

Male Volleyball Players' Self-Esteem in the Context of Volleyball Competition

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Abstract

The goal of this qualitative study is to evaluate the self-esteem among male volleyball players. The participants in this study were 20 male volleyball players from the urban areas of the Province of Sindh Public Boys College. Both volleyball players at college and provincial level participated in the volleyball game. The player was between 16 and 20 years of age. The focus group discussion was used to explore the self-esteem of players. In Focus group discussion, participants are of the view that low self-esteem undoubtedly have a greater negative effect on the team's psychology. Negative attitudes towards oneself, people's evaluation or opinion, fear of failure, risk of competitive climate, fear of adversary, low level of efforts, nervousness, negative feedback, rejection, criticism, nervousness, coach, team mates and high expectations of the audience are the factors that can contribute to low self-esteem. The study proposed some recommendations for future researchers.

Keywords: *Self-esteem, volleyball players.*

1. Introduction

Volleyball requires an ability of fast attention focus and refocus, and emotional stability and flexibility of a player. The unpredictable setting cause psychological pressure, leading to stress that one should know how to cope with (Ajeesh, 2013). The best athlete may become apprehensive about competitive sport. Factors that work behind it are aspirations, fear of failure, and lack of self-reliance (Mottaghi, Atarodi & Rohani, 2013).

Sports Competition: Socio-psychological factors play a major role in encouraging the best results of athletes during Competitive sports. Competitive sports require physical, mental and psychological endurance. Such sports are more distinct than those games that do not require passiveness. In terms of aggressiveness, degree of competitiveness, intensity and exclusivity, professional sports are accepted (Dionigi, 2006). In addition, such sports encourage an athlete to make choices, which helps an athlete to build trust in the pursuit of skill acquisition (Niederle, Muriel & Vesterlund-Lise, 2011).

Self-Esteem: Many studies shed light on the term self-esteem, which reflects the complete emotional evaluation of one's own worth by human beings considering one's self-assessment and perception. Self-esteem involves opinions and emotions such as triumph, dejection, dominance and humiliation (Ajeesh, 2013). Self-esteem is defined as an overall emotion of his actions and his or her satisfaction with his or her achievement is considered by the individual (Baumeister, Campbell, Krueger & Vohs, 2003). Self-esteem is divided into two types: worldwide self-esteem and particular self-esteem. Global self-esteem refers to a general evaluation of self-experience with broad-ranging consequences. Specific self-esteem in broadly defined domains relates to self-evaluation (Baumeister et al., 2003).

Objective of the study

- To investigate volleyball Male players' self-esteem in context of volleyball competition.

2. Literature Review

Researchers recognized that such high-intensity sports are naturally nerve-wracking and competitive settings stress competitors' mental demands. When a person has doubts about his ability to deal with stressful states, anxiety is contemporary (Esfahani & Gheze, 2010). In this regard, Volleyball has been recognized as a professional game in the last few years, fostering competition among volleyball players. Volleyball requires physical, mechanical, mental and tactical skills that are combined (Yadev, 2015). Researchers indicate that Psychological variables are believed to rise to high levels during competitive sports (Dairjurko, Gorannestic & Toplicastojanovic, 2013). When volleyball players are nervous, they are concerned about not getting the right position in the initial lineup, serving, smashing and blocking. Playing a different position or being assessed by others adversely. The number of studies were conducted on the impact of self-esteem on the performance of players.

In 2013, Ajeesh also explored the contribution of self-esteem and variables that reduce or increase emotions such as victory, pride, shame and despair during competition. Further perceptions of being competent to deal with problems if self-esteem is highly developed, but if it is developed, players experience a low feeling of incompetence. The research was conducted in 2002 by Koivula, Hassaman and Fallby to find out the strategies linked to self-esteem and sports competition. The results showed that players with high self-esteem had a more positive perfectionist pattern, while players with low self-esteem had a negative perfectionist pattern.

