occasionally used in beach volleyball, where the ball is hit so high it comes down almost in a straight line. This serve was invented and employed almost exclusively by the Brazilian team in the early 1980s and is now considered outdated. In Brazil, this serve is called *Jornada nas Estrelas* (Star Trek).

Topspin: an overhand serve where the player tosses the ball high and hits it with a wrist span, giving it topspin which causes it to drop faster than it would otherwise and helps maintain a straight flight path. Topspin serves are generally hit hard and aimed at a specific returner or part of the court. Standing topspin serves are rarely used above the high school level of play.

Float: an overhand serve where the ball is hit with no spin so that its path becomes unpredictable, akin to a knuckleball in baseball.

Jump serve: an overhand serve where the ball is first tossed high in the air, then the player makes a timed approach and jumps to make contact with the ball, hitting it with much pace and topspin. This is the most popular serve amongst college and professional teams.

Jump float: an overhand serve where the ball is tossed high enough that the player may jump before hitting it similarly to a standing float serve. The ball is tossed lower than a topspin jump serve, but contact is still made while in the air. This serve is becoming more popular amongst college and professional players because it has a certain unpredictability in its flight pattern.

REFINEMENTS AND LATER DEVELOPMENTS:

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 World Organization Volleyball for Disabled.

Nudists were early adopters of the game with regular organized play in clubs as early as the late 1920s. By the 1960s, a volleyball court had become standard in almost all nudist/naturist clubs.

Team Play:

Volleyball is essentially a game of transition from one of the above skills to the next, with choreographed team movement between plays on the ball. These team movements are determined by the teams chosen serve receive system, offensive system, coverage system, and defensive system.

The serve receive system is the formation used by the receiving team to attempt to pass the ball to the designated setter. Systems can consist of 5 receivers, 4 receivers, 3 receivers, and in some cases 2 receivers. The most popular formation at higher levels is a 3 receiver formation consisting of two left sides and a libero receiving every rotation. This allows middles and right sides to become more specialized at hitting and blocking.

Offensive systems are the formations used by the offense to attempt to ground the ball into the opposing court (or otherwise score points). Formations often include designated player positions with skill specialization. Popular formations include the 4-2, 6-2, and 5-1 systems. There are also several different attacking schemes teams can use to keep the opposing defense off balance.

Coverage systems are the formations used by the offense to protect their court in the case of a blocked attack. Executed by the 5 offensive players not directly attacking the ball, players move to assigned positions around the attacker to dig up any ball that deflects off the block back into their own court. Popular formations include the 2-3 system and the 1-2-2 system. In lieu of a system, some teams just use a random coverage with the players nearest the hitter.

Defensive systems are the formations used by the defense to protect against the ball being grounded into their court by the opposing team. The system will outline which players are responsible for which areas of the court depending on where the opposing team is attacking from. Popular systems include the 6-Up, 6-Back-Deep, and 6-Back-Slide defense. There are also several different blocking schemes teams can employ to disrupt the opposing teams offense.

Some teams, when they are ready to serve, will line up their other five players in a screen to obscure the view of the receiving team. This action is only illegal if the server makes use of the screen, so the call is made at the referees discretion as to the impact the screen made on the receivers ability to

pass the ball. The most common style of screening involves a W formation designed to take up as much horizontal space as possible.

VOLLEYBALL IN THE OLYMPICS:

The history of Olympic volleyball traces back to the 1924 Summer Olympics in Paris, where volleyball was played as part of an American sports demonstration event. After the foundation of FIVB and some continental confederations, it began to be considered for official inclusion. In 1957, a special tournament was held at the 53rd IOC session in Sofia, Bulgaria to support such request. The competition was a success, and the sport was officially included in the program for the 1964 Summer Olympics.

The Olympic volleyball tournament was originally a simple competition: all teams played against each other team and then were ranked by wins, set average, and point average. One disadvantage of this round-robin system is that medal winners could be determined before the end of the games, making the audience lose interest in the outcome of the remaining matches.

To cope with this situation, the competition was split into two phases with the addition of a "final round" elimination tournament consisting of quarterfinals, semifinals, and finals matches in 1972. The number of teams involved in the Olympic tournament has grown steadily since 1964. Since 1996, both men's and women's events count twelve participant nations. Each of the five continental volleyball confederations has at least one affiliated national federation involved in the Olympic Games.

The U.S.S.R. won men's gold in both 1964 and 1968. After taking bronze in 1964 and silver in 1968, Japan finally won the gold for men's volleyball in 1972. Women's gold went to Japan in 1964 and again in 1976. That year, the introduction of a new offensive skill, the backrow attack, allowed Poland to win the men's competition over the Soviets in a very tight five-set match.

Since the strongest teams in men's volleyball at the time belonged to the Eastern Bloc, the American-led boycott of the 1980 Summer Olympics did

not have as great an effect on these events as it had on the women's. The U.S.S.R. collected their third Olympic Gold Medal in men's volleyball with a 3–1 victory over Bulgaria (the Soviet women won that year as well, their third gold as well). With the U.S.S.R. boycotting the 1984 Olympic Games in Los Angeles, the U.S. was able to sweep Brazil in the finals to win the men's gold medal. Italy won its first medal (bronze in the men's competition) in 1984, foreshadowing a rise in prominence for their volleyball teams. The 1984 women's tournament was also won by a rising force, China.

At the 1988 Games, Karch Kiraly and Steve Timmons led the U.S. men's team to a second straight gold medal, and the Soviets won the fourth gold in the women's tournament. In 1992, underrated Brazil upset favourites C.I.S., Netherlands, and Italy in the men's competition for the country's first volleyball Olympic gold medal. Runner-up Netherlands, men's silver medalist in 1992, came back under team leaders Ron Zwerver and Olof van der Meulen in the 1996 Games for a five-set win over Italy.

A men's bronze medalist in 1996, Serbia and Montenegro (playing in 1996 and 2000 as the Federal Republic of Yugoslavia) beat Russia in the gold medal match in 2000, winning their first gold medal ever. In all three games the strong Cuban female team lead by Regla Torres and Mireya Luis won the Gold medal. In 2004, Brazil won its second men's volleyball gold medal beating Italy in the finals, while China beat Russia for its second women's title. In the 2008 Games, the USA beat Brazil in the men's volleyball final. Brazil was runner-up again at the 2012 Summer Olympics, this time losing to Russia after losing two match points in the third set. In both games Brazil's women team beat the United States for the gold medal.

IMPORTANCE OF THE STUDY:

“Sports is by far one of the fastest growing pass times in the India. Even if people don't take it to the professional level, sporting events are happening in our backyards, and at all of our local schools around the country. With the growing popularity and the increasing competitiveness of the sports, it

will take more than just a physical advantage to compete at the highest level. This is where the psychology of sports comes into play. The different areas have been covered in which one can psychologically strengthen the mental and physical skills to become a more skilled and competitive athlete.

Goal setting is a hugely powerful technique that can yield strong returns in all areas of one's life. At its simplest level the process of setting goals and targets allows one to choose where he wants to go in life. By knowing what you want to achieve, you know what you have to concentrate on and improve, and what is merely a distraction. Goal setting gives you long-term vision, and short-term motivation. By setting goals you can achieve more, improve performance, improve the quality of your training, increase your motivation to achieve, increase your pride and satisfaction in your performance, and improve your self-confidence.

To fully understand sport psychology, we must ask ourselves two very important questions, first, what is sport psychology and second, who is it for? Put in the most simple way, sport psychology can be an example of psychological knowledge, principles, or methods applied to the world of sport. "Two psychologists, Bunker and Maguire, say sport psychology is not for psychologists, but is for sport and its participants." [Murphy & White, 1978: 2]

However, it can be argued that sport psychology, can be for psychology, just as it can be for sports scientists, managers, teachers, administrators, coaches and last but by no means least, the athletes themselves. It is sport psychology that has stood apart from the discipline of psychology as a whole. Its history is different, its concerns are often different, its centers of learning and teaching are often different, and its professional training is different. Yet despite this, sport psychology remains permanently bonded to psychology through its common interest in the fundamental principles of psychology, human behavior, and experience.

No one can deny the significant role which sport and recreation plays in every culture and society across the globe. In the western and eastern worlds

alike, sport and lei-sure continue to support huge industries and take up massive amounts of individual time, effort, money, energy, and emotion.

The present research aims at analyzing sports psychology and performance of various sportspersons in Latur District.

HYPOTHESIS:

1. In modern times, sports activities are given a lot of importance at school and college level. The Ministry of Youth and Sports has taken innovative steps towards helping budding sportspersons.
2. The study and understanding of sports psychology is very essential for every Physical Instructor, Physical Director.
3. Coaches and sportspersons can bring drastic change in their performance.
4. It is hypothesized to study the sports psychology in the game Volleyball and the performance of Players with special reference to Latur District.

AIMS AND OBJECTIVES OF THE STUDY:

The present study aims at studying Sports Psychology and performance of sportspersons in Latur District.

- 1 To explore the basic concepts in sports psychology and their application to heighten the performances
- 2 To understand the terminology used in sports psychology.
- 3 To study and analyse players approach during the games.
- 4 To find out how the application of sports psychology study can help coaches and players.

RESEARCH METHODOLOGY:

Sports Psychology shall be the central agenda of the proposed research. The basic concept in Sports Psychology will be fully explored and explained. Performance analysis shall be the primary focus of the study.

Methodology will be interpretative and analytical in nature. M.L.A. system of Research Methodology will be followed for the research.

NATURE AND SCOPE OF THE STUDY:

The contemporary sport psychologist is expected to fill three primary roles, they are: Research, Teaching and Consulting.

- 1) **Research:** The primary role of any participant in tertiary education is to further the knowledge in that field. Sport psychologists conduct research in many areas. They may study the arousal levels of athletes before a hockey game, or ask children why they play sport. The findings are then shared with colleagues, allowing others to benefit from this research.
- 2) **Teaching:** Many trained sport psychologists are expected to teach in their chosen field, whether it be at a tertiary level or teaching an intern in the field of psychology. This is so the skill is passed on and sport psychology remains strong around the world.
- 3) **Consulting:** The consulting process is very important as one has to consult with individual athletes or team athletes to derive skills to enhance performance levels. Some sport and exercise psychologists work in the fitness industry to design exercise programs that maximize participation and promote psychological well-being.

All sport and exercise participants fall victim to mistakes and mental letdowns. Mental and emotional components often overshadow the purely physical and technical aspects of the performance. To overcome this, one must become equally fit both mentally and physically, an individual's success or failure in the sport and exercise arena lies in the ability of the individual to practice both physical and mental skills.

