



RELATIONSHIP OF TRAIT ANXIETY WITH PLAYING ABILITY OF VOLLEYBALL PLAYERS

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Abstract

The aim of this study was to observe a link between anxiousness and volleyball players' ability to play. Using a purposive-random sample strategy, the researchers picked 50 male volleyball players who had competed up to national level. The individuals age ranged from 15 to 18 years, with a minimum training background of 2 to 5 years. The Sports Anxiety Scale was used to assess the subjects' trait anxiety, and their performance was evaluated on a 5-point scale by three competent judges for volleyball players' playing ability. To determine the significant link between the dependent and independent variables, the data was examined by using the Pearson product moment correlation. The level of significance was set at 0.05. SPSS version 20 was used to perform the statistical approaches.

Key Words: Trait Anxiety, Volleyball

Introduction

Volleyball is unique in that it is a game of errors, with the goal of getting the ball to hit the floor on the opponent's side of the net or causing the opponent to make a ball handling error. As a result, the majority of points scored in volleyball are the result of a mistake. The game's distinctive offensive and defensive features are executed differently depending on the level of play and the state of the game, despite the fact that the theory is clear (American Sport Education Program, 2007).

Psychological characteristics also distinguish more successful teammates or competitors from those who are less effective. A high level of self-confidence is frequently emphasized as a vital attribute among elite athletes characterized self-confidence as a favorable judgment of one's capacity to execute various tasks. Good athletes have faith in their abilities and capabilities, and they are less prone to abandon their goals. Positive arousal and anxiety experiences are frequently linked to a better level of self-confidence, hence they are considered as necessary and beneficial to sports achievement. The level of pre-competitive state anxiety is another psychological attribute that is proven to have a significant impact on professional sports success. Anxiety is a

dynamic, unpleasant feeling of anxiety, concern, tension, and insecurity that is accompanied by physiological responses of the autonomic nervous system. There are two types of state anxiety. The cognitive component of the brain is responsible for fear of unfavorable social evaluation, fear of failure, and loss of self-esteem. The perception of physiological response such as increased heart rate, fast breathing, and muscle tension is referred to as the somatic component (Stanovic, 2020).

Anxiety is a phrase that encompasses a range of emotions such as despair, unease, anxiety, fear of failure, incapacity, uncertainty, and judgment. In this sensational condition that emerges from the organism's physical and psychological pressure, there are two subscales called trait anxiety and state anxiety. When stress is caused by external circumstances, state anxiety develops, and the individual responds with complicated sensational responses to the dangerous or threatening circumstance. People with trait anxiety, on the other hand, appear to have persistent sensations of discomfort, worry, heightened sensitivity under stress, and intense sensory reactions, regardless of their surroundings. Following intensive educational programs for children beginning at a young age, expectations for high performance and the primary goal of winning also lead to anxiety feelings. It was discovered that the bulk of competitiveness anxiety began in middle childhood and increased throughout puberty. Peer comparisons are becoming more common, especially in early childhood and adolescence, and children's worries about their own talents make them more upset about the evaluations they receive, leading to anxiety. All of these factors have an impact on children's sports, paving the path for the emergence of the "leaving sport" epidemic. As a result, anxiety levels in young athletes rise with age (Turksoy, 2012). On basis of available literature it was hypothesized that there would be significant relationship between anxiety and playing ability of volleyball players.

Methodology

Purposive sampling was used to pick 50 male volleyball players from Jhansi, Uttar Pradesh as subjects for this study. Their level of participation was set up to national level and the subjects' ages ranged from 15 to 18 years old with 2 to 5 years of training experience. A meeting of all subjects was held prior to the test, and the requirements of the testing procedure were explained in detail to them so that there would be no ambiguity or doubt in their minds about the effort required of them and the hard work they would have to endure in addition to their regular daily routine. The subjects were quite eager and cooperative throughout the study, despite the fact that no extra strategies were used to urge them to put out their best effort. Experts chose Volleyball Playing Ability as a dependent variable and Competitive Trait Anxiety as an independent variable based on a review of the literature. The subjects' trait anxiety was measured using the Sports Anxiety Scale (Smith et al., 2006), and their performance was evaluated using a 5-point scale based on subjective judgment of three competent volleyball players' playing skills. Descriptive statistics were utilized to characterize the anxiety associated with volleyball players' ability to play. The Pearson product moment correlation was utilized to examine the association between anxiety and volleyball players' playing abilities. The statistical significance level for all of the analyses was set at 0.05. SPSS Version 20 was used to analyze the data.

