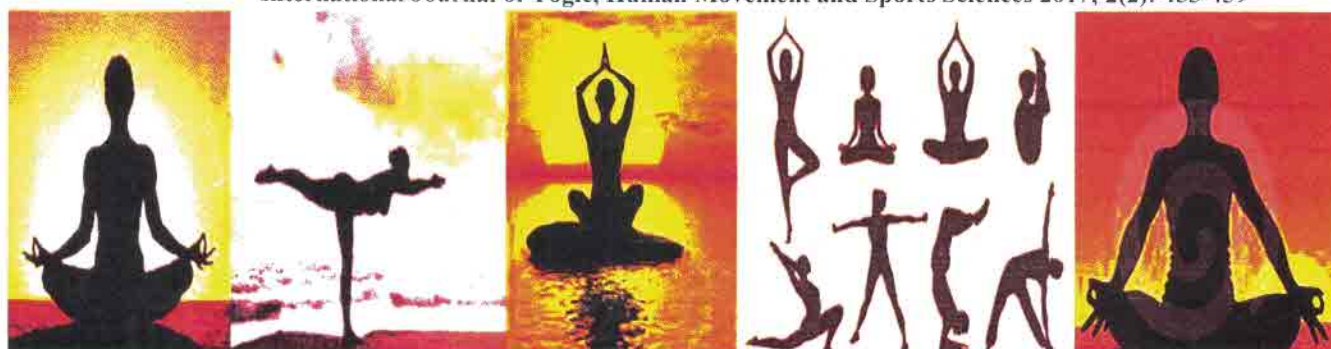




## International Journal of Yogic, Human Movement and Sports Sciences

Index for 2017 (Vol - 2, Issue - 2) Part - H

01. **A study on selected physical fitness components of Kho-Kho players, kabaddi players, physical education trainee students and untrained females**  
Authored by: Dr. Karuna Sana and Amita Barman  
Page: 421-424
02. **Comparison of batsmen and bowler on physical fitness variable agility**  
Authored by: Praveen Kumar MK  
Page: 425-426
03. **Comparison of selected physical fitness components and playing ability of rural and urban basketball players**  
Authored by: Kuldeep Singh and Dr. Ishwar Malik  
Page: 427-429
04. **Meditation-awakening the inner joy**  
Authored by: Dr. Augustine George  
Page: 430-432
05. **Effect of resistance aerobic and concurrent training on muscular endurance of untrained students**  
Authored by: Dr. M Muthuraj  
Page: 433-435
06. **Effect of inter - individual differences in chrono type over body temperature, grip strength and selected physiological variables of college women softball players**  
Authored by: Anilkumar N and Dr. Vinu Bhaskar  
Page: 436-443
07. **A study of sportsmen and non-sportsmen of Kashmir on the levels of stress**  
Authored by: Sabzar Ahmad Lone and Aftab Ahmad Jan  
Page: 444-445
08. **Effectiveness of plyometric exercises on jumping ability among students belonging to backward areas**  
Authored by: Khurshid Ahmad Hurrah and Aftab Ahmad Jan  
Page: 448-450
09. **Assessment study of effect of weight training exercises on physical fitness ability of the Shotput throwers**  
Authored by: Dr. Sushil Kumar and Dr. Hoshiyar Singh  
Page: 451-454
- ✓10. **A comparative study of personality and self-confidence among males and females sportsperson**  
Authored by: Dr. Babulal Sadashiv Dhotre  
Page: 455-459



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2017; 2(2): 455-459

© 2017 Yoga

[www.thejogicjournal.com](http://www.thejogicjournal.com)

Received: 25-05-2017

Accepted: 15-06-2017

**Dr. Babulal Sadashiv Dhotre**  
Director and HOD, Department  
of Physical Education, H.B.T.  
Arts and Commerce College,  
Nagpur, Maharashtra, India

## A comparative study of personality and self-confidence among males and females sportsperson

**Dr. Babulal Sadashiv Dhotre**

### Abstract

Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. The word "personality" originates from the Latin word "persona", which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent that character. In psychology, personality refers to the pattern of thoughts, feelings and behaviors, consistently exhibited by an individual over a long period of time, that strongly influences the way that individual perceives the world and himself or herself.

Personality may be described as the most characteristic integration of an individual's structure, modes of behavior attitudes, capacities, abilities, and aptitudes. Most theorists agree that personality is an internal, mental, and emotional pattern of response to the environment - a pattern of thought, feeling, and behavior that affects every aspect of a person's life. Personality can also be defined in terms of characteristics (traits) of the individual which is directly observable in the behavior. It is quality that makes a person stand out from other; it is whatever makes a person unique.