SPORT PSYCHOLOGY TERMINOLOGY:

A few terms are used in sport psychology:

- 1) *Cohesion* – Group cohesion refers to the extent to which a team or group shares a sense of shared task or social bond

- 2) *Imagery* – Refers to ‘imagined’ sensations, for example visual imagery is known as ‘visualization’
- 3) *Attention Focus* – Being able to block everything out, e.g., a crowd.
- 4) *Motivation* – There are two types of motivation: intrinsic motivation, meaning inner motivation, e.g., self accomplishment, and extrinsic motivation, meaning outer motivation, e.g., money or awards.
- 5) *Internal Monologue* - Maintaining positive thoughts during competition by keeping a running conversation going in one’s mind
- 6) *Criticism* - A tenet of motivational theory that is necessary to improve performance. The delivery is imperative as criticism can either better performance or drastically reduce it. There are three types of criticism- Destructive, Self, and Constructive. The best utilization of constructive criticism is through the sandwich approach. In using the sandwich approach, you would first a compliment, then offer directions and critical feedback, and then follow up with another compliment.

Some psychological factors associated with performance enhancement in serious sportspersons are discussed. Those factors are delimited to what occurs during a competitive performance.

Four mental skills are: (a) segmenting, (b) task-relevant thought content, (c) positive self-talk, and (d) mood words are reviewed.

Typical thinking developed through sport participation, a very common control condition, is not conducive to optimal or maximal performance. The implementations of these mental skills produce athletic performance enhancements, even in elite athletes. Any extra effort or physiological cost does not accompany improvements. It is proposed that the teaching of these and similar skills must become part of an athlete’s experience if performance standards are to be improved further.

Psychology is the study of behavior, it being both covert and overt. It is relatively easy to investigate overt behaviors accurately and reliably and to employ independent verification of phenomena, but when it comes to covert

behaviors, such as thoughts and emotional interpretations, the ability to verify phenomena independently is usually thwarted.

While it remains possible to manipulate external events and observe behavioral outcomes, functional relationships between environmental psychological factors and performances can be described. It is not scientifically appropriate to attribute outcomes to intermediary events such as thoughts and perceptions when they have not been directly observed. A position on that restriction has been described elsewhere. While talk is of thoughts and covert activities, it is the external stimulating events that influence them which are really the causal factors in the research works discussed earlier.

OUTLINE OF RESEARCH:

The factors that affect sports performance are: Skill Tactic Fitness Psychological Diet Sponsorship Money/finance. These would affect sports performance in a big way. For example, we would need to be fit, strong and have good motivation or we will not be able to keep up with our team and we will keep going rather than give in easily. We need concentration so that we can keep our mind on the game and focus on winning. We can't give in to pressure easily; we need to be strong and able to keep calm during the game. We need to learn tactics so that we will be able to outwit our opponents.

CHAPTER III

SPORTS PSYCHOLOGY: THE METHODS AND APPLICATIONS

INTRODUCTION:

The mind-body connection is a very powerful one. For everything, you think in your mind, your body has a reaction, regardless of whether it is real or imagined. For example, have you ever had a bad dream? Usually, we will wake up and our heart is racing, we are sweating and very agitated, even though all we were doing was sleeping. But, in our mind there was something bad going on and our body was reacting to it.

Here's another example: if we are home alone and we hear a noise and interpret it as the wind, we are fine; but if we interpret it as a prowler, our fight or flight response takes over and we become fearful, our heart begins going a mile a minute, our eyes dilate and we are scared. These are just a few examples of how strong the connection is between our mind and our body. With this premise, it becomes unmistakable how necessary it is to train both the mind and body for peak performance.

GOAL SETTING FOR MOTIVATION AND SELF-CONFIDENCE:

- 1) Deciding Your Goals
- 2) Setting Your Goals Effectively
- 3) Where Goal Setting Can Go Wrong
- 4) Achieving Goals and Feedback
- 5) Summary of Goal Setting

Imagery & Simulation - Practising in Your Mind

- 1) What You Should Use Imagery For
- 2) Making Training Better with Imagery
- 3) Learning to Use Imagery
- 4) Using Simulation
- 5) Improving Technique Through Observation
- 6) Summary of Imagery and Simulation

Focus & Flow - How to Achieve Perfect Concentration

- 1) What You Should Use Imagery For
- 2) How You Learn in Training and Concentrate In Performance
- 3) Learning How to Flow
- 4) Improving Focus
- 5) How to Improve Your Moods
- 6) Learning to Control Distractions
- 7) How to Manage Stress
- 8) Discovering Your Optimum Stress Levels
- 9) Symptoms of Stress
- 10) "Psyching Up"
- 11) Selection of Stress Management Techniques
- 12) Avoiding Burn-Out

A review of the policy and curricular documents of the Ministry of Education shows that up to the late 1960s there was a comprehensive approach to the subject than during the later years where it gets fragmented into physical education and health education with little or no reference to the necessity of school lunch or medical check-ups. An intensive pilot project was undertaken by the National Institute of Health and Family Welfare (NIHFW) and it came up with a number of suggestions. It stressed on the need for school health education to be intensified, sanitation in schools to be improved, nutritional programmes for the children and medical services to be provided.

Conventional thinking places undue emphasis on the role of health education that stresses on behavioural change as a means to improving the health status of people. Health education is not merely giving information about diseases, their transmission and prevention but needs to relate it to the kind of health problems that children and their communities face.

The causes of these diseases are not merely biological but have a strong social and environmental dimension as well. Given the multi-causal understanding of health, many of the health education concepts are being dealt by various subjects in the school curriculum that includes environmental studies, language, social sciences, science, and physical education, yoga and population education. This then calls for greater interaction and coordination between the subject teachers that cover topics concerned with health and physical education. It also needs to be graded according to the developmental needs and intellectual ability at different levels of schooling.

For example, at the primary level the focus could be much more on individual and environmental hygiene and provisioning of midday meal and health check-ups. Keeping in view the inputs in science, social studies and environmental studies, the curriculum of health and physical education can also start introducing concepts of health, disease and environmental determinants of health not only as a repetition of theory but through experiential learning it can reinforce concepts that they have learned in other subjects and apply it to their life experiences. This kind of an approach can only work if there is adequate teacher preparedness, which needs to be addressed through the pre-service and in-service training programmes for teachers at all, levels.

What is important and significant to note is that while this subject area was given the status of a compulsory subject, in real terms it is treated as an area that is less important than the core subjects. As a result neither physical education nor health has been treated as an important subject nor have innovative methods been incorporated for transacting the curriculum. The experience of health education has been disappointing because there is a lot of information being given regarding the 'dos and don'ts' in matters related to

food intake, water and sanitation. The messages are universal and do not factor in the varied socio-economic and cultural contexts in which children live.

For example, there is a substantial portion of syllabus in health education at the middle and higher levels to anatomy, physiology and environmental hygiene which lays excessive responsibility on individuals rather than the social aspects that determine health. This kind of an approach assumes that children are not aware and need to be educated about how to promote health and therefore very little of real life experiences are incorporated into this area which would make the process a more joyful and meaningful experience for children.

Sport Psychologists are qualified professionals within the discipline of sport psychology who essentially engage in three interrelated tasks: research, education and application.

- 1) **Research Function** – conducting various kinds of research in order to find answers to questions related to sport. Research also provides the underpinning for the applied interventions used with sports teams and individuals. It is usually, but not exclusively, conducted within a higher education setting.
- 2) **Education Function** – teaching students and informing coaches, athletes, parents and others about the discipline of sport psychology.
- 3) **Application function** – assessing personality-performance relationships; using a range of intervention techniques to improve performance; often working on a one-to-one basis with sports teams and individual sports performers.

Psychology is the study of how we think and behave. Sport psychology is a science in which the principles of psychology are applied in a sport setting (Cox, 1990). Issues Sport Psychologists are interested in include, but are not limited to; what motivates an athlete, how athletes regulate their thoughts, feelings and emotions, and how they manage anxiety and arousal states in order to maximize performance. (Parker, 2000).

The principles involved in Sport Psychology are usually applied to enhance performance. The field embraces many concerns and concepts, such as motivation, arousal, reinforcement, psychological preparation, attitudes, attention, emotional health, and stress management (Davies, 1989). Rushall, 1995, proposed that sport psychology could assist athletes in the following ways:

- a) The actual words an athlete uses in self-talk have an effect on the quality of performance,
- b) It is possible to increase performance levels in elite athletes through thought processes alone,
- c) Mental imagery is important for enhancing performance.

Sport Psychologists assist people by helping them to develop the skills necessary to become mentally strong, and prevent them from choking in key situations.

Within the discipline of sport psychology there are a range of specific areas which focus on different aspects of sports performance. These areas have been grouped around four major headings:

- 1) Motor learning and performance
- 2) Psychological preparation for sport
- 3) Social issues in sports behaviour
- 4) Professional issues in sport psychology

MOTOR LEARNING AND PERFORMANCE:

A prominent feature of human existence is the capability to perform a range of skills. Without this capability it would be impossible for us to produce skilled performance such as writing, typing and reading. In a sporting context, the execution of a range of sport specific skills is critical to produce high levels of performance. Due to the wide and varied nature of skills in sport it is essential to understand how we perform, and how we learn to be able to develop motor performance. Everyone is born with a range of skills some we master very quickly, others require far more practice.

Central to our understanding in this environment is to understand what a skill and motor skill are, and their importance in sports performance. A grasp of how we learn and develop and store information is also essential. Understanding the different types of feedback and the roles they play in developing skilled performance is of particular interest to coaches and sports practitioners.

KEY AREAS INCLUDE:

- 1) Classification of skills and motor abilities
- 2) Skill acquisition
- 3) Measurement of motor skills
- 4) Theories of motor control
- 5) Performing complex skills
- 6) Proprioception and vision's role in motor movement
- 7) Preparing for action
- 8) Information processing
- 9) Resources / capacity / allocation of attention
- 10) Memory structure and its components
- 11) Progression of learning and its various stages
- 12) Retention and transfer of learning
- 13) Skill presentation and performance
- 14) Benefits and hindrances of feedback
- 15) Degrees of freedom
- 16) Pattern formation, stability and multi-stability
- 17) Motor development
- 18) Dynamical systems perspective
- 19) Biological basis of human behaviour

PSYCHOLOGICAL PREPARATION FOR SPORTS:

Psychological preparation for sport is an essential aspect of successful sports performance at all levels. Elite sports performers make great use of

psychological techniques before, during and after sports performance, both consciously and unconsciously. The higher the level of competition, the greater the psychological demands on the performer(s).

Indeed many sport psychologists would argue that psychological preparation for sports performance is the most important part of sports performance. To effectively prescribe strategies to improve the performer's psychological mindset an in-depth understanding of the theories and models underpinning psychological strategies is essential. Psychological preparation for sport is dependent on a wide range of factors, which differ for each individual sports performer. Therefore, understanding the underlying psychological principles and models will enable strategies to be adapted for a wide range of specific situations.

