

Self-Concept of Volley Ball Players in India: Review of Literature

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Abstract

It can be said that the concept of leadership has occurred since the times when the living beings began to live together. Şişman (2002) stated that historically, the concept that can be traced back to the existence of mankind began to be used in academic manners after the first half of the 19th century. Parlak (2016) also mentioned that leadership is an old phenomenon as much as human history. People who are social beings need leaders in every period of history. It is an inevitable reality that societies or organizations always need the leaders (Bayrak, 1997). With the ever-growing technology, information sharing tools and the increasing number of individuals who produce information, there is a lot of definition of leadership. Leadership is one of the concepts that have been defined a lot. Some of these definitions are as follows: to lead a group, to act, to make their work more efficient by motivating the employees, to collect a group of people in the direction of a certain purpose, the person being treated in accordance with the orders and instructions, to perceive the problems and show the solution options to the members (Sungur, 1997; Koray, 1997; Eren, 2000; Doğan, 2007).

Keywords: REVIEW OF LITERATURE, SELF-CONCEPT, VOLLEY BALL PLAYERS

Introduction:

Reconnoitering the possibilities of Coordinative abilities, the mystery of body and mind has long occupied researchers within fields such as phenomenology, psychology and cognitive science. Coordination is the ability to repeatedly execute a sequence of movements smoothly and accurately. Co-coordinative abilities are also needed for maximum utilization of conditional abilities, technical skills and tactical skills. In Volleyball, technical and tactical skills, anthropometric characteristics and individual physical performance capacities are most important factors that contribute to the success of a team in competitions (Hakkinen, 1993). Coordinative abilities are the generalized psychometric performance prerequisites having the functions of movement control and regulation. Coordinative abilities enable the sportsman to do a group of movements with better quality and effect. (Pramanick P., 2011). The Coordinative ability is the core of ability, which considered the “Spine of Motiveness” (Epuran M., 1996). Coordinative abilities are needed for maximal utilization of conditional abilities, technical and tactical skills (Singh 1991). The coordinative abilities to a great extent determines the maximum limits to which sport performance can be improved in several sports which depend largely on technical and tactical factors (Ruhel et al., 2010)

Motor learning process, continuous refinement and modification of sport skills to large extent depends on the level of coordinative abilities. Amateur players in particular still have to invest most of their training time in technical and tactical training as well as in endurance and strength training, whereas coordinative training is not encouraged so much (Gstottner et al. 2009). A player's coordinative mastery over a sport technique can make him compete efficiently and effectively. Coordinative abilities become effective in movements only through the motor abilities and actively determined drives and cognitive processes (Hirtz 1985). In different sports requirement of coordinative abilities differ and these abilities ensures higher economy of movement, whereas in some sports events they help in higher frequency of movement with high explosiveness and force application. In strength sports they help in putting maximum effort in a short time and at the right time. But, where the technique dominates the event, these abilities help in better learning, stabilization, variability and autoimmunization. Apart from performance improvement, in team games coordinative abilities ensures an effective use of tactical abilities in the continuous changing situations. (Lothar Kalb, 1979).

REVIEW OF LITERATURE

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is purely an internal model which comprises self-assessments. Features assessed include but are not limited to personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises. Future or possible selves represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Self-concept has been a topic of interest of many disciplines such as theologians, philosophers, political scientists and novelists. James (1890) and Baldwin (1895) have analysed the self in terms of its constituent parts such as traits, characteristics, aspirations etc. Self-concept, according to Guilford (1966), is not an inherited quality rather it is formed as a result of an individual's experience and interaction with his environment. Self-concept has been defined by different psychologists in different ways. Raimy (1943) defined self-concept as, "the more or less organised perceptual object results from present and past self-observations", or "what a person believes about himself". Self-concept is the way in which the individual reacts to himself. According to Alderman (1974) self-concept may be defined in terms of personality traits such as selfconfidence, self-assurance, self-assertiveness, self-esteem, self-regard, self-consistency, selfenhancement and self-respect. Self-concept is learned by an individual's interference from his unique experiences. For this, logical scheme has been suggested which involves three steps i.e. observation of behaviour, quality of an individual, and his personality. Self-concept is the means by which we create our image and identity. Therefore self-concept is the core dimension of one's personality. It determines the kind of adjustment the person will make. A change in the self-concept will bring changes in the entire personality. Changing one's selfconcept requires tremendous insight. This means that a person must be able to see himself as he actually is, not as he would like to be or as others perceive him. Self-concept is an individual's way of looking at himself. It also signifies his ways of thinking, feeling and behaving. Large number of studies has been conducted in the field of sports personality. Diversified results has been reported like; Smith, E. R. (2008) [19], Secord, P. & Jourard, S. (1953)[18] , Schilder, P. (1935)[15] , Schneider, A.A. (1965)[16] , Scymon, E. W. (1956)[17] , Lun, A. (2019), Thoker, Aashiq (2017), Nimisha, Loopes & Ajankay, A. K. 2016; Ward, M. T. (2005) [22] , Auke Tellegen, David T Lykken, Thomas J. Bouchard, Jr., Kimberly J. Wilcox, Nancy L Segal, Stephen Rich (1988) [1], Bong, M., & Clark, R. E. (1999) [2] , Byrne, B. M. (1984) [3] ". In pursuance to the investigator consider it pertinent to explore the below mentioned problem.

In 1980, Mans and Sims (1980), expressed that self-management can be describes as a process whereby a person is faced with immediate response alternative involving different consequences and the person chooses an apparent low-probability response. And, in the '90s, Bass (1990) stated that most relationships between the managers and their employees are quite different; this situation has continued to still improve since then. It is generally stated in the literature that there will be a need for greater intensity leadership in organizations in the coming years (Tengilimoglu, 2005), that it will not lose its importance (Parlak, 2016), and that today's organizations will need effective leaders who understand the complexity of the rapidly changing global environment (Nanjundeswaraswamy and Swamy, 2014). Today, however, it is expected that the individual can self-fulfill and self-accomplish to something, self-initiating, be entrepreneur, and be helpful for working life in terms of organizations. Generally, leadership theories are categorized according to the leader definitions. The most common leadership theories

are: Trait Theory (1930's-1940's), Behavioral Theories (1940's-1950's), Contingency Theories (1960's), Modern/Contemporary approaches to Leadership (1970's-1980's), and Neo-Charismatic Theories (1990's). Looking at Modern Leadership Theories, leadership styles such as instructional leadership, cultural leadership, ethical leadership, visionary leadership, super leadership, self-leadership etc. appear to have emerged. It will continue to be a field of work on leadership, now and in the future, as it has in the past. Stewart et al. (2011) also indicated that important research focused on the concept of self-leadership over the last 30 years.

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