

Explore the Personality Variables among Different Team Game Players: A Comparative Study

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Abstract

The purpose of the study was to find out the significant differences on selected psychological variables among Inter-University level players. To achieve this purpose of the study, fifteen Volleyball, fifteen basketball and fifteen Handball players and their age was between 18 - 25 years were selected for the study. Self-esteem scale was taken to know the self-esteem level of the different game's players. "F" test statistical procedure was taken and analysis of variance was set at 0.05% level of confidence. There was no significant difference in Self Esteem level between different games players were found.

Keywords: Self Esteem, Games, Players, Sports

INTRODUCTION

Self-esteem is a basic motivational factor in sports. Which may mark an athlete's performance and even their psychological well-being, either an individual performance or a team performance. In psychology, self-esteem is an important quality and characteristics to describe a person's overall sense of self-worth or personal values. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviours. In contrast, athletes in individual sports rely on their own skills. While performance in group sports is dependent on teammates' performance, performance criteria in individual sports are one-dimensional. While team sports can cause distraction and a loss of focus, other individual sports give athletes greater time to practice mental skills and conduct themselves in a calm setting. According to **Taylor (1995)**, every sport has unique technical and physical requirements that call for participants to possess particular abilities. Athletes' usage of competitive mental talents is influenced by these traits that set certain sports apart.

Sport is "more than just a game" for elite athletes (**Jones, 1995**). **Stoeber, Otto, Pescheck, Becker, and Stoll (2007)** assert that competition is frequently the result of intensive training and should be converted into exceptional performances while being critically assessed by rivals, teammates, coaches, and spectators. Conversely, it offers a chance for self-assessment in which the athlete compares their expectations with their actual performance. Accordingly, increased competitive anxiety may be linked to a competition (**Martens, Vealey, & Burton, 1990**). Numerous factors also contribute to the field and competition of sports because athletes experience particular psychological behaviors, and these experiences lead to the emergence of specific psychological phenomena that help coaches in various

fields and sport psychologists identify the players' and teams' weaknesses in order to improve their performance. Additionally, the nature and type of sports (both individual and group) are important because of interpersonal conflict in group sports like football, basketball, and handball compared to individual sports because of the need to work with teammates to become fixed in team arrangement, and the nature of their sports cause them to commit a lot of fouls during competition and receive cards or cause negative emotions in both individuals and teams.

Elferink & Gemser (2004) discovered that while confidence was higher in solo sports, team players scored higher on motivation and control anxiety. According to **Jones & Hanton (1995)**, athletes in various sports react differently to stimuli during competition, and their interpretations differ based on mental skills. They also believe that skills that are used in open skills sports—which are ideally group—should not necessarily be used in closed skills sports, which are more individual. Several studies indicate that exercise, of various kinds and durations, has a positive effect on self-esteem (**Adachi and Willoughby, 2015; Batista et al., 2016; Chen, 2016; Karaman and Ayyildiz, 2016; Rubeli et al., 2020**). The primary feature of individual sports, according to a synthesis attempt, is the athletes' freedom to pursue their own performance objectives independent of the team (**Laborde and Guillén, 2016; Raharjo et al., 2018**). The athlete can develop at his own speed; he needs self-reliance, self-control, tenacity, and self-discipline. When he succeeds, all the glory goes to him, but when he fails, he can only blame himself. Athletics, swimming, fencing, gymnastics, wrestling, skiing, skating, golf, and tennis are just a few of the sports that require a distinct technique. Participating in an individual sport fosters the growth of self-esteem and concentration, but it can also lead to problems when contests are lost.

So, the present study is an attempt to access one of the most important psychological factor Self-esteem status and evaluations of an athlete, when he takes part in sports which has maximum impact on the performance of an athlete.

MATERIALS AND METHODS

Participants

For the purpose of present study forty-five female subjects were selected randomly from a different category of sports personality. Fifteen Inter-University level basketball players, Fifteen Inter-University Level Handball players and Fifteen Inter-University Level Volleyball female players were selected. The subjects ranged between 18-25 years.

Measures

For data collection, Self-esteem scale by Dr. Santosh Dhar and Dr. Upinder Dhar was used.

Statistical Analysis

The data collected from the three groups were statistically examined for significant difference by using analysis of variance (ANOVA) (Clarke and Clarke, 1972). In all cases the criterion for statistical significance was set at 0.05 level of confidence. The test was employed using SPSS Software to compare the variables.

RESULTS

Table – I: ANALYSIS OF VARIANCE AMONG KHO-KHO, BASKETBALL AND KABADDI PLAYERS WITH RESPECT TO SELF ESTEEM

Group	Mean	SOV	S. S	DF	MS	F	Sig.
Volleyball	83.04	B	58.83	2	29.42	0.932	0.394
Basketball	82.46						
Handball	83.82	W	1324.75	42	31.54		

Not Significant at 0.05 level

From the table - I it is seen that Self Esteem mean score of Volleyball players is 83.04, Basketball players is 82.46 and Handball players is 83.82. received “F” ratio was 0.932 which was not significant at 0.05 level. It was evident from table that there was a no significant difference among Volleyball, basketball and Handball players on the scores of Self Esteem, since the obtained ‘F’ value is 0.932 was lower than required table value at 0.05 level ($P > 0.05$).

DISCUSSION

There are no professional or legal incentives for incorporating spirituality into healthcare or education that apply to sports. Concern for personal development has historically been associated with the notion that participation in athletics might facilitate personality development, change, and emancipation (Cooper and Deneve, 1998). The benefits of athletics extend far beyond a person's physical and mental transformation. It improves the standard and well-being of our social structures. Recreational sports provide children with fun, whereas competitive sports are played by adults and youth worldwide, and health-conditioning sports are reserved for the elderly. Participating in sports contributes to the development of a good, healthy person, which in turn supports a healthy brain.

The study's findings unequivocally demonstrated that there are no appreciable differences in self-esteem between athletes. Through sharing both positive and negative experiences, team sports foster the development of friendship, camaraderie, cooperation, teamwork skills, leadership skills, respect, a sense of belonging, social interaction skills, self-esteem and self-concept, self-discipline, patience, persistence, and resilience (Wani and Gopinath, 2019). Odas's 2014 study's findings revealed no discernible variation in students' aggressiveness scores according to their level of participation in sports.

CONCLUSION

Within the limitation of the present study concluded that there was no significant difference found among Different Games Players.

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