KEY AREAS INCLUDE:

- 1) Relaxation
- 2) Motivation, commitment and goal setting
- 3) Self-confidence and self-efficacy
- 4) Arousal and activation
- 5) Stress and anxiety
- 6) Coping with injuries and self-healing
- 7) Focusing and improving concentration
- 8) Attention
- 9) Distraction control
- 10) Mental practice
- 11) Psychological preparation for peak performance
- 12) Integration of skills

SOCIAL ISSUES IN SPORTS BEHAVIOUR:

The sociology of sport focuses upon social relations, group interactions and sport related social phenomena. Due to the nature of groups, which are essentially composed of individuals, it is sometimes difficult to

determine where psychology ends and sociology begins. The main focus of social issues in sports behaviour is exploring the social psychological issues relating to sports performance. Both internal and external factors are prevalent here including, group cohesion, social loafing, leadership, audience effects on sports performance and the impacts of the mass media on the individual.

KEY AREAS INCLUDE:

- 1) Gender issues in sport and exercise
- 2) Socialisation and group dynamics in sports
- 3) Group cohesion in sports
- 4) Leadership in sports
- 5) Communication
- 6) Adherence in sport and exercise
- 7) Social loafing
- 8) Sport and social deviance
- 9) Audience effects on sports performance
- 10) Aggression and violence sports
- 11) Sport and the mass media
- 12) The impact of sport on children's development
- 13) Withdrawal, dropout and burnout
- 14) Personality and individual differences
- 15) Team building

PROFESSIONAL ISSUES IN SPORTS PSYCHOLOGY:

Sport psychology as a profession is continually evolving in the UK. With the changes in social and ethical values in society the role of the sport psychologist continues to change. Legal and ethical issues have been pushed to the forefront with professional practice, accreditation, insurance and ethical issues, including abuse and child protection, being viewed with utmost importance. An understanding of sport psychology in the modern world needs to be viewed in conjunction with all of these contemporary and professional

issues. The three major organizations involved in the regulation, development and professionalism of sports psychologists in the UK are:

- 1) British Association for Sport & Exercise Science (BASES)
<http://www.bases.org.uk>
- 2) British Psychological Society (BPS) <http://www.bps.org.uk>
- 3) British Olympic Association (BOA) <http://www.boa.org.uk>

KEY AREAS INCLUDE:

- 1) Professional accreditation
- 2) Professional practice
- 3) Legal issues
- 4) Codes of conduct
- 5) Working as a sport psychologist.
- 6) Ethical issues
- 7) Counselling

MOTIVATION:

Motivation is a particularly relevant issue in the field of Sport Psychology. Motivation can be defined as being aroused to action, to directed purposeful behaviour, although this may not always be either efficient or effective (Davies, 1989). Coaches often complain that some athletes would be great if only they were motivated. The players are seen to have all of the physiological and skill components necessary for great performance, yet lack motivation, i.e. regularly show up late, do not try very hard during training etc (Parker, 2000).

The study of motivation is important because it seems fairly certain that, with the exception of the small number of sporting champions, the majority of young athletes rarely reach their potential. Given the opportunity, most young athletes could do much better. This is true for all sports, and mainly arises from motivational problems.

Quite often, as athlete's progress in their sports, the improvements become gradually smaller. It then becomes harder for athletes to make significant improvements, and often results in a loss of motivation (Davies, 1989). An appropriate level of motivation will not only improve physical performance, it will also assist in the learning of physical skills, which in turn, will affect the quality of performance (Parker, 2000).

Motivation essentially comes in two forms: Intrinsic and Extrinsic. If an athlete is motivated to perform an activity for its own sake, they are said to be intrinsically motivated. These motives are said to be determined by the internal desire to achieve a high level of skill in sport. When an athlete performs an activity solely to obtain some external reward, they are extrinsically motivated (Parker, 2000). Intrinsic motivation is often seen as the preferred type, as it is generally associated with greater persistence and greater commitment (Davies, 1989). To improve the level of motivation in athletes the following methods could be used:

Avoid using winning or performance outcomes, from competitive events as the measure of success. These are out of the direct control of the athlete, and so if a loss occurs, motivation will decrease. Instead use individual comparisons (based on fitness and skill tests) that are in the athlete's control.

Give Praise. All athletes need positive, honest feedback about their performances. Feelings of contribution to team success by their individual efforts, improves intrinsic motivation.

Vary the content, venue and sequence of training sessions. Boredom will lead to staleness and/or burnout and will result in not only a reduction in motivation, but individuals may also drop out of the sport. (Parker, 2000).

Have the athletes fill in a self-reinforcement worksheet (Rushall, 1995). This exercise will increase the effectiveness of reinforcing self-talk, an important factor in increasing motivation.

Set Goals based on the S.M.A.R.T.E.R principle. Goals should be specific, measurable, affirmative, realistic, time based, evaluated, and recorded. They should also be short-term, intermediate, and long term. When athletes set

realistic, achievable goals, and they are reached, a feeling of success is experienced. This will improve motivation.

Have athletes use Mental Imagery. Sport Psychologists regularly encourage athletes to use imagery to enhance motivation (Martin et al, 1999). If a team was lacking in motivation, the following strategies could be employed:

1) Set Goals: Each training session have the team fill out a daily goal-setting sheet, and develop some team goals that are short-term, intermediate, and long term. The goals should be based on the S.M.A.R.T.E.R principle. By setting goals, the team will be motivated to achieve them, and even more motivated to achieve further once initial goals have been reached. It is important that the goals are under the athlete's control, and the emphasis is on achieving these goals, not on winning (Rushall, 1995).

2) Use Mental Imagery: Have the team create mental pictures of performing skills correctly. Mental Imagery combined with training, is more effective than training alone, and it will improve motivation by giving the players a sense of achievement.

3) Use Role-Modeling: Have the team watch elite performers in action, either on video or live. By watching successful performers, the players are likely to be inspired and motivated to reach a similarly high level. The opportunity to observe someone performing under pressure in a positive way will provide the team with an adaptive model to copy when they have to perform under a similar situation (Davies, 1989).

4) Use team-bonding sessions: Team get-togethers such as BBQs, survival games and other activities, create team cohesion. When a team is bonding well, performance improves (Roberts, 1986). The team will also become more motivated to achieve for the extrinsic reward of helping their teammates to a victory, or to achieve a goal. Positive Self-Talk and team songs, also serve to improve team dynamics, and also improve motivation.

CONFIDENCE

Confidence is in effect, a belief, or self-assurance in one's own abilities. It is essentially a feeling of having an expectation of success (Davies, 1989). To assist in the development of confidence, and improve self-belief, athletes can:

- 1) **Use positive self-talk:** Using positive self-talk such as "I am going to do well", or "I have done the work", will improve self-confidence. Athletes could also use the Self-reinforcement worksheet developed by Rushall, 1995, to aid them in the process of self-talk.
- 2) **Use the Thought Stopping procedure:** Each time a negative thought comes into the athlete's head, he/she immediately says STOP and follows up with something positive.
- 3) **Confidence Modeling:** Watch videos of yourself or others performing something well to boost confidence.
- 4) **Imagery:** Imagine performing a skill confidently and correctly to boost confidence.

METHODS OF IMPROVING MENTAL SKILLS

1. Imagery
2. Relaxation
3. Self - Talk
4. Goal Setting
5. Performance Routines

An athlete can use one or more of these methods to improve their mental skills which will result in improved performance. These methods can be used at different times:

- 1) Before performance
- 2) During performance
- 3) After performance

Appropriate use of these methods is influenced by the circumstances under which the performer finds himself

MENTAL SKILLS STRATEGIES & PERFORMANCE – RELAXATION:

- 1] Athletes can use relaxation techniques prior to the event so as to commence the contest in an optimal mental state e.g. meditate, use imagery.
- 2] During performance, an athlete can use imagery, controlled breathing and, in some sports, progressive muscle relaxation to control stress levels.
- 3] Post performance, relaxation techniques can help the athlete recover from the demands of the contest.
- 4] Divers can use relaxation techniques between dives

ENVIRONMENTAL FACTORS:

- Contractual responsibility
- Organisational orientation

PERSONAL FACTORS

- Individual orientation
- Satisfaction
- Individual differences

LEADERSHIP FACTORS

- Leadership behaviour
- Leadership style
- Coach-athlete personalities

TEAM FACTORS

- Group task
- Desire for group success

- Group productivity norm
- Team ability
- Team stability

COHESION

- Task cohesion
- Social cohesion

GROUP OUTCOMES

- Team stability
- Absolute performance effectiveness
- Relative performance effectiveness

INDIVIDUAL OUTCOMES

- Behavioural consequences
- Absolute performance effectiveness
- Relative performance effectiveness
- Satisfaction

LEADERSHIP FACTORS

- Good leadership is a key factor in developing a cohesive team.
- The most appropriate style of leadership is used – autocratic, democratic, casual /laissez faire.
- Good leaders will set;
 - Team goals
 - Individual roles
 - Team rules
 - Standards of behaviour
- Leaders must be consistent with their players and have clear communication.

- Compatibility between the players and the leaders is essential in developing team cohesion.

Ricky Ponting's leadership is an integral component of the degree of cohesiveness in the Australian Cricket Team.

DEVELOPING TASK COHESION

Task cohesion can be developed by;

- Communicating clearly and regularly so all members understand their roles and responsibilities

- Having clear and understood expectations / norms

- Making clear what each individual must do in order for the team to achieve its goals

- Developing pride within subunits – defence, midfield, attack

- Set challenging but realistic goals for the team as a whole and for individual players – players are involved in this process

- Being fair and consistent in dealing with the player group

- Prioritize team goals over individual goals

- Promote high levels of motivation

- Have regular team meetings – provides an opportunity for players to voice their opinion

BENEFITS OF COHESION

- Communication and motivation within the group is extensive.

- There is an increased feeling of the group as a whole rather than as individuals.

- Players work together to achieve team goals ahead of personal goals.

- Players enjoy each other's success

- A group that has a high level of group cohesiveness is much more successful in achieving their goal.

- The members in groups that are cohesive are much more satisfied with that group and are willing to stay in the group longer and when things are not going well.

We expect the following things from a sport psychology consultation.

1] The first few sessions are normally used as assessment sessions – this can involve talking about your sport and performance, plotting your mental strengths and areas of weakness and developing a plan of action.

2] Your coach may also be asked to attend a session and give their input; feedback and consultation with the coach could take place on an ongoing basis.

3] Remember that whatever is spoken about between you and the sports psychologists is *confidential*. The sport psychologist is bound by ethical rules set out by the Health Professions Council of South Africa, and is not allowed to tell anyone what you tell them without your permission. The exceptions to this rule apply only in extreme cases – and you will be informed of this in your first session.

4] Each sport psychologist will work slightly differently to each other, but our job is to help you to use your mental skills to enhance your performance and to help you deal with all the pressures associated with elite sports performance.

5] Normally, sessions are about 1 hour. Sometimes you may meet at the sport psychologist's office and other times it may be out on the sports field depending on what you need.

6] For team sports, members of a team may be seen individually and as a team-working on issues such as team cohesion and team goals.