**Keywords:** Personality, self-confidence, females, males, sportspersons, questionnaires, self-confidence scale

### Introduction

#### Definition of Personality

Robert Park and Earnest Burgess Personality is the sum and organization of those traits which determine the role of the individual in the group.

Watson. Personality is some of activities that can be discover by actual observing over a long enough period of time to give reliable information.

J.P Guilford (1959) <sup>[13]</sup>. A person's unique pattern of trait's.

Mc Clelland (1951) <sup>[14]</sup>. The most adequate conceptualization of a person behavior in all the details.

Allport's definition indicates that personality is dynamic in nature and is always changing. It is not static.

It also suggests that personality is an integrating and organising agent between physiological (of the body) and psychological (of the mind) aspects of an individual. It is unique in nature. It becomes habitual to the person. It results in action or behaviour in relation to a person, organization or situation.

Personality psychology is a branch of psychology that studies personality and individual differences. Its areas of focus include:

- Constructing a coherent picture of the individual and his or her major psychological processes.
- Investigating individual differences - how people are unique.
- Investigating human nature - how people are alike.

#### Characteristics of Personality

- Personality is unique and specific. Everyone is unique in this world. No two individuals are alike and even twins are behaving specifically. Everyone of us has different characteristics for making adjustment.

#### Correspondence

**Dr. Babulal Sadashiv Dhotre**  
Director and HOD, Department  
of Physical Education, H.B.T.  
Arts and Commerce College,  
Nagpur, Maharashtra, India



- Personality is self consciousness. Self-consciousness is an acute sense of self-awareness that one exists as an individual being. Self-consciousness affects people in varying degrees, as some people are constantly self-monitoring or self-involved, while others are completely oblivious about themselves
- Consistency - There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.
- Psychological and physiological - Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.
- It impacts behaviors and actions - Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.
- Multiple expressions - Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships and other social interactions.
- Personality is not static
- Every personality is a product of heredity and environment.

### Theories of Personality

There are several theories on personality, which involve different. Ideas about the relationship between personality and other aspects of a person, as well as different notions about the way personality develops. Some of the most prominent ones are briefly discussed below:

### Psychoanalytical Theory

The founder of psychoanalytic theory was Sigmund Freud. The term psychoanalysis is used to refer to many aspects of Freud's work and research, including Freudian therapy and the research methodology he used to develop his theories. Freud relied heavily upon his observations and case studies of his patients when he formed his theory of personality development.

Before we can understand Freud's theory of personality, we must first understand his view of how the mind is organized.

### According to Freud, the mind can be divided into two main parts

1. The conscious mind includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness. Freud called this ordinary memory the preconscious.
2. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences. According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. These three elements of personality--known as the id, the ego and the superego- work together to create complex human behaviors.

### The ID

The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious

and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality.

The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

However, immediately satisfying these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing things we want out of other people's hands to satisfy our own cravings. This sort of behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the tension created by the pleasure principle through the primary process, which involves forming a mental image of the desired object as a way of satisfying the need.

### The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious, and unconscious mind.

The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses. In many cases, the id's impulses can be satisfied through a process of delayed gratification--the ego will eventually allow the behavior, but only in the appropriate time and place.

The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

### The Superego

The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

### There are two parts of the superego

1. The ego ideal includes the rules and standards for good behaviors. These behaviors include those which are approved of by parental and other authority figures. Obeying these rules leads to feelings of pride, value and accomplishment.
2. The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments or feelings of guilt and remorse. The superego acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards rather than upon realistic principles. The superego is present in the conscious, preconscious and unconscious.



### The Interaction of the Id, Ego and Superego

With so many competing forces, it is easy to see how conflict might arise between the id, ego and superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces. A person with good ego strength is able to effectively manage these pressures, while those with too much or too little ego strength can become too unyielding or too disrupting.

According to Freud, the key to a healthy personality is a balance between the id, the ego.

### Behavioural and Cognitive Theories

B.F. Skinner and John Watson were the chief contributors to this Theory. Behavioural theorists suggest that personality is a result of the interaction between the individual and the environment.

They claim that personality development is a gradual process of growth. During this process, certain behaviours are reinforced by the environment and others are not. Thus how we think and act can be modified by modifying our environment. Cognitive theories are theories of personality that emphasize cognitive processes such as thinking and judging in shaping personality. Cognitive theorists like Albert Bandura, Walter Mischel and Rotter introduced thought into the equation of Personality. They especially focused on how people interpret the situation in which they find themselves and then alter their behaviour.