3. Methodology

The participants of this study were 20 male volleyball players from Public Boys colleges of urban areas of Sindh province. All volleyball players participated in volleyball game at collegiate and provincial level. The player ranged from 16 to 20 years. The current study employed qualitative approach. Focus group discussion was used to explore an in-depth understanding of volleyball players' perception about their self in context of competition. For analyzing FGD data, Krueger's (2002) Analysis framework was employed.

4. Results

The results indicate that low-self-esteem players have no opportunity to deal with negative feedback and assessment. The responses in FGD indicates that the Failure, negative judgment, psychological instability, rejection and one's perception are causes for low self-esteem among players. The players' greater self-esteem is further confirmed by participants in FGD. They view that the confidence that players have over themselves. It also shows the importance that participants attribute to themselves and the agreement of respondents that they believe they are born with a good number of characteristics that form their personality, as well as other respondents that obviously they are encouraged by the masses much of the time and they are considered exceptional in the comparison of popular people.

The higher self-esteem of volleyball players is further demonstrated by this negation, which is why most of them have declined to consent to the argument that they are failure. This shows that respondents agree with the argument that they do not consider them a failure. They're not taking them for nothing. Their understanding was in line with their expectations. They're not taking them for nothing. Their perception fitted their expectation. However, with a small variation, the percentage of agreement can be observed, but as a result, a significant number of athletes have self-satisfaction, they respond favorably to life.

Surprisingly, the results reveal a very small proportion of participants disagreed with believing themselves to be equal to other players indicating their greater self-esteem. Participants' responses in FGD further demonstrates a feeling of lack of self-concern and lack of consistency in order to

level their shoulders with other people. In addition to their learning to view the individuals around them, the world around them relies on their assessment framework.

Subjects disagreed that they did not compare themselves with negative assessment, self-hatred, inferiority and self-pity rather than taking pride. Self-worth is further verified. In short, their attitude to themselves was similar to their optimistic appraisal, self-respect and self-acceptance.

The data leads the researcher to agree that volleyball players have greater self-esteem and that they regard themselves and have respect for themselves positively. Participants in FGD demonstrated great satisfaction with themselves, while a quarter of respondents disapproved.

The lower self-esteem of volleyball players is only expressed by majority of participants confirming that they did not feel self-satisfied in terms of self-respect. It portrays the low self-esteem of respondents. In addition, they needed more recognition for themselves, and this may be a sign of low self-esteem.

Interestingly, Responses indicate that volleyball players have a great sense of self-respect for themselves. In addition, Participants were of the views that they trust their skills and do not believe they have lower self-esteem. Their emotions about themselves are very unstable. Most of the time, they are persuaded that they are worthless. FGD findings suggest that the participants experienced the feeling of nervousness demonstrating the feeling of nervousness that can be triggered by high expectations of coaches, teammates and audiences, real climate, fear of opponents.

Results also indicate the details about the physiological symptoms before the start of competition. The most striking aspect revealed during Discussion is that most participants experienced somatic anxiety coupled with physical stress and stomach butterflies. In the body and mind, competitive conditions produce pressure. It physiologically impairs the player. In addition, it undermines confidence, mental resilience, and ability level and causes nervousness to interrupt results. It is confirmed by participants that in pre-performance game, they experience jitters of somatic anxiety. Before the start of competition, the majority of the volleyball player experienced somatic anxiety.

In addition, because of the inadequacy, rapid heart rate, sweaty hands, shivering legs and tensed muscles are observed becoming part of competition. Fear of social circumstances makes them hyperventilate. When something unusual happens to them, their incursive thinking produces a compulsion to draw. FGD Participants experienced a degree of discomfort in relation to competition, which confirms the level of discomfort in relation to competition among respondents.