COMMON MYTHS

Sport psychology is often misunderstood and there are a number of common 'myths' that we often hear from athletes, coaches and administrators:

Myth 1: Sport Psychology is *only* for those athletes who have something wrong with them and need help.

Myth 2: Only after trying everything else should an athlete work with a sport psychologist – a last resort. Physical interventions and training are more important than psychological ones.

Myth 3: Sport psychology is only either about helping an athlete win, or about helping an athlete out of a performance slump.

Myth 4: Sport psychologists take over the role of a coach and interfere with tactics.

Myth 5: What I say to the sport psychologist may be used against me when teams are selected.

It is better to think of a sport psychologist as a mental skills coach or mental training expert. What mental training is really all about is helping athletes to:

- perform to their highest potential on a consistent basis
- develop the mental toughness skills that enable them to handle the pressures of training and competition
- balance study, work, relationships, training and competing needs

ATHLETE'S COMPETITION DAY PREPARATION

Many athletes use special psychological procedures to prepare themselves on competition day. The following exercises will help you develop your own competition-day routine and achieve that hard-to-define sense of “readiness”—it may be a sense of “tingling” or the simple subjective feeling that “this is my day.”

Too high a level of activation is experienced as “stress” or anxiety and leads to muscle tightness, poor efficiency, poor attention or concentration (chaotic thinking or too narrow a focus), and loss of smooth and responsive muscle coordination.

Too low a level of activation is seen as low energy, a “flat” performance, little or no motivation, and wandering attention. Both profiles lead to performance errors. How one achieves that sense of readiness that precedes optimum performance varies with each person, so carefully review your best

competition days and try to identify the cues (inside of you and in your environment) that seemed to help you prepare to compete well.

Identify Your Stress Profile: The next time you experience some type of stress (competition, tests, talking with someone you feel uncomfortable with, etc.), notice how stress affects your body and your mind. Be very specific.

1. Muscles that tighten: Jaw clenches, shoulders tighten, fists clench, stomach tightens, other:

2. Breathing pattern: Shorter and faster, rapid speech, other:

3. Gastro-intestinal responses: nausea or unsettled sensations in the stomach; more frequent bowel movements, other:

4. Other physical signs: Dry throat, upset stomach, cold hands and/or feet, rapid, pounding heart, sweaty palms, frequent urination, other:

5. Interpersonal responses: Rapidity of speech with different people, need to be around certain people (coach, teammate, family, friends, etc.), need to be alone, need to "show them" during warm-up, watching other athletes, other:

6. Personal cues: Mind goes blank (when?), forgetfulness, unable to focus attention well (easily distracted or too narrow a focus), things you say to yourself (I've got to do better this time, what am I doing here? I hope my coach/parents don't get mad if ..., I hope I don't goof ...), other:

7. Environmental cues: Air temperature, humidity, rain, crowd noises, officials, poor fit of clothes or shoes, equipment problems, other distractions:

CHAPTER IV

INJURY PREVENTION & SAFETY PROMOTION THROUGH SPORTS PSYCHOLOGY

INTRODUCTION:

Think of avoiding injury as just another part of playing by the rules — only this rulebook is the one that keeps you from getting hurt. That's because the best way to deal with sports injuries is to prevent them. Prevention includes knowing the rules of the game you're playing, using the proper equipment, and playing it safe.

But you've practiced with your team, played it safe on the field, and still sustained an injury. Don't worry, it's not the end of the world — just the beginning of a healing process. Read on to find out what this process is and how you can deal with a sports injury. Sports injuries are injuries that typically occur while participating in organized sports, competitions, training sessions, or organized fitness activities. These injuries may occur in teens for a variety of reasons, including improper training, lack of appropriate footwear or safety equipment, and rapid growth during puberty.

There are two general types. The first type is called an **acute traumatic injury**. Acute traumatic injuries usually involve a single blow from a single application of force — like getting a cross-body block in football. Acute traumatic injuries include the following:

a **fracture** — a crack, break, or shattering of a bone

a bruise, known medically as a **contusion** — caused by a direct blow, which may cause swelling and bleeding in muscles and other body tissues

a **strain** — a stretch or tear of a muscle or tendon, the tough and narrow end of a muscle that connects it to a bone

a **sprain** — a stretch or tear of a ligament, the tissue that supports and strengthens joints by connecting bones and cartilage

an **abrasion** — a scrape

a **laceration** — a cut in the skin that is usually deep enough to require stitches.

The second type of sports injury is called an **overuse** or **chronic injury**. Chronic injuries are those that happen over a period of time. Chronic injuries are usually the result of repetitive training, such as running, overhand throwing, or serving a ball in tennis. These include:

stress fractures — tiny cracks in the bone's surface often caused by repetitive overloading (such as in the feet of a basketball player who is continuously jumping on the court)

tendinitis — inflammation of the tendon caused by repetitive stretching

epiphysitis or **apophysitis** — growth plate overload injuries such as Osgood-Schlatter disease

Often overuse injuries seem less important than acute injuries. You may be tempted to ignore that aching in your wrist or that soreness in your knees, but always remember that just because an injury isn't dramatic doesn't mean it's unimportant or will go away on its own. If left untreated, a chronic injury will probably get worse over time.

The primary objectives of the study are to qualify the injuries of varsity volleyball players and to determine the nature, location, causes, outcome of injuries and the possible risk factors involved. Information on injuries were collected through a questionnaire from member of twelve Indian varsity teams which were participating in all India Inter Varsity tournament held in Dr. Babasaheb Ambedkar Marathwada University, Aurangabad Maharashtra in December 2007. The age range was 18 to 25 years. 58% of players were in the range to 22 to 25 years. The volleyball players were asked to recall injuries over the preceding one year period.

A total of 121 out of 144 volleyball players sustained injuries. One hundred seventy eight injuries were recorded of which 36% were recurring injuries. Lower limb injuries were found to be predominant; the ankle and knee being the most commonly injured anatomical site. A most injuries were of soft tissue in nature and related to muscle and tendon. Most common situation giving rise to injuries were spiking (33.70%), blocking (24.15%), Diving (17.41%) and setting (11.23%).

Those volleyball players directly involved in attack or defense are more likely to be injured. Muscle injuries being the most common type. Spiking is common causes of injuries. The results of the research provide a useful insight into the nature, incidence and sites of injuries in varsity level volleyball players.

Introduction :

Volleyball is a game that can be played by all ages and both sexes indoors and outdoors. It can be highly competitive, requiring a high level fitness, agility and co-ordination, or it can be a relaxing and highly enjoyable recreation.

Players competitively the game requires concentration, quick thinking and a great deal of movement the speed of the game means that players must be thinking one movement about attack and the next about defence. (Nicholls 1978)

Volleyball requires a variety of physical attributes and specific playing skills therefore participants need to train and prepare to meet at least a minimum set of physical, physiological and psychological requirements to cope with the demands of the game and to reduce the risk the injuries.

Volleyball playing largely involves, jumping, stretching, twisting. Diving, spiking and turning movements' that place the players to greater risk of injuries. (Waston A 1993)

In the epidemiological studies, injury occurs in training or matches, interrupt or hampered play (Sinku 2006 & 2007). Special treatment is required in order to continue the game, or if the injury has made playing impossible.

Volleyball has received a little interest in the sphere of sports medicine. Volleyball is low risk sports, dominated by overuse injuries while recovery time from injuries is relatively long, but only a few working days are lost by the players to return back to play, thus leading to abuse of the injured sites. In volleyball overuse injuries are the most frequent occurrences of injury. In volleyball, injuries are traditionally divided into contact and non-contact mechanism in which case contact refers to player contact. Some of the forces involved in a non contact injury are transmitted from the playing surface to the injured body part.

Keeping in view the paucity of information about sports injuries in general and volleyball playing in particular, an attempt has been made in this area to investigate the possible risk factors involved in volleyball.

MATERIAL AND METHODS:

Information on injuries was collected from twelve Indian varsity teams, which were participating in all India varsity volleyball tournament held in December 2007, in the city of Aurangabd, Maharashtra. A questionnaire prepared by Crombell and Gromely (2000) for elite Gaelic football players and modified by the investigator was given to the subjects for completion. The volleyball players were asked to recall injuries over the preceding one year period. The study was conducted on 144 volleyball players. Mean scores, standard deviation and percentage were calculated and utilized to identify the nature, location and cause of injury in volleyball players.

The investigator personally contacted with the team managers and coaches of the twelve teams and the purpose of the study was explained to them. Further instructions were given by the investigator to the players for the completion of the questionnaire. A total of 152 questionnaires were administered and 128 were returned by the players after completion thus giving an overall response rate of 84.21%.

RESULTS AND DISCUSSION:

Mean, age, weight and height of the volleyball players was 22.33 (SD± 2.66) years, 63.01 (SD± 9.12) kg and 179.54 (SD± 12.77) cm. respectively. Average training duration was 2.08 (SD±.89) hours.

A total of 121 out of 144 volleyball players reported of having sustained injuries. A total of one hundred and seventy eight injuries were reported by the players.

The results of volleyball players with respect to their injury details are presented in figure 1.4.

Figure - 1

Parentage of injuries of varsity volleyball players with respect to location

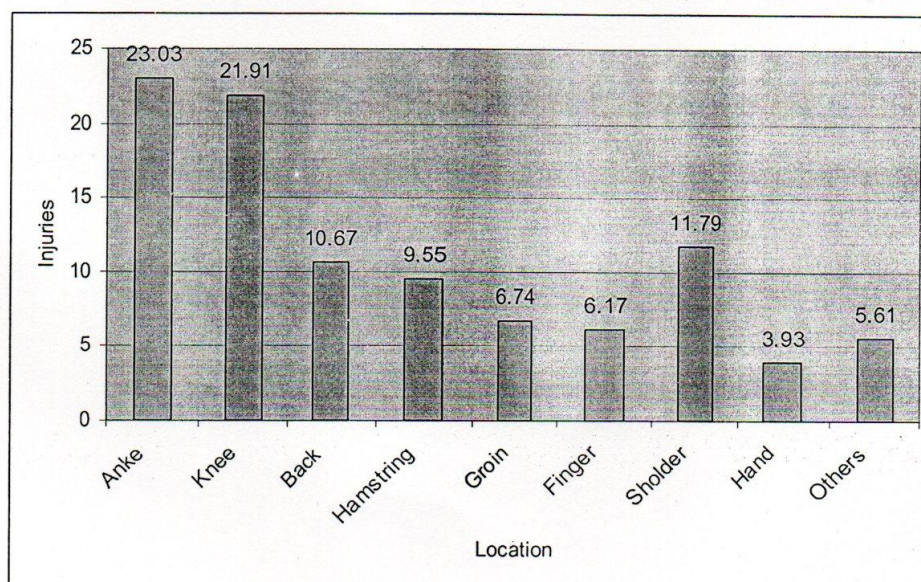


Figure - I illustrates the most commonly injured anatomical in volleyball players. Maximum injured site in volleyball players was found to be the region of Ankle (23.03%) followed by Knee (21.91%), Shoulder (11.79%), Back (10.67%) Hamstring (9.55%), Groin (6.74%), Finger (6.17%), hand (3.93%) and other (5.61%). Figure shows that the ankle, knee and shoulder were the most involved sites of injury in volleyball players.