### Trait Theories

A trait is a characteristic way in which an individual perceives, feels, believes, or acts. When we casually describe someone, we are likely to use trait terms. For example: Sudhir is somewhat of an introvert, a pretty nervous person, strongly attached to his Family, frequently depressed, and very intelligent.

Trait theorists generally assume that (a) traits are relatively stable over time, (b) traits Differ among individuals (e.g. Some people are outgoing while others are shy), and (c) Traits influence behavior.

Let's take a look at some of the major trait theories.

### Gordon Allport's Trait Theory

Allport organized personality into three levels of traits:

- **Cardinal trait:** This is the trait that dominates and shapes a person's behavior. These are rare as most people lack a single quality that shapes their lives. Freedom fighter Bhagat Singh's patriotism may be said to be a cardinal trait Because it overshadowed all other aspects of his personality.
- **Central trait:** This is a general characteristic found in some degree in every person. These are the basic building blocks that shape most of our behavior although they are not as overwhelming as cardinal traits. An example of a Central trait would be honesty and discipline.
- **Secondary trait:** These are characteristics seen only in certain circumstances (such as particular likes or dislikes that a very close friend may know). They must be included to provide a complete picture of human complexity.

### Raymond Cattell's Theory

Raymond Cattell's research led to a two-layered personality structure with sixteen "primary factors" (16 Personality Factors) and five "secondary factors." Cattell's 16 primary personality factors are:

- Warmth (A)
- Reasoning (B)
- Emotional Stability (C)
- Dominance (E)
- Liveliness (F)
- Rule-Consciousness (G)
- Social Boldness (H)
- Sensitivity (I)
- Vigilance (L)
- Abstractedness (M)
- Privatness (N)
- Apprehension (O)
- Openness to Change (Q1)
- Self-Reliance (Q2)
- Perfectionism (Q3)
- Tension (Q4)

### Eysenck's Theory

A different model was proposed by Hans Eysenck, who believed that just three traits extraversion (impulsiveness, friendliness, liveliness, high activity level, and Excitability), neuroticism (tendency to experience anxiety, guilt, anger and Depression) and psychoticism (increased vulnerability to psychoses, a condition of the Mind where there is a loss of contact with reality) - were sufficient to describe human Personality.

### The Big Five Factor Theory

This is one of the most accepted and applicable trait theories today. Building on the Work of Cattell and others, Lewis Goldberg proposed a five-dimension personality Model, nicknamed the "Big Five":

1. **Extraversion:** Outgoing and stimulation-oriented vs. Quiet and stimulation avoiding.
2. **Neuroticism:** Emotionally reactive, prone to negative emotions vs. Calm, Collected, optimistic.
3. **Agreeableness:** Easygoing, friendly, peace-making vs. Aggressive, Dominant, disagreeable.
4. **Conscientiousness:** Dutiful, planful, and orderly vs. Laidback, spontaneous and unreliable.
5. **Openness to experience:** Open to new ideas and change vs. Traditional and Oriented toward routine. For ease of remembrance, this can be written as either OCEAN or CANOE.

### Jung's Ideas about the Conscious and the Unconscious

First it's important to understand that Jung asserted that a person's psychological make-up is always working on two levels: the conscious and the unconscious. According to Jung, and widely held today, a person's psychology represents by their conscious and unconscious parts. Moreover, a person's conscious and unconscious states are in a way 'self-balancing', if a person's conscious side (or 'attitude') becomes dominant or extreme, then the unconscious will surface or manifest in some way to rectify the balance. This might be in dreams or internal images, or via more physical externally visible illness or emotional disturbance. Jung also asserted that at times in people the unconscious can surface and 'project' (be directed at) the outside world, particularly other people. This acknowledgement of the power of the unconscious features strongly in the thinking of Freud and notably in the underpinning theory of Transactional Analysis.

In a rapidly developing psychological field, different psychologists on diverse fields, for example, clinical, experimental, educational, interpersonal, occupational, and



vocational many other have made different, temporary, and semi popular factor analytical experiments for misusing personality of person.

Basavanna (1971) [15] studied self-confidence as an attribute of self-concept. An inventory developed for the purpose of measuring self-confidence was standardized using traditional psychometric procedures on a group of 300 students.

**Statement of the problem of the study**

The problem formulated for the present study was to find out the difference of personality traits and self-confidence among girls' sportspersons and boys' sportsperson.