The competition anxiety was seen as being difficult for them to manage. Furthermore, competitive pressure remains unhandled much of the time after perceiving the dangerousness of such conditions, resulting in fear of failure and inadequacy. Since they are unable to regulate pre-performance attention focus, being too nervous to enter the field is dangerous to them, they are unable to relax out of regulate nerves. Caused by inner reaction stuff that focuses on all three items that quarantine your level of stress will drift back through the attic attention, resulting in nervousness. Losing emphasis results in a nervous break in concentration

5. Discussion

There are a few clear reasons why self-esteem is low. Few of the answers to the discussion show that most of the study participants reported similar responses. They understand that fear and feeling of inadequacy are the reason why they contribute to low self-esteem. This is the product of being embarrassed by coaches and sports teachers and sports teachers for bad results. They often appear with a low level of motivation during performance, so they struggle to receive services or fail to deliver the ball efficiently to the court of the opponent during the rally, causing participants to be nervous, resulting in the participant's performance deteriorating, which annoys the coach and sports teacher, resulting in ridiculing players who eventually challenge their self-esteem. In players, it induces a sense of incompetence and at that moment he feels low.

It is widely found that on the field and in the presence of other rivals who bring them in great embrace, players are mocked and insulted and they view such actions as a sign of disapproval that often leads to criticism or punishment. An athlete interprets this as a statement on their worth as an individual (Yadav, 2015). It is often shown that the concerns of coaches are related to outcomes. Instead of benefiting from his results by predisposing attributes, coaches consider victory a primary goal. It is usually seen that when a person succeeds, he is showered with praise for failure, harsh criticism and rejection. Athletes with poor self-esteem are unable to change their thoughts. They have bad perceptions about themselves, their dealing with themselves is often bad, and as a result of this mindset encourages unfair treatment by others, they remain unaware of the potential within themselves. Finally, through frequent, overt and public failures and rejections, self-esteem may be destroyed.

Another result is that mistakes are made because errors are perceived to be part of the game, but coaches do not stay unbiased. At the time of the player's mistake, they are inflexible and impatient, resulting in the change of player during matches that lowers the self-esteem of the player and they precisely never take the risk of new learning from their errors (Yadav, 2015). The answers to the FGD show that the study participants feel that their nervousness is due to their enemies around them. It makes them nervous and they feel unable to keep the results running. Likewise, the good/ bad feeling of the individual regarding themselves depends significantly on the predicted outcome when they feel threatened by the involvement of other team mates and competitors who can do better than them. They connect age to more experience, to more achievement. Observing these conditions, they feel threatened by their self-esteem and it triggers their low self-esteem because they feel that he might not be as capable as the friends and opponents of their team. It also suggests that the inability of participants to succeed directly affects his self-esteem. Furthermore, athletes equate themselves to others and discover their contribution to the team that coaches and colleagues remain unaware of, reducing the involvement of players in team work. Determining the understanding of their abilities and their own effects on actions. Their environmental interpretation, informed by assessment. The response to failure and appraisal by others is low self-esteem.

The results are confirmed by the FGD responses. Since schooling, the participants have never been exposed to such sports environments, it is widely observed that most government schools do not provide sports activities or organize such sporting events that could provide students with exposure to such demanding environments. They pursue opportunities to engage in athletic events while they study at college and such an atmosphere is totally new to them. Therefore, after getting into such an atmosphere that decreases their self-esteem, they remain apprehensive. Many first-year players are reserved for the next competition, and coaches tend to only witness their insights during matches. Most coaches agree that first-year players are in the learning process, so testing their skills will not bear fruit in practice as it is so that it can also impact practice and teamwork between players.

The different opinions of participants clearly indicate that, due to academic engagements, most participants are not allowed to continue their practice as a result of failing to show satisfactory results, so they are totally ignored by coaches during team formation. It also demonstrates that the player ties his self-esteem to the appraisal of individuals around him, so he feels terrified of being mocked. When one of the participants is needed. He explained it very thoroughly that mostly parents set expectations and want their children to meet the set expectations, but not to disappoint their expectations. Therefore, they prohibit their children from taking part in extracurricular activities, specifically sports activities. The most significant factor seemed to be the impact of their parents and coaches on the level of self-esteem of players. Parents, peers, and

coaches' interactions and feedback may have a great impact on one's self-esteem, thereby impacting one's motivation, learning and success.