Figure-2

Percentage of injuries of volleyball Players due to causes

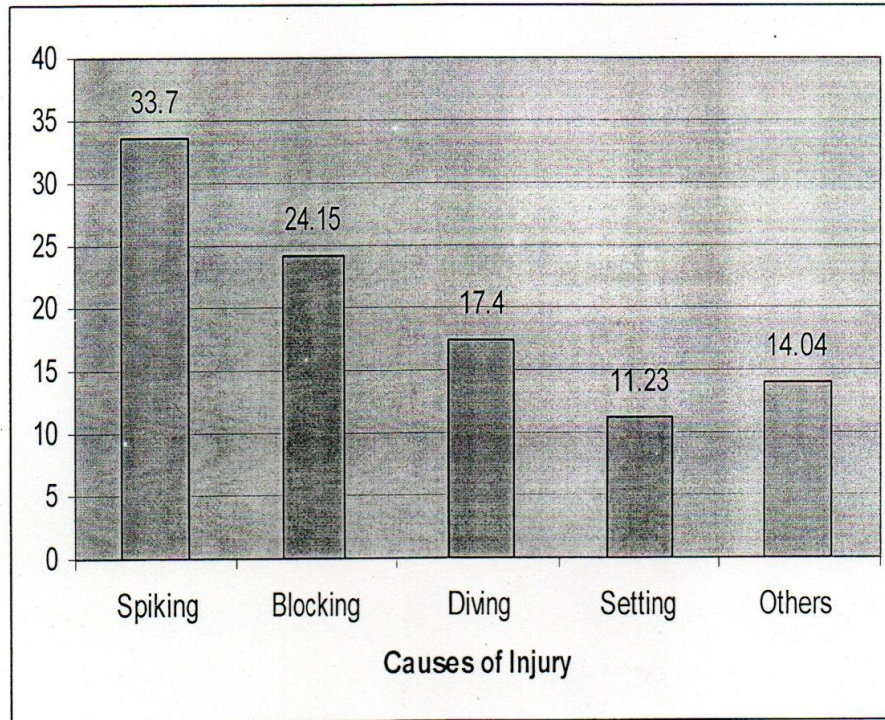


Figure – 2 depicts the common causes of injury in volleyball players. It can be observed that the most common cause was Spiking (33.70%), Blocking (24.15%), Diving (17.41%), Setting (11.23%) and others (14.04%)

Figure – 3

Percentage of injuries of volleyball players with respect to their Nature

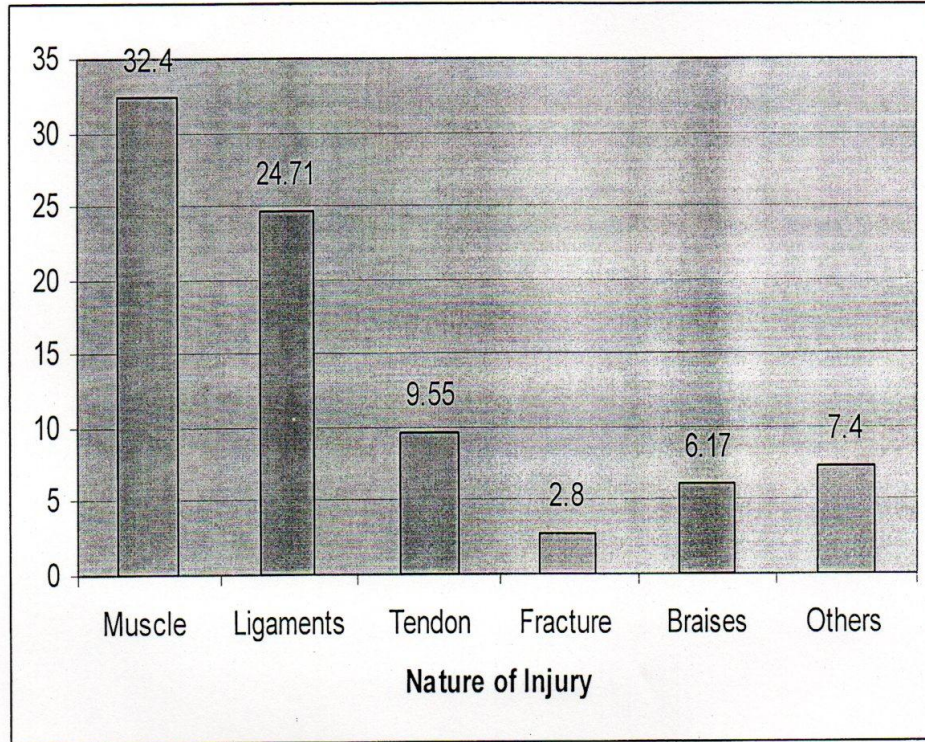


Figure 3 demonstrate the nature of injuries incurred by volleyball players. Maximum incidence of injuries reported by the volleyball players relate to the muscles (32.40%) followed by Ligaments (24.71%), Tendon (9.55%), Fracture (2.80%), Braises (6.17%), and other (7.40%) Muscle and Ligament injuries were the most frequently occurring injuries in volleyball players.

Figure -4

Percentage of Recommendation of treatment of Volleyball injuries

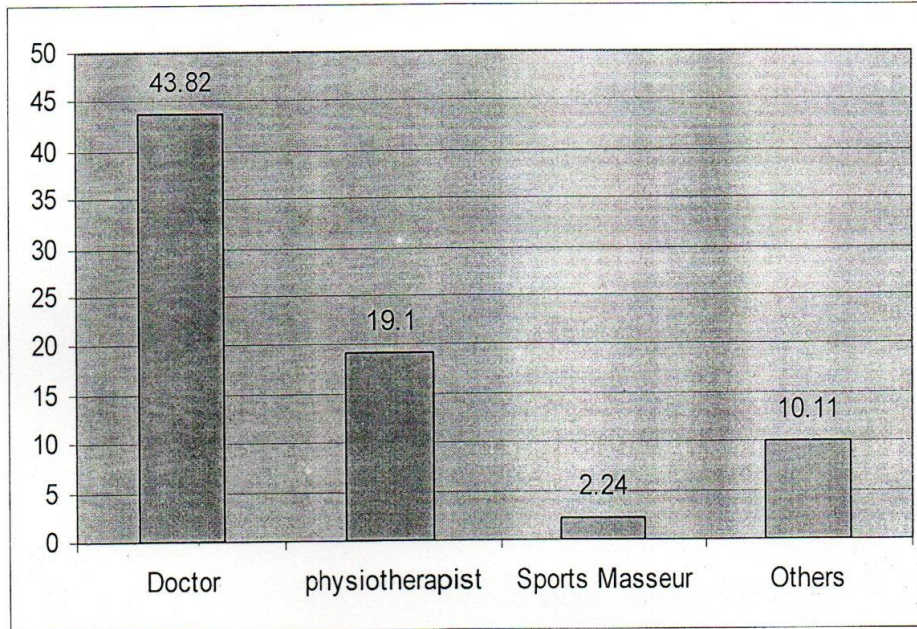


Figure 4 Compares the method of treatment obtained by the volleyball players for the injuries incurred by them. It is observed that 57.33% of volleyball players got their injuries treated by a doctor followed by 24.71%, 2.24% of volleyball players who went to physiotherapist & sports masseur for treatment. It is observed that doctor treated maximum volleyball players than physiotherapist and sports masseur.

DISCUSSION:

This study reveals that 67.33% injuries occurred during the competition while 32.22% were occurred during training. The relatively high incidence of injuries during competition was probably due to bad technique, low fitness, large amount of over training and competitive temperament by the volleyball players. The players who are directly involved in attack or defence are most

likely to be injured. This is event from the fact that most injuries were sustained by the volleyball players due to spiking and blocking.

In this study, most injuries were acquired in the lower limb of which 23.03% related to ankle and 17.59% to knees. Waston (1993) also found that lower limb injuries were most common in sports. A significant proportion of injuries occurred in the upper limb region of which shoulder injuries, predominated (11.79%), relatively high incidence of shoulder injuries is due to fact that the shoulder charge is permitted while smashing in volleyball playing.

Muscle and ligament injuries were the most common types of injuries to the volleyball player. It may be due to bad technique, and low fitness level of volleyball players.

The least common injuries were of the most serious types and included fractures (2.80%). About 75.28% of injuries required treatment of which doctor treated 43.82% of the injuries. Finally it is concluded that injuries are a very serious problem for varsity volleyball players.

CONCLUSION:

Most of injuries of volleyball player are sustained in lower limb; ankle and knee injuries are the most community occurring injuries among volleyball players.

Study also commanded that:

1. Most injuries were sustained to the spikers and blockers.
2. Regarding the nature of injuries, muscle and ligament injuries are the most commonly reported ones in volleyball players.
3. Upper limb injuries occurred in the shoulder and finger region.
4. Maximum injures occur during competition.
5. Regarding treatment of injuries, doctor is the most common attention provider of volleyball players.

This research provides a platform for further research in the field of physical education sports sciences and sports medicine.

CHAPTER V

CONCLUSION

INTRODUCTION:

This chapter discusses the findings, conclusions and recommendations and how they relate to the literature review with reference to the factors that study the impact of the parental socio-economical status of the players of Volleyball in Latur District while comparing with the other games like Kho-kho, Kabbadi, Volleyball and Basketball. The study has also been compared with the other areas of the Nanded region which includes Nanded, Parbhani and Hingoli districts. When we think of Marathwada, it has eight districts Aurangabad, Jalna, Osmanabad, Beed, Nanded, Latur, Parbhani and Hingoli. This Marathwada area has two universities Dr Babasaheb Ambedkar Marathwada University, Aurangabad and Swami Ramanand Teerth Marathwada University, Nanded. As the factors have been identified, the possible solutions to address such challenges and recommendations are also highlighted.

CONCLUSIONS:

As it has been always discussed by many scholars and researchers from various faculties and it is the real fact that Marathwada is economically, industrially and naturally backward region as compared with the Western parts of Maharashtra. In this region, there are eight districts and two universities i. e.