**Hypothesis**

1. There is a significant deference in personality traits among girls' sportsperson and boys' sportspersons.
2. There is a significant difference in self-confidence level among girls' sportspersons and boys' sportspersons.

**Methodology**

The sample of the study consists of total 100 sportspersons drawn randomly made two sex groups one males group and females group equally in Nagpur District. There were an equal numbers of samples. The respondents were

administered 16 personality factors scale and self-confidence scale to determine the extent of personality and selfconfidence levels between the girls group and boys group of sportspersons.

**Tools**

Following standardized questionnaires were used in the present study to measure personality traits:

1. Chattel's 16 PF questionnaires consist of 105 items.
2. Self-confidence scale.

**Data Analysis**

Table 1 indicates that girls' sportspersons have relatively high score than the boys' sportspersons significant at 0.01 levels. This says that girls' sportspersons are out going, worm, and easygoing, are kind, participative and likes people, abstract tinkers, trusty, balance minded, relaxed, practical, and hard to tool dominative good leadership than boys' sportspersons.

Table 2 shows that the girls' sports persons are score low and the boys' sportspersons are score higher than girls' players but low score indicates high level of self-confidence and high score indicates low self-confidence, so the girls' sportspersons are more confident than the boys' sportspersons.

**Table 1: Personality Factors of Girls and Boys of Nagpur District**

Factors	Girls		Boys		t-value
	Mean	SD	Mean	SD	
A	6.26	1.44	3.95	1.47	8.31**
B	6.03	1.5	3.71	1.91	7.4**
C	6.53	1.79	3.88	1.32	8.68**
E	6.25	1.36	3.98	1.28	9.01**
F	6.45	1.75	3.9	1.61	7.83**
G	5.68	1.17	4.1	1.8	5.79**
H	5.26	1.02	4.9	2.42	1.04*
I	4.5	1.09	5.73	1.2	5.68**
L	4.33	1.09	5.66	1.14	6.1**
M	4.35	1.2	5.43	1.14	6.02**
N	3.96	1	4.5	1.09	3.12**
O	4.06	1.25	4.98	1.61	3.31**
Q1	5.58	1.69	4.15	1.92	5.54**
Q2	6.16	1.04	4.5	1.12	7.2**
Q3	6	1.85	5.03	1.65	3.59**
Q4	4.48	1.15	5.1	1.55	2.46**

Significant level 0.01 level

**Table 2: Self-confid ence**

Groups	Mean	n	SD	t-value
Girls	32.40	50	4.54456	8.97**
Boys	39.30	50	2.33212	

**Conclusion**

**The following conclusions**

1. There is significant difference in the personality traits among girls and boys sportspersons of Nagpur District.
2. There is significant difference in self-confidence level among girls' and boys' sportspersons.

**References**

1. Ajmer Singh, Gill JS, Bains J, Brar RS, Rathee N. Modern Text Book of Physical Education Health and sports, kalyani publication Ludhiana; c2007.
2. Duda JL. Motivational processes and the facilitation of performance, persistence, and wellbeing in sport. In J.M.

- Williams (Ed.), Applied Sport Psychology: Personal Growth to Peak Performance. New York; c2006. p. 57-81.
3. Hilgrad ER, et al. Introduction to Psychology, New York, Harcourt; c1971.
4. Ggeldard FA. Fundamental of Psychology, John Wiley and Sons, New York; c1963.
5. Goodger K, Gorely T, Lavalley D, Harwood C. Burnout in sport: A systematic review. The Sport Psychologist; c2007. p. 127-151.
6. Eysenck HJ, et al. Encyclopedia of Psychology; c1972.
7. Mangal SK. Essentials of Educational Psychology, PHI Learning Pvt. Ltd; c2007 Aug 1. p. 111.

8. Allport GW. Pattern and Growth in Personality. New York: Holt, Rinehart and Winston; c1961.
9. Howarth E. Headache, personality and the stress. Br J Psychiatry. 1965;111:1193-7.
10. Alderman RB. Psychological Behavior in Sports. Philadelphia, PA: W.H. Saunders; c1974.
11. American Alliance for Health, Physical Education and Recreation. Skills Test Manual Volleyball for Boys and Girls.
12. Washington DC. American Alliance for Health, Physical Education and Recreation Publication; c1960.
13. Guilford JP, Smith PC. A system of color-preferences. The American Journal of Psychology. 1959 Dec 1;72(4):487-502.
14. McClelland DC. Measuring motivation in phantasy: The achievement motive. Groups, leadership and men; research in human relations; c1951. p. 191-205.
15. Basavanna M. A study of Self Confidence as an Attribute of Self Concept; c1971.