Most athletes are never appreciated by parents as being adaptive to sports as a discipline in the sense of our society. Moreover, as sports are never taken as a source of bread and butter, most parents never gain interest and encouragement. The degree of concern, acceptance and interest displayed by parents is therefore influenced by this. Such activities have detrimental and lasting effects on players' self-esteem, while he is given a small advantage over being female as a male player. As parents do, negative coaching brings the same degree of disrespect, discouragement and interest.

In addition, analyzing the involvement of different age groups in the current sample, high participation of the age group of 17 to 18 years is found that this age group is more likely to participate in intercollegiate activities that are held very frequently every year. The aforementioned event is also the most playable event, so players in this age group are highly motivated to participate. In pre-competition practice and during the peak season of competition, this age group remains occupied, steadily removing their hesitation and fear of environment. In terms of specifics, the 15 to 16-year-old age group remains reluctant to participate because they remain in the learning process, their skills are being developed, so they are not given priority during team selection and are kept at the stand for the next competition. For observation only, they are taken to competition. Given that the age group is 19 to 20 years of age, the number of activities falls at the graduation stage, so this age group does not benefit from participation.

In addition, demonstrate why students at the early educational level prefer to engage in physical activity and athletic competition due to greater interest and motivation in athletic at the beginning of the year. It is instantly evident that the highly played level during studies is this educational level. In the current research, it is evidently found that the self-esteem of 2nd year players is higher than that of other players at the educational stage. In addition, it shows the level of self-esteem in volleyball players at various levels of education. It can be seen clearly that the highest result is the level of normal and low self-esteem in intermediate-level players. The higher self-esteem of intermediate level players is triggered by the greater exposure to the sports / competition events they have, but first-year players are low in self-esteem as well as players at the graduation level. In the first year, players take time to discover their skills, improve them accordingly and prepare them psychologically for the competitive world. It takes enough time for this whole process to be completed. On the other hand, graduation level players are often occupied with their studies. In addition, the amount of competition decreases. It is found that volleyball championship is ignored to be held for a few years, reducing participation at graduation level. The lack of championships has changed dramatically. This resulted in Sindh's lower participation in intervarsity competitions.

Research shows that players in team sports are open to a competitive and stressful climate. These factors influence the player's collective working and mental characteristics. The other component of low self-esteem and high anxiety is the subject's social appraisal. Unfortunately, less time is expended on mental preparation by coaches. It is assumed that the value of psychological factors should never be overlooked in the success of any sports event. Those players who are responding to what they are able to do and how others see them influencing the self-esteem of a player through continuous interaction with their body and social environment.

The social support an athlete gets from other individuals if they achieve social recognition. Positive reinforcement is an affirmation of fruitful doing. It typically helps to build a positive self-esteem, whereas excessive criticism or lack of interest in players has a negative impact on the

growth of their self-esteem. It is evident that a significant number of participants have low self-esteem, while fewer participants have normal self-esteem. The low self-esteem of players is demonstrated by the higher proportion of volleyball players. It is clear that players with low self-esteem have little capacity to cope with negative feedback and appraisal. They see people with a negative view, the environment and everything around themselves. Failure, negative judgement, psychological instability, rejection and one's perception are causes for low self-esteem among players.

6. Conclusion

The aim of this study was to explore the self-esteem among male volleyball players. The findings of the current research showed the subjects with low self-esteem. Many participants tended to have high self-esteem, but most of the study population displayed low self-esteem. Self-esteem undoubtedly has a greater negative effect on the psychology of the team. Those variables that can in turn lead to low self-esteem are negative attitudes towards oneself, people's appraisal or judgment, fear of failure, danger of competitive environment, fear of opponent, low level of efforts, nervousness, negative feedback, rejection, criticism, nervousness, coach, team mates and viewer's high expectations.

7. Recommendations

- It may also be important to figure out what variables may have contributed to low self-esteem in participants.
- A researcher may engage into an experimental research to make the volleyball player evaluate his own performance and compare it in different phases and use this knowledge to make decisions about his own performance.

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