Dr Babasaheb Ambedkar Marathwada University, Aurangabad and SRTM University, Nanded. The income sources of the parents of this Nanded region are not as much that of Western region except the agricultural area. Therefore, they are economically not as strong as those of the Western part. This low income makes the parents' attitude not positive, but negative. Therefore, they, though support their children for further education, do not support them economically. Therefore, there is economical poverty, social poverty, health poverty which is indirect effect of the economical poverty. Their economical conditions directly affect upon the participation of the boys and girls in Kabaddi, Kho-kho, Volleyball and Basketball intercollegiate tournaments. The following are the conclusions from this study:

- 1] The participation of these players is not continuous, in the games due to their economical backward.
- 2] Most of the players are basically from the rural areas where agriculture is the major business. So during the season of farming and harvesting, they have to work in their farm. Therefore, their participation in these tournaments is not continuous due to social status and economical conditions of their parents. This is the direct impact of the parental socio- economical status on the participation of their children in the tournaments of various games.
- 3] As compared to all the districts of the University region with each other, Nanded and Latur are the market-places which are on the borders of the states like Andhra Pradesh and Karnataka. The economical conditions of the parents of these two districts – Nanded and Latur – are much better than that of the parents of Parbhani and Hingoli. Therefore, the participation of the players from Nanded and Latur is more in number than that of the players from Parbhani and Hingoli.
- 4] Latur is a central place of education in the latest years which also known as the centre place of Latur-pattern. Therefore, the basic market-place, business like Adat, Gul market, Oil mills, Plotting, Sugar factories, Grape-farms etc, make the economical conditions of the people more

strong than the others. Due to the Latur-pattern of education, people from various corners of Maharashtra are coming to Latur for education due to which economy of Latur (city and district) is increasing more and more which directly affects upon the better economical status of the people. The better economical status makes the social status high due to which participation of the players is much better in number than that of the others district.

- 5] The better economical status of Latur and Nanded directly affects and it is observed that participation of the players in Volleyball games is much better than that of from Parbhani and Hingoli districts.
- 6] As the researcher has mentioned that Kabaddi and Kho-kho are rural as well as urban games and Volleyball and Basketball are urban games, the parental socio-economical status has direct impact upon the participation of the players in the tournaments of these games.
- 7] The participation of the players is less in Volleyball and Basketball because of the parental economical conditions of the players. These two games Volleyball and Basketball are played with equipments which are costly for the parents. Therefore, they cannot afford their children with the equipments for participation in these two games. Therefore, the participation ration in Volleyball and Basketball games is less than that of the Kabaddi and Kho-kho.
- 8] As compared to the parental social status of the players, the children of the employees and businessmen participate more in number in the Volleyball and Basketball intercollegiate tournaments.
- 9] It is observed that the social status directly has an impact upon the players' participation and the children of the farmers or workers participate more in number in the Kabaddi and Kho-kho intercollegiate tournaments than the games like Volleyball and Basketball intercollegiate tournaments.

- 10] As above, the participation of the players from the urban areas is much better in Volleyball and Basketball than in the games like Volleyball and Basketball.
- 11] In the Nanded University region, there are near about 400 colleges affiliated to the University, most of which are established in the 1970s, some of them are established in 1990s and a few of them (in addition to Arts, Commerce, Science, colleges of Computer Science, MBA, B.Ed. Commercial educational institutes) are established after 2000 and 2002. The infrastructure, playground, sports facilities are more available in the old-established colleges than the newly established colleges.
- 12] The mentality of the parents is to take the admission of their children is towards the well-established old colleges. The infrastructure, playground, sports facilities are available in these colleges. The socio-economical status of parents whose children are studying in these colleges directly affects upon the participation in the games. The participation ration in these games from these old-established colleges is much better than that of the players from newly-established colleges and commercial institutes.
- 13] The parental socio-economical status of this region has influenced upon the less ratio of the participation of the girls in these games rather than the boys.

RECOMMENDATIONS:

There is an equally crucial need to raise societal awareness of the broad range of health, social and economic benefits of physical activity, socio-economical status and well-designed sport programmes. Disseminating information to policy-makers and opinion leaders in the health, education, social and sport sectors is crucial. Fostering cross-sectoral debates on this issue can improve collective awareness and facilitate policy support. This requires an ongoing, concerted effort to generate, update and disseminate knowledge about the benefits of physical activity and sport, and best practices.

The Indian players are very much far away from the foreign games like Volleyball and Basketball. Yet we have maintained the status in the games Kabaddi and Kho-Kho. We must think seriously over the sports policy, commitment, mental and physical awareness of the players, their parental socio-economical status, their abilities, their consciousness, their support and cooperation, their attitude, their mentality, their impact on their children. This is the proper time to decide seriously about the sports policy regarding the national games like Kabaddi and Kho-Kho and other games like Volleyball and Basketball so that we may be able to create a few national and international players to participate in these games. Otherwise everybody since the school education will run behind the money-earning games like Cricket, Tennis.

Though we are called the young country because of the majority of the strength of the young generation i.e. from the age 20 to 50 years, we are at the lowest position in the World Championship Tournaments in the games like the Athletics, Volleyball, Basketball, Handball, Football, except we are the continuous Winners in Kabaddi. For the developments of the health-poverty, social and economical status of the people of this region, some of the mentioned recommendations are as follows:

- 1] The sports policy of the Government should encourage the players to participate in these games.
- 2] There should be economical support to the players who are participating in the Volleyball game which can played on any ground.
- 3] The reservation in the employment should be implemented for the players in the Government recruitment from each game specifically.
- 4] Much concentration should be given on the health-poverty of the players who should be provided proper food, proper health consciousness, proper aids for the development of the sports psychology in these players.
- 5] The attitude of these parents, specially the parents of the girls, should be motivated and persuaded and they should be encouraged to make their children to participate in these games.

- 6] Equal weightage should be given on all the games, as we all aware that now-a-days, cricket is the game of money from which the player can earn lakhs and crores of rupees. Therefore, other games except Cricket, Tennis ball, Basketball are ignored.
- 7] Though we are the continuous International Winners of the World Cup in Kabaddi, Kho-kho in both Men and Women, it is the rising question at present that:
- How many players from the winning team are given proper treatment proper reservation in employments and economical help at their proper time? This attitude should be changed.
- 8] The trained coaches, the volunteers for the motivation, the parents' self-motivation, self-attitude of the players and their parents, the decreasing attitude in the behavior with the girl-players – all these are the major factors and strategies will be beneficial for the participation ratio in Volleyball and game in the Marathwada.

Thus, this chapter has analyzed the sportspersons in Latur District playing various games. Data collection has been done through various Sports Associations, Coaches, Clubs and players. Survey of players from schools and colleges has been taken to understand efforts taken by players and coaches. This chapter has summed up the use of sports psychology in enhancing performance of sportspersons in various sports. It has also thrown light on the inclusion of special efforts for training and counseling of the players and its outcome.

BIBLIOGRAPHY

- Ajzen, I., Fishbein, M. (1980). *Understanding Attitudes and Predicting Social Behavior*. Englewood Cliffs, NJ: Prentice -Hall.
- Bandura, A. (1977). Self Efficacy: Toward a Unifying Theory of Behaviour Change. *Psychological Review*, 84, 191.215.
- Bandura, A. (1986). *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice-Hall.
- Brewer, B. W. Psychology of sports injury rehabilitation. In *Handbook of Sports Psychology* (2nd ed.), R. N. Singer, H. A. Hausenblas, and C. M. Janell (eds.). New York: Wiley, 2001.
- Brown, J.S., Rea, Simon.(2007). *Btec national sports development, coaching and fitness*. London:hodder Arnold. P.179
- Bull, S J (2000) *Sport Psychology, A self-help guide*. Marlborough: Crowood Press Ltd.
- Butler, R J (2000) *Sport Psychology in Performance*. NY: OUP.
- Carron, A V (1980) *Social Psychology of Sport*. Ithaca, NY: Mouvement Publications.
- Carron, A.V, Widemeyer, W.N., Brawley, L.R. (1985). The Development of an Instrument to Assess Cohesion in Sport Teams: The Group Environment Questionnaire. *Journal of Sport Psychology*, 7, 244 – 26.
- Carron, A V (1988) *Group Dynamics in Sport*. London: ON: Spodym.

- Carron, A V, Hausenblas (1998) *Group Dynamics in Sport*. Morgantown, WV: Fitness Information Technology.
- Curriculum Council of Western Australia (2009). *Physical Education Studies Scope and Sequence – Year 11 2010, Year 12,2011*. Osborne Park, WA.
- Coakley, J (2001) *Sport in Society: Issues and controversies*. New York: McGraw-Hill. LTSN Hospitality, Leisure, Sport & Tourism, October 2003 Resource Guide: Sport Psychology
- Director & Head, Dept. of Phy. Edu. Dr. B.A.M. University, Aurangabad (MS) India
- Dean, Faculty of Physical Education S.R.T.M. University, Nanded (M.S.)
- Dawson, T., Dawson, P. (2007). E – Teaching Physical Education compact disc
- Gaugers, R. (2006). *Physical Education Studies: A Resource for Units 2A & 2B*. Cottesloe, WA: B + G Resource Enterprises.
- Duda, J L (1998) *Advances in Sport & Exercise Psychology Measurement*. Morgantown, WV: Fitness Information Technology Inc.
- Gill, D L (2000) *Psychological Dynamics of Sport and Exercise*. Champaign, Ill: Human Kinetics.
- Gopalan, S and Shiva, M. (Ed) (2000) *National Profile on Women, Health and Development: Country Profile-India*, New Delhi, VHAI and WHO.
- Govt. of India (1946) *Report of the Health Survey and Development Committee – Vol. II*, Delhi.

- Hardy, L, Jones, G and Gould, D (1996) *Understanding Psychological Preparation for Sport: Theory and practice of elite athletes*. Chichester: Wiley.
- Heberle, M., Middleton, C. (2007). *Physical Education Studies: A Resource for Units 3A & 3B*. Cottesloe, WA: Impact Publishing.
- Heil, J. *Psychology of Sport Injury*. Champaign, IL: Human Kinetics Publishers, 1993.
- IIPS and ORC Macro (2000) *National Family Health Survey (NFHS-2), 1998-99:India*, IIPS, Mumbai.
- Martens, R. (1987). *Coaches Guide to Sport Psychology*. Lower Mitcham, S.A: Human Kinetics.
- McPartland, D., Pree, A., Malpeli, R., Telford, A. (2010). *Physical Education Studies for 3A,3B*. South Melbourne, VIC: Cengage Learning Australia Pty Limited
- Morris. T., Summers. J. (1995). *Sport Psychology: Theory, Applications and Issues*. Milton, QLD: John Wiley & Sons.
- Pargman, D. (ed.) *Psychological Basis of Sport Injuries*. Morgantown, WV: Fitness Information Technology, 1993.
- Rana, K & S. Das (2004) 'Primary Education in Jharkhand' *Economic and Political Weekly*, Vol. XXXIX (11), 1171-1178
- Singer, R N, Murphey, M and Tennant, L K (1993) *Handbook of Research on Sport Psychology*. New York: Macmillan.