## International Journal of Physical Education, Sports and Health

Index for 2017 (Vol - 4, Issue - 3) Part - 1

01. **Comparative study of emotional intelligence between sportsperson and non-sportsperson of Bilaspur**  
Authored by: Sravan Kr. Singh Yadav  
Page: 521-522
02. **The test retest reliability and concurrent validity of functional reach test in 5 to 15 years old children with Down's syndrome - A cross sectional study**  
Authored by: Traphi Kamath and Sandesh TS  
Page: 523-529
03. **Effect of menstrual cycle on soccer playing ability of national players**  
Authored by: Neelu Jaiswal, CD Agashe and Dr. Vivek Mishra  
Page: 530-532
04. **A study on acceleration phase maximum speed and average speed of different age group of school girls**  
Authored by: Debasish Mandal and Ashoke Kumar Biswas  
Page: 533-535
05. **A study on acceleration phase maximum speed and average speed of different age group of school boys**  
Authored by: Debasish Mandal and Ashoke Kumar Biswas  
Page: 536-538
06. **Effect of plyometric training on physiological variables of adolescent male tennis players**  
Authored by: S Sivakumar and Dr. AS Logeswaran  
Page: 539-541
07. **Relationship between selected measures of visceral fat distribution and cardio-respiratory fitness**  
Authored by: Dr. Anju Luthra  
Page: 542-544
08. **Effect of hot water emmersion on the recovery pattern of lactic acid after an anaerobic workout**  
Authored by: Rajinder Kaur  
Page: 545-548
09. **Mechanism of stretching technique PNF (Proprioceptive neuromuscular facilitation)**  
Authored by: Rajinder Kaur  
Page: 549-552
- ✓ 10. **Assessment study on self-effectiveness and level of aspiration of state level volleyball players of Maharashtra**  
Authored by: Dr. Babulal Sadashiv Dhotre  
Page: 553-555



# International Journal of Physical Education, Sports and Health

Online ISSN Number: 2394-1693

Print ISSN Number: 2394-1685

CODEN Number: IJPEJB

★ Indexed Journal

★ Refereed Journal

★ Peer Reviewed Journal

## International Journal of Physical Education, Sports and Health

Peer Reviewed Journal, Refereed Journal, Indexed Journal

P-ISSN: 2394-1685 | E-ISSN: 2394-1693 | CODEN: IJPEJB, Impact Factor (RJIF): 5.38

### *Publication Certificate*

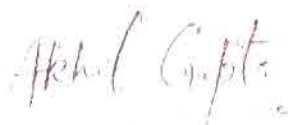
This certificate confirms that "**Dr. Babulal Sadashiv Dhotre**" has published manuscript titled "**Assessment study on self-effectiveness and level of aspiration of state level volleyball players of Maharashtra**".

Details of Published Article as follow:

Volume : 4  
Issue : 3  
Year : 2017  
Page Number : 553-555

Certificate No.: 10-3-69

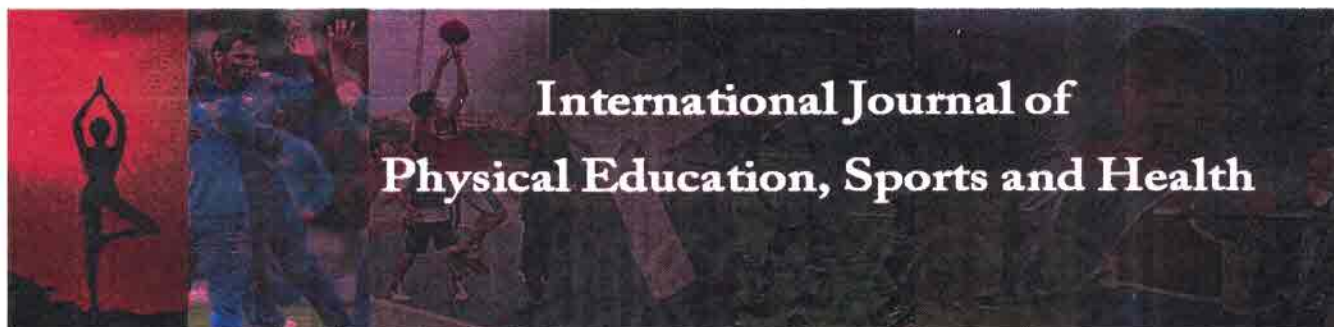
Yours Sincerely,



Akhil Gupta  
Publisher  
International Journal of Physical Education,  
Sports and Health  
www.kheljournal.com  
Tel: +91-9711224068