Result and Discussion

Table 1
RELATIONSHIP BETWEEN TRAIT ANXIETY AND PLAYING ABILITY OF VOLLEYBALL PLAYERS

Variables		Mean	SD	correlation coefficient (r)
Playing Ability		3.53	.61	-.001
Trait Anxiety	Worry	15.80	3.64	
	Concentration Disruption	10.42	2.28	-.073
	Somatic Trait Anxiety	17.92	3.35	.065

*Level of significance = 0.05, *Tab. r 0.05 (48) = 0.27

The descriptive statistics as presented in table-1 reveals that the Mean and Standard deviation for playing ability were found as $3.53 \pm .61$ whereas for worry, Concentration Disruption and Somatic Trait Anxiety were as 15.80 ± 3.64 , 10.42 ± 2.28 and 17.92 ± 3.35 respectively. The graphical representation of mean of playing ability and trait anxiety (worry, Concentration Disruption and Somatic Trait Anxiety) of Volleyball players has been presented in figure 1.

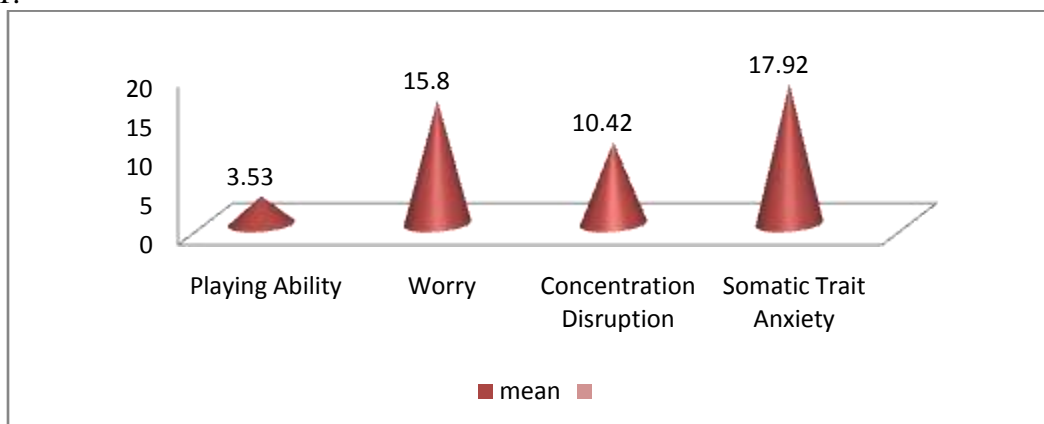


Fig. 1 : Mean of playing ability and of trait anxiety of Volleyball players

The findings of the present study clearly indicated, in case of Trait Anxiety and Self-Esteem, that most of the observations lay near the mean of the distribution. The results of the study are supported by Binsinger, Laure and Ambard (2006) who conducted a study to measure the influence of a regular extramural sports practice on self-esteem and trait anxiety. It was reported that the average global scores of self-esteem and trait anxiety of the Extramural Sports pupils were, respectively, higher and lower than those of the Non-Extramural Sports group. The result is also supported by Hasrani (1991) revealed that Volleyball players had more anxiety-coping training than track and field athletes. It's possible that this is because successful performance necessitates a moderate (or optimum) level of psychological variables, and volleyball players are likely to be familiar with the skills needed to sustain these levels.

Present result is support by Selvin (1991) who used Spielberger's test of State and Trait Anxiety (STAI) which showed that individual with low levels of trait anxiety performed better in the motor skill than who had been classified as having high level of trait anxiety. The difference

in the result of these study and current study may be attributed to the difference in size, attributes, experience, psychological maturity of the sample and also the type of activity being performed.

Volleyball players have a higher degree of somatic and cognitive anxiety because they are likely to feel more responsible for the desired outcome, i.e., they play a more critical and responsible role within their team. It's likely that their high self-esteem allows them to see the relatively high levels of cognitive and somatic anxiety as a motivation rather than a challenge to their ability to perform well in important competitions.

Conclusion

Based on understanding after deliberate discussion with experts and supervisor and also light of above understanding this was concluded that the volleyball players had moderate level of trait anxiety and no significant relationship was found between anxiety and playing ability of volleyball players. So therefore hypothesis stated earlier that there would be significant relationship between anxiety and playing ability of volleyball players was rejected.

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