- Smyth, D., Brown, H., Judge, W., McCallum, C., Wright, P. (2006). *Live it up* 1 (2nd ed.). Milton, QLD: John Wiley & Sons Australia, Ltd.
- Suinn, R. M. Body thinking for Olympic champs (appendix B). In *Psychology in Sports: Methods and Application*. Burgess, Minneapolis, 1980.
- Tracey, J. The emotional response to the injury and rehabilitation process. *J. Appl. Sports Psych.* 15(4):279-293, 2003.
- VIMHANS (2004) 'Expressions' The School Based Project on Holistic Health: GOI-DGHSWHO. Supported Project.
- Weinburg, R.S., Gould, D. (2007). *Foundations of Sport & Exercise Psychology* (4th ed.). Lower Mitcham, S.A.: Human Kinetics.
- Whipp, P., Elliot, B., Guelfi, K., Dimmock, J., Lay, B., Landers, G., Alderson, J. (2010). *3A-3B Physical Education Studies: A Textbook for Teachers and Students*. Crawley, WA: UWA Publishing.
- Webber-Moore, N. "Track and Field injuries: psychological guidelines for coaches, athletic trainers and athletes". In *The Psychology of High-Performance Track and Field*, R. A. Vernacchia, and T. A. Statler (eds.), pp. 262-273. Mountain View, CA: Tafnews Press, 2005.

Original

A
RESEARCH PAPER
on

**SPORTS PSYCHOLOGY
IN VOLLEYBALL GAME**

: By :

Dr. SUNITA GIRWALKAR [M.P. Ed., Ph.D.]
Head, Deptt. of Phy. Education,
SMT. SUSHILADEVI DESHMUKH WOMEN'S COLLEGE,
Latur - 413 512. [Maharashtra].

SPORTS PSYCHOLOGY IN VOLLEYBALL GAME

**-Dr. Sunita Girwalkar [M.P. Ed., Ph.D.]
Head, Deptt. of Phy. Education,
Smt. Sushiladevi Deshmukh Women's College,
Latur - 413 512. [Maharashtra]**

The participation in modern sports is influenced by various physical, physiological, sociological and psychological factors. During training, besides good physique and physical fitness of the athlete, main emphasis is laid on the development of various types of skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. It is only recently that sports administrators and coaches have realised the importance of the psychological preparation training of players to enable them to bear the strain and stresses inherent in sports participation. So recently the sports trainers and coaches have started giving more importance to the psychological conditioning or building the mental makeup of the players before their contacts in the national and international competitions. Sports psychology is the latest branch of the youngest discipline of human knowledge.

Performance in any sports event depends upon the various aspects like physique, body proportions, proper training and regular exercise, adequate nutrition to combat the energy loss during exercise, general physical fitness. Performance in the sports like volleyball, basketball or any other game largely depends on the social climate of the athletic group in which the coach-athlete relationship plays a significant role. The modern coach through a process of change has acquired a professional status. It is different from the amateur coach of the yester years. The coach-athlete relationship may be considered in the context of a social interaction system. Social interaction refers essentially to a reciprocal relationship between two or more individuals whose behaviour is mutually dependent. Historically, the coach-athlete interaction is under a constant process of change. The modern coach is more mechanistic in approach and is less concerned about human values. The change in the interaction system

between the coach and the athlete has resulted in increased stress among a large number of athletes including coaches. Such a stress can be overcome through positive interaction in training and competition situations.

The usefulness of the knowledge and skills acquired in physical education extends beyond the area of sports. Physical education courses include instruction in such things as posture and body machines, relaxation, body conditioning or fitness training. In connection with all of these, there is the opportunity to learn the mechanics involved in human movements, the physiological process of conditioning, and other health practices, which contribute to optimum health status. Careful selection of activities and practice can help to improve games and special activities in the games with the help of the special exercises and to solve the various problems. Basic movement skills become a medium of communication. It is not an intentional communication, such as one engages in through conversation. Physical educators are concerned that each player develop recreational interests and resources which can be used in the years ahead as well as during school, college and university days. Every individual should have a level of skills which will enable him or her to enjoy such activities as swimming, bowling, golf, or dance.

Since the game of volleyball was included in the Olympic Games for the first time in 1964, it has become one of the world's most popular sports, played by enthusiasts of all ages. Volleyball is played in more than sixty countries and by more than sixty million people. In countries in Eastern Europe, Asia and South America, top games draw crowds the size of which rival those at soccer matches. At world championship matches, it is not unusual to see ticket touts doing business on a scale that we in England would see only at the F. A. Cup Final.

The sport psychology can help to stimulate the positive relationships. In this regard, the personality characteristics of the athlete and the situations - social and athletic - being faced by him may provide useful information for promoting interaction. There is a need to redefine the precise role of the coach in the light of the fact that other specialists are being directly involved with athletes. The prime duty of the coach is to teach the players the proper coaching of how to develop the service ability in the game but it is his duty to make them physically strong as well as mentally healthy and positive so that they will be able to win the game with the service ability.

The relationship between athletic participation or performance and introversion or extraversion shows great intersport differences. Elite athletes

of either gender are similar in psychological characteristics such as trait anxiety, achievement orientation, affiliation, self-esteem and cohesion. High achievers are intrinsically more motivated to training and competition as they get satisfaction and fulfilment through achievement. Different team positions lead to differences in the psychological characteristics of athletes in a team. For example attacking players exhibit more emotional instability than defensive players. Elite athletes are more committed to their events than others. They make frequent use of cognitive strategies to enhance performance.

Besides basic nutrients, which provide energy to the human body, vitamins and minerals are also essential for the body. Exercise is one of the factors that affects human growth. But the effects of exercise on growth cannot be isolated from other growth variables. It is also necessary to control the stress during the game. Competition is a condition of high stress. The Canadian physiologist Hans Selye¹ [Selye Hans, 1969 : 24-26] described the typical reaction to stress as occurring in three stages :

- 1] Alarm reaction
- 2] Stage of resistance
- 3] Stage of exhaustion

Psychology has a vital role to play in sports in the identification, training, training material, evaluation of training and rehabilitation. Here training has both current and future implications for sports success. It is a learning process and it can contribute to higher success in the sports, lower mistakes and greater satisfaction. It can enable players to cope with organisation, with both immediate and long range returns. The important training material are (i) programmed instructions, (ii) computer-assisted instructions and (iii) audiovisual aids. Evaluation is another important dimension where psychologist can contribute to the maximum.

In the 20th century, sports psychology has not only refined our methods but also has given more indepth knowledge of Sports Sciences. There has been gradual but steady increase of knowledge in this field. Sports psychology is a new and upcoming subject with greater scope for enhancement of knowledge and its application. The personality development of the human activities are expressed through the inter-relationship between physical and psychological factors. Physical and psychological interaction are reflected through physical activities, games and sports. Motor fitness takes into account efficiency of basic movements and therefore would involve such elements as power, agility, speed and balance. Clarke stated tha the basic physical fitness

elements are muscular strength, muscular endurance and circulatory endurance. Muscular power, agility, speed and flexibility are added to compose motor fitness.² [Clarke H. Harrison, : 1976.]

Physical fitness and self-concept are important personality factors which are primarily influenced by the types of physical education programme in the child experiences. Physical skill is well-established to be based upon physical fitness. We all know that parents, teachers, coaches and peers play influential role in the development of the players's self-concept. Among the social-psychological factors, self-concept has drawn considerable attention of noted psychologists. They felt that the self-awareness that a child develops in the process of interaction with people and environment leads to comparing himself with his peers in competition and also the feelings of confidence and courage as a result of success or failure in his endeavours. Self-concept is not an inherited quality. It is formed as a result of one's experience and reaction to the environment. According Hall and Lindzey (1957)³ self-concept refers to a person's attitude and feelings about himself.

Modern sports training gives greater emphasis on preparing the athletes psychologically than physically though both play significant role. Physical educators and coaches believe that without psychological preparation, there is a little chance of success to the higher level of competitions. Several investigations revealed that apart from the somatic and psychological variables, higher level of performance is dependent upon an athlete's psychological make-up. A player is psychologically fit for the game if he or she possesses the required perceptions, emotional stability, motivation intelligence and educability to accomplish the task. The problem of anxiety has been considered important in all areas of human activity including sports. Personality is the overall pattern of psychological characteristic which makes each person a unique individual. Individual differences are obvious in sports, and understanding such personality factors can help to explain sport and exercise behaviour.

A team may find it beneficial to start play with the forwards back from the net about six or seven feet. This will permit the back line players to play deeper in the court where most of the serves are directed. If the serve lands short, a back will find it easy to move forward to play it. A forward should not attempt to jump to play a ball from a position this deep in the court. Any ball that is hit over a forward's head should be received by a back. The back is in a position to pass the ball that is over her or his head, the player will merely deflect it out of range of the back. It is also common for unskilled beginners

to start to play a ball and then duck at the last minute when they see they will be unable to make the reception. The back player is left in an unenviable position. On balls that are questionable the back players should call for the ball and minimize this problem as much as possible. Defense on the serve and while the ball is in play requires great concentration. If all players are alert, move on the court as a team, and possess good ball handling skill, an effective defense can result.

Scientific principles assist in determining the proper application of the mechanics of motion to physical activities in order to obtain the most effective and efficient results. This guides us in judging performance and for directing performance towards perfection with minimum expenditure of energy in the set reference of mine, avoiding fatigue, excess of the respiration, perspiration besides maintaining poise and style with perfect synchronization. "A body that is in balance or equilibrium is at a state of rest. The body may be in any one of innumerable positions and yet be in equilibrium in each one. Equilibrium may have various stages of stability."⁴

The modern game is dominated at international level by national teams from Japan and Eastern Europe. The society in which their players live make it possible for them to train and prepare for many hours every week, and the money available there from the paying public and from the governments make sure that training is not at the players expense. The sports schools and other facilities for coaches and trainers ensure that the technical expertise necessary to train players, is also available. The money and status available to coaches makes sure that there is no shortage of them. It seems unlikely that similar opportunities will be available in most of the western world. Neither does the culture encourage western players to train so hard and for so long. Therefore the Japanese and East European dominance is likely to continue.

Decades of competition have produced increasingly well performed skills and a steady development of new tactics as coaches strive for ever higher standards of play. The rules of the game have been reviewed at regular intervals, with changes made when necessary to try to keep attack and defence well-balanced, to produce long, closely fought rallies in order to maintain the game as an exciting spectator sport. Volleyball is essentially a team game. It is necessary to have special training and coaching to the players. Volleyball, like basketball, at its top level is a game dominated by the coach. Not only does he direct his players's physical, technical and tactical preparation, but also by the use of time-outs, the rest periods between sets and by substitutions, he or

she can control the way his or her team plays each game. Players need to be of the kind of personality that can accept this kind of situation and work cheerfully within it.

"Sports and games have been an important part of the way of life of all levels of civilization. Primitive art and hieroglyphic communication show swimmers, ball throwers, small craft manipulators, spear throwers as well as persons in obvious combat or engaged in hunting. Both play and dance were used for ceremonial functions and religious rites in primitive and early civilizations. Even the Olympic games, in their early Greek form, were of religious significance."⁵ In the Western world, there is evidence that the Aztec civilization had elaborate games and built rather extensive courts and amphitheaters not unlike our present-day structures. In the United States today, sports are sometimes identified as the greatest of American industries, as a unifying and socializing force in this country, as a builder of national pride, as a preventive of juvenile delinquency.