# International Journal of Physical Education, Sports and Health

P-ISSN: 2391-1685  
E-ISSN: 2391-1693  
Impact Factor (ISRA): 5.38  
IJPESH 2017; 4(3): 553-555  
© 2017 IJPESH  
www.kheljournal.com  
Received: 29-03-2017  
Accepted: 30-04-2017

**Dr. Babulal Sadashiv Dhotre**  
Director, Physical Education,  
H.O.D., Department of Physical  
Education, H.B.T. Arts and  
Commerce College, New  
Subhedar Layout, Nagpur,  
Maharashtra, India

## Assessment study on self-effectiveness and level of aspiration of state level volleyball players of Maharashtra

**Dr. Babulal Sadashiv Dhotre**

### Abstract

The purpose of the present study is to find out Self-efficacy and level of aspiration of state level Volleyball Players of Maharashtra. Fifty (50) State level Volleyball players were stratified random sampling technique who participated in the state level tournament of Maharashtra within the age ranged from 19 to 25 years in Nagpur City. The data was collected by Questionnaire. The descriptive analysis of data was used in the study. The data was analyzed by percentage and graph. The Volleyball players of Maharashtra from Nagpur City were high level of Self-efficacy and Aspiration.

**Keywords:** Self-efficacy, aspiration, volleyball

### Introduction

Self-efficacy is defined as the belief in one's ability to execute certain actions in order to achieve a specific outcome. This theory, proposed by Albert Bandura, plays a significant role for athletes and athletic performance. As coaches, if we can figure out how to nurture our athlete's self-efficacy, then we can begin to help them unlock their full athletic potential. The question is, how do we build practice plans and teach in a way that builds this self-efficacy? Fortunately, there are several sources of self-efficacy and examples of how to incorporate them into your practices.

Self-efficacy is a term that refers to one's belief in one's own abilities to succeed at something. Albert Bandura, a psychologist, came up with the self-efficacy theory in the 1970's. He proposed that people who have high self-efficacy and those who have low self-efficacy are identifiable by unique characteristics on which they have opposing outlooks. For example, people with high self-efficacy tend to:

- Make a definite commitment to achieving high-level goals
- Seek out tasks and opportunities which are difficult and challenging
- Consider failures to be challenges which require additional effort
- Approach challenging situations with confidence

### In contrast, individuals with low self-efficacy are likely to:

- Have weak goals to which they are only marginally committed
- Avoid situations that are challenging
- Focus on the potential negative outcomes of tasks which they are about to undertake
- Play the victim instead of accepting responsibility for negative consequences
- Take failures personally and hesitate to continue on a task

### Self-Efficacy and Sports

Having defined self-efficacy and what differentiates individuals with high self-efficacy from those with low self-efficacy, it becomes evident that self-efficacy can play a vital role when it comes to students playing sports. When we think of sports like baseball, football, basketball, track, and soccer, for instance, we automatically envision successful athletes who are revered by spectators in the stands. These athletes, the ones hitting runs, scoring touchdowns, dunking basketballs, winning relays, and scoring goals, are the ones who have high self-efficacy.

### Correspondence

**Dr. Babulal Sadashiv Dhotre**  
Director, Physical Education,  
H.O.D., Department of Physical  
Education, H.B.T. Arts and  
Commerce College, New  
Subhedar Layout, Nagpur,  
Maharashtra, India



They are confident, accomplished, and get the job done. So, what about the players on the teams who are not so successful?

### The Development of Self-Efficacy in Sports

Every team has them - the benchwarmers. These are the players who sit on the sidelines, waiting for their moment to shine. Among them are the players who lack confidence in their ability to play the game, or win the race. Some of the reasons for the development of low self-efficacy in sports include:

- Past performance as an athlete during practice, scrimmage, or previous games or competitions
- Watching the performance of other players and viewing them as clearly superior in talent
- Poor coaching or coach specific feedback
- Receiving little to no support or encouragement
- Not being provided with the opportunity to demonstrate athletic skill
- Witnessing favoritism in an unfair environment
- One's physical and mental health

Man is the only creature who is inquisitive about the Universe-its services and wonders. In the opening, this inquisitiveness was about concrete things but soon after the focus shifted to abstract metaphysical concepts such as soul, mind, spirit etc. Some logical inclined thinkers became interested in the understanding of emotional processes and the various inspirations on human performance. Physical education delivers consciousness and learning boldness for the physical, mental, emotional, social and spiritual development of the human personality that strengthens the social associations and inspects the impact of contact between the individual, the family, the wider community and the environment on the health of population. Physical education and sport's access every human being has fundamental right for full advance of personality to develop physical, intellectual and moral powers through the educational System and in other aspects of social life. Movements are preshaped in thought, and individuals forestall either hopeful or doubtful scenarios in mark with their level of self-efficacy. Once an action has been taken, high self-efficacious persons invest more effort and persist longer than those with low self-efficacy. When setbacks occur, the former recover more quickly and maintain the commitment to their goals. Self-efficacy also allows people to select challenging settings, explore their environments, or create new situations. A sense of competence can be acquired by mastery experience, remote experience, verbal encouragement, or physiological feedback. Self-efficacy, however, is not the same as positive impressions or unrealistic optimism. Effectiveness is using images mediated the relationship between imagery ability and imagery use. People with low self-efficacy toward a duty are more likely to escape it, while those with high self-efficacy are not only more likely to attempt the duty, but they also will work harder and persist longer in the face of difficulties. Self-efficacy influences: what activities students select, (2) how much effort they put forth, (3) how persistent they are in the face of difficulties, and (4) the difficulty of the goals they set. Students with low self-efficacy do not expect to do well, and they often do not achieve at a level that is proportionate with their aptitudes. They do not believe they have the skills to do well so they don't try.

### Statement of the Problem

The aim of the present study is to find out self-efficacy and level of aspiration of state level Volleyball Players of Maharashtra.

### Objective of the Study

1. To conduct the test of self-efficacy and level of aspiration of state level Volleyball players of Maharashtra.
2. To find out self-efficacy and level of aspiration of state level Volleyball Players of Maharashtra.

### Delimitation

The following are the delimitation of the Studies:

1. The study was delimited to Volleyball Players only.
2. The Study was delimited to individuals between the chronological ages range from 19 to 25 years.
3. The study was further delimited to State Volleyball players of Maharashtra State.
4. Research was delimited to questionnaire study only.
5. The study was further delimited to following parameters namely
  - Self efficacy
  - Self aspiration

### Limitation

1. This study has not taken into cognizance of the influence of outside agencies and communities.
2. The researcher had no control over the daily lifestyle of the subjects which might influence the study may be consider as a limitation.

### Significance of the Study

The following are the significance of the study

1. The result of the present study may by the foundation for a better and improved program and facilities in the special and peculiar condition of Nagpur city.
2. This study will also helpful to those coming students who work on this field.
3. The result of the present study would give the knowledge about self-efficacy and level of aspiration.
4. This research may also make all those concerned authorities and profession in self-efficacy and aspiration to their players.

### Methodology

The present study was undertaken with a view to compare the self-efficacy and level of aspiration of State level Volleyball players of Maharashtra. Fifty (50) state level Volleyball players were stratified random sampling technique who participated in the state level tournament of Maharashtra within the age ranged from 19 to 25 years in Nagpur city. The data was collected by administering the Schwarzer, R and M Jerusalem Selfefficacy Questionnaire and John J Ray, Fear of success and level of aspiration Questionnaire. The descriptive analysis of data was used in the study. The data obtained from given responses in the questionnaire rated according to the key and data was analyzed by percentage and graph.

### Results

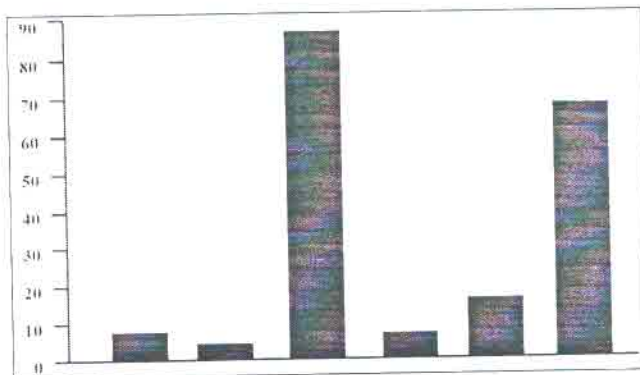
Self-efficacy and level of aspiration of state level Volleyball Players of Maharashtra which was conducted on the entire subject by using the Schwarzer, R and M Jerusalem Self-efficacy Questionnaire and John J Ray, Fear of success and level of aspiration Questionnaire were highlighted in Table 1 and Figure 1.