Public agencies, city, county, state and national are providing sports facilities for little or no fee. We have community recreation programs for all age levels, state parks with sports and outing facilities, national parks which encourage outdoor living and provide areas for some of the more rugged sports such as mountain climbing, rough water tripping and wilderness canoeing. Spectator sports have become big business in American society. Nowadays, the college sports, especially football, basketball and volleyball have an equally great attraction. "Recreational services have extended sports participation and competition to younger persons, including girls, through youth leagues. Schools and colleges are teaching extensive units on sports of various types through physical education programs, and instructional programs are constantly improving so that more and more youth and adults are skilled in sports. Government agencies dispense a wealth of literature for athletic programs."⁶

The usefulness of the knowledge and skills acquired in physical education extends beyond the area of sports. Physical education courses include instruction in such things as posture and body machines, relaxation, body conditioning or fitness training. In connection with all of these, there is the opportunity to learn the mechanics involved in human movements, the physiological process of conditioning, and other health practices, which contribute to optimum health status. Careful selection of activities and practice can help to improve games and special activities in the games with the help of the special exercises and to solve the various problems. Basic movement skills

become a medium of communication. It is not an intentional communication, such as one engages in through conversation.

Physical educators are concerned that each player develop recreational interests and resources which can be used in the years ahead as well as during school, college and university days. "Every individual should have a level of skills which will enable him or her to enjoy such activities as swimming, bowling, golf, or dance. Since the game of volleyball was included in the Olympic Games for the first time in 1964, it has become one of the world's most popular sports, played by enthusiasts of all ages."⁷ Volleyball is played in more than sixty countries and by more than sixty million people. In countries in Eastern Europe, Asia and South America, top games draw crowds the size of which rival those at soccer matches. At world championship matches, it is not unusual to see ticket touts doing business on a scale that we in England would see only at the F. A. Cup Final.

As a recreational team sport or volleyball ranks as about the third most popular in the world and is considered as a top level competitive sport in more than twenty countries. It is basically a very simple game. It can be played indoors and outdoors, and is therefore suitable for varying seasons and any climate. The playing area required takes up comparatively little space so that play can take place in a gym, a sports hall, the park, the beach and even some more unlikely places like hangar decks of aircraft carriers, and it can be played by the players of both sexes and over a considerable age range. Play can be of tremendously varying standards, from a purely recreative level on the beach and in the park, through all levels of clubs and school competitions, right up to the supremely demanding and fiercely competitive play at international level.

"The first attempts to organise the game internationally were made by representatives of twenty-two interested countries at the Berlin Olympics in 1936. Ten years later the Federation International de Volleyball was set up, with its headquarters in Paris, to administer and control volleyball throughout the world."⁸ The first world championships were organised in Prague in 1949. There are also various zonal championships, such as the European Championships. In 1964, Volleyball became an Olympic sport for the first time when the Olympic Games were held in Tolyo.

The modern game is dominated at international level by national teams from Japan and Eastern Europe. The society in which their players live

make it possible for them to train and prepare for many hours every week, and the money available there from the paying public and from the governments make sure that training is not at the players expense. "The sports schools and other facilities for coaches and trainers ensure that the technical expertise necessary to train players, is also available. The money and status available to coaches makes sure that there is no shortage of them. It seems unlikely that similar opportunities will be available in most of the western world. Neither does the culture encourage western players to train so hard and for so long. Therefore the Japanese and East European dominance is likely to continue."⁹

Decades of competition have produced increasingly well performed skills and a steady development of new tactics as coaches strive for ever higher standards of play. The rules of the game have been reviewed at regular intervals, with changes made when necessary to try to keep attack and defence well-balanced, to produce long, closely fought rallies in order to maintain the game as an exciting spectator sport. Volleyball is essentially a team game. It is necessary to have special training and coaching to the players. Volleyball, like basketball, at its top level is a game dominated by the coach. Not only does he direct his players's physical, technical and tactical preparation, but also by the use of time-outs, the rest periods between sets and by substitutions, he or she can control the way his or her team plays each game. Players need to be of the kind of personality that can accept this kind of situation and work cheerfully within it.

* * *

: END NOTES :

1. Selye Hans, 1969 : 24-26.
2. Clarke H. Harrison, : 1976.
3. Hall and Lindzey (1957)
4. Moorhead, Gregory and Griffin, Ricky W. *Organizational Behaviour, Managing People and Organization*. Bombay : Jaico Publishing House, 1994. p. 454.
5. Goel, R. G. 1990. *Encyclopaedia of Sports and Games*. Tanag Paperbacks : New Delhi.
6. James, David. 1976. *Volleyball for Schools*. S. Chand & Company Ltd. : New Delhi.
7. Mohan, Jitendra *et. al* (eds). *Psychology of Sports : The Indian Perspective*. Friends Publications (India) : New Delhi.
8. Reddy, P. Chinnappa. 1993. *Principles of Scientific Coaching*. Ashish Publishing House : New Delhi.
9. Sandhu, Gurbakhsh. 1992. *Psychology in Sports : A Comparative Perspective*. Friends Publications (India) : New Delhi.

A
RESEARCH
PAPER ON

**EFFECT OF MULTIMEDIA IN TEACHING
VOLLEYBALL ACTIVITIES TO HIGH
SCHOOL STUDENTS**

:By:

**Dr. SUNITA GIRWALKAR (MP
Ed, Ph.D) Head, Deptt. Of Phy.
Education,**

**SMT. SUSHILADEVI DESHMUKH WOMEN'S COLLEGE,
Latur - 413 512. [Maharashtra].**

EFFECT OF MULTIMEDIA IN TEACHING VOLLEYBALL ACTIVITIES TO HIGH SCHOOL STUDENTS

Dr. SUNITA GIRWALKAR (M.P. Ed, Ph.D)
Head, Deptt. Of Phy. Education,
SMT. SUSHILADEVI DESHMUKH WOMEN'S
COLLEGE, Latur - 413 512. [Maharashtra].

INTRODUCIN

Twenty first century is an age of information technology, which has made the world a global village. This brought many comforts to human beings. With a click of mouse of a computer we can get any type of information and get anything done without much labour. Information and communication technology (ICT) spread rapidly into all fields like industry, technology, political, agricultural, education etc., in all the developed and developing countries.

METHODS

Out of 340 students (250 boys and 90 girls) who appeared for the selection of sample, 100 students (64 boys and 36 girls) were selected according to their merit by using a wall volley test. The 100 sample were again divided into two groups i.e. experimental and control groups consisting of 50 students (32 boys and 18 girls) each. The age group of the students is 14-16 years.

Instructional Methods

The experimental group and the control group of students were taught fundamental skills in volleyball i.e. passing, serving, setup, spiking, blocking and the rules of the game. The students were taught the volleyball activities for one hour duration each day for six weeks. The first 30 minutes, the students were taught fundamental skills and rules of the volleyball game in the classroom and for the remaining 30 minutes the students practiced the skills in the ground which they learnt in the classroom. The syllabus is the same for both the groups but the experimental group were taught through multimedia assisted teaching.

Assessment

To know whether there were any differences between the two instructional methods, the researcher collected the data by using two written tests and one practical test before and after the experiment.

Written Test

To find out the effect on cognitive domain, the researcher used an achievement test developed by the researcher covering the rules and regulations of the game, application of the rules and decision making at various play situations and this test consists of 40 marks. To find out the effectiveness of the affective domain, the researcher used a standardized test, developed by Carmark and Martin on "Feeling About the Physical Activity". This test consists of twelve questions; each question carries 1 to 5 marks.

Practical Tests

To know the effect on psychomotor domain, the researcher used Volleyball skill test developed by American Alliance of Health, Physical Education and Recreation (AAHPER). This test contains 130 marks and is divided into four section i.e., Volleying 50 marks, Serving 40 marks, Passing 20 Marks and setup 20 marks.

STATISTICAL ANALYSIS

Descriptive statistics (mean and standard deviation) were computed for pre-test, post-test scores and the gain (pre-test – post-test) scores in all the three domains i.e. cognitive, psychomotor and affective for both experimental and control groups. Student's 't'-test for related samples is used to compare mean-values of pre-tests and post-tests intervention scores within each group. 't'-test is also used for independent samples to compare the mean-values between the two groups.

One way analysis of co-variance (ANCOVA) is used to compare mean values between experimental and control groups for post-test scores by taking pre-test scores as covariate. Similarly, one way ANCOVA is applied to test the significant difference between mean-values of both groups for the mean-gain values by taking the corresponding pre-test scores as covariate for each domain.

FINDINGS

Cognitive domain of Academic achievement test

There is a significant difference between pre-test and post-test mean scores of multimedia assisted teaching group of students (boys and girls) and traditional teaching

method group of students (boys and girls). It is indicated that the improvement in cognitive learning is seen in both the methods of teaching. There is no significant difference in the pre-test mean scores between multimedia assisted teaching group and traditional method of teaching group in Cognitive learning. This indicates that both experimental group and control group in the pre-test scores were matched ones before conducting the experiments. There is a highly significant difference in the gain-mean scores between experimental and control groups in the cognitive learning indicating that the achievement gained by the experimental group in this learning is the effect of multimedia assisted teaching only.

Psychomotor Domain of Achievement Tests

There is a highly significant difference between pre-test and post-test mean scores of experimental and control groups in psychomotor learning. This indicates that both the methods of teaching improved psychomotor learning. There is no significant difference in pre-test mean scores between experimental and control groups in psychomotor learning. This indicates that both groups in the pre-test score were matched ones before conducting the experiment. There is no significant difference in the gain-mean scores between control and experimental groups in psychomotor learning. Thus, it shows that the multimedia assisted teaching in psychomotor learning is equally effective as the traditional method of teaching.

Affective Domain of Academic Achievement Tests

There is a highly significant difference between pre-test and post-test mean scores of control group and experimental group in affective learning. It indicates that both the methods improved their performance in affective learning. There is a significant difference in gain-mean scores between control group and experimental group in their affective learning, indicating that the achievement gained in the affective learning is the effect of multimedia assisted teaching only.

ADVANTAGES OF MULTIMEDIA ASSISTED TEACHING

Based on the findings the educational implications of the study are :

- By using multimedia in teaching Volleyball activities, the physical education teacher will be able to give qualitative physical education to the students.

- Multimedia assisted teaching is cost-effective. So, the department of DSO of Ahmednagar can make use of classrooms also for teaching physical education activities with the help of multimedia.
- As the multimedia assisted teaching is interesting to the students, instead of following the traditional methods, physical education teacher can create interest in the students towards physical education activities by using computer.
- Teachers without any knowledge in Volleyball game can also learn and teach the same to the students.
- This method can also be used as self learning method by the students.
- This method of teaching will improve the cognitive domain of the students so that they can perform better in other fields as well as physical education activities.