**Table 1:** Level of Scoring for Self-efficacy and Aspiration of State level Volleyball players of Maharashtra

Variables	Level of Scoring	Scoring	No. of Players
Self-efficacy	Low	10-20	5
	Moderate	21-30	2
	High	31-40	43
Aspiration	Low	10-20	4
	Moderate	21-30	11
	High	31-40	35

From the Table 1 revealed that the level of Self-efficacy and Aspiration of State level Volleyball players of Maharashtra found to be high scoring in between 31-40 which had 43 (forty three) players out of 50 (fifty) and 35 (thirty) players out of 50 (fifty) respectively. Figure 1 stressed the graphical.



**Fig 1:** Level of Percentage for Self-efficacy and Aspiration of State Level Volleyball Players of Maharashtra representation for Self-efficacy and Aspiration of state level Volleyball players of Maharashtra showed highest 86% and 70% respectively on the score level of 31-40. Hence it proved that the Volleyball Players of Maharashtra from Nagpur City were high level of Self-efficacy and Aspiration.

## References

1. Brandy MC, Terry FP. II. Meeting High Standards: The Effect of Perfectionism on Task Performance, Self-esteem, and Self-efficacy in College Students. *Psychology and Behavioral Sciences*. 2013;2(3):117-123. <https://doi.org/10.11648/j.pbs.20130203.16>
2. Albeit B. On the functional properties of perceived self-efficacy revisited. *Psychology review*. 1984, 191-215.
3. Allport GW. *Pattern & Growth in Personality*, New York: Holt, Rine hart swinston; c1961.
4. Amanda H. The relationships between self-related perceptions, motivation, aspirations and achievements in an academic setting. Ph.D. Thesis; c2011.
5. Antti EA. *Sociologica*. Level of Aspiration in career selection. 1962;5(4):239-248.
6. Arruza JA, Telletxea S, De Monies LG, Arrihas S, Balague G, Cecchini JA, *et al*. Understanding the relationship between perceived development of the competition plan and sport performance: mediating effects of self-efficacy and state depression. *Percept Motor Skills*. 2009;9(1):304-14.
7. Bandura ZS. Self-efficacy: the exercise of control; c1977. p. 399-410.
8. Bandura A. *Social Foundations of Thought and Action: A Social Cognitive Theory* (Englewood Cliffs NJ: Prentice - Hall); c1986.
9. Julian B, Mike A. Self-efficacy beliefs and tennis performance. *Cognitive Therapy and Research*; c1983 June. p. 265-272.
10. Maehr M, Pintrieh PR. (Eds.). *Advances in motivation and achievement*. Greenwich, CT: JAI Press, 10:1-49.
11. Maddux JE, Fred CL. Self-efficacy in the workplace: Implications for Motivation and Performance. *International journal of management, business and administration*. 2011;14(1):277-287.
12. Martin JJ, Gill DL. The relationships among competitive orientation, sport confidence, self efficacy, anxiety and performance. *Journal of Sport and Exercise Psychology*. 1991;13(4):149159.
13. Enrico D, Jeroen van de V. *Aspiration Level, Probability of Success and failure, and expected utility*; c2006. p. 1-31.
14. Nancy E, Gail M. Applications of self-efficacy theory to uunderstanding career choice behavior. *Journal of Social and Clinical Psychology*, Special Issue: Self-Efficacy Theory in Contemporary Psychology; c1986. p. 279-289.
15. Orio S. Influence of the affective, economic cultural dimensions of the family on the level of aspiration. *Bulletined Psychological Applicants*; c1969. p. 91-93.
16. Singh T, Bhardwaj G, Bhardwaj V. Effect of self - efficacy on the performance of athletes. *Journal of Exercise Science and Physiotherap*. 2009;5(2):110-114.
17. Byrd M. Perfectionism hurts: Examining the relationship between perfectionism, anger, anxiety and sport aggression (Submitted to the Faculty of Miami University in partial fulfillment of the requirements for the degree of Master of Science, Department of Kinesiology and Health); c2011.
18. Gallucci NT. *Sport psychology: Performance enhancement, performance inhibition, individuals and teams*. New York: Psychology Press; c2008.
19. Gotwals JK, Stoeber J, Dunn JGH, Stoll O. Are perfectionistic strivings in sport adaptive? A systematic review of confirmatory, contradictory, and mixed evidence. *Canadian Psychology*. 2012;53(4):263-279. <https://doi.org/10.1037/a0030288>