Chapter Five

SUMMARY, CONCLUSIONS
AND RECOMMENDATIONS
Chapter V

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Volleyball is one of the most popular successful, competitive and recreational team sport in the world, characterized by short, high energy bursts and periods of rest. The game is fast, exciting and the actions are explosive in nature, comprises several crucial overlapping elements whose complementary interactions render it unique amongst rally games. Volleyball is more player dominated game where the players tend to deal with individual and group oriented special tasks. The playing environment in volleyball changes quickly and constantly because of the movements of the players, the speed of the incoming ball and the interpersonal relationship among the players within the team.

Volleyball has developed into highly competitive sports which require a high level of physical fitness. The different skills involved in volleyball have their own different physical requirements. Irrespective of the gender, volleyball players must be tall with good muscular strength, agility, flexibility and cardiovascular endurance. The minimum requirements of individual techniques demand a certain degree of physical abilities. Volleying requires strength of the fingers and wrist, blocking and spiking demands the ability to jump high enough to contact the ball when it is above the net height. The game requires quick, sudden movements with speed and fast reactions.
The physiological characteristics of a volleyball player necessitate an increase in speed of movement to successfully retrieve the ball, from a block or a spike, from a tip pass etc. For this the muscular energy sources have the scientific base. To satisfy the demands of the volleyball skills, the fast motor units will be made use of and the energy will be produced through anaerobic metabolism.

The psychological requirements of volleyball players include the sense of space and time, a good sense of sight and motion. Perception consciousness, a sense of feeling for the ball, power of attention or concentration, confidence, motivation, tough-mindedness and team cohesion. The player must have those complex mental or psychological states or qualities related to winning or losing contests. These qualities include the mood, determination or will power, capacity for interdependent thinking and develop interpersonal relationship (FIVB, 1996).

Mental Toughness is an unshakable perseverance and conviction towards some goal despite pressure or adversity. This includes psychological attributes such as self-belief, unshakable focus, high level of concentration, good determination with greater level of self-confidence and motivation.

Mental toughness is the natural or developed psychological edge that enables a player to generally cope better than the opponents with many demands like competition, training and lifestyle that are placed on as a better performer.

Cohesion is the glue that binds a group of people together. A cohesive group acts together and sees itself as unified. A non-cohesive group pulls in different directions and sees itself as a collection of individuals. Small groups are more
cohesive than large groups. In volleyball, team members got to know each other, workout their roles and bound to have interpersonal relationships.

The purpose of the study was to compare mental toughness and team cohesion among the senior, junior and sub junior national level female volleyball players. Total 180 subjects were selected, 60 each from the senior, junior and sub junior sections. All the subjects were taken from senior national championship held at Vishakapatnam, AP, from 19th to 28th December 2008, junior national championship held at Chinakurali, Pandavapura taluk, Mandya District, Karnataka from 11th to 18th January 2009, and sub junior national championship held at Shimoga (Karnataka), from 16th to 22nd November 2009.

The subjects were selected at random from the teams qualified for the quarter finals onwards. The subjects were mainly from Indian Railways, states such as Kerala, Tamil Nadu, Andhra Pradesh, Karnataka and West Bengal among seniors, Kerala, Karnataka, West Bengal, Goa, Maharashtra, Gujarat among Juniors and Kerala, West Bengal, Tamil Nadu, Karnataka, Uttar Pradesh and Maharashtra among sub juniors.

The age groups of the seniors were above 19 years of age. The juniors were between the age group of 16 to 19 years and the sub juniors were below 16 years of age.

To measure the mental toughness of the subjects, Mental Toughness Questionnaire (MTQ) by Allan Goldberg was administered. The MTQ consist of 5 aspects such as reboundability, the ability to handle pressure, level of concentration, confidence and motivation. To measure the team cohesion, Group Environment Questionnaire (GEQ) by Carron et al., was administered to all the subjects. The GEQ
consisted of our sub scales such as; Individual Attraction to Group–Task (ATG-T), Individual Attraction to Group–Social (ATG-S), Group Integration–Task (GI-T) and Group Integration–Social (GI – S).

Both the questionnaires were administered to all the subjects at the competition venue during the championships. Necessary instructions were given to the subjects regarding how to give their responses to the questions.

The duly filled up questionnaires by the subjects were tabulated according to the keys prescribed by the concerned authors. The data collected were analysed by using One Way Analysis of Variance to find out the significance of difference followed by Least Significant Difference Post Hoc Test. The level of significance was set at .05. The SPSS 9.0 version was used.

The results of the study revealed that there were significant differences in all the aspects of mental toughness and team cohesion. It was found that the senior national female volleyball players were superior in all the aspects of mental toughness as well as all the sub scales of team cohesion compared to their counter parts. The sub junior national level female players were found inferior in all the aspects of mental toughness and team cohesion to their junior level counter parts.

CONCLUSIONS

On the basis of the results and within the limitations of the study, the following conclusions were drawn.

1. Senior national female volleyball players were found superior in the reboundability aspect of mental toughness compared to junior and sub junior national level female volleyball players.
2. Senior national female volleyball players were found superior in the ability to handle pressure aspect of mental toughness compared to junior, and sub junior national level female volleyball players.

3. Senior national female volleyball players were found superior in the concentration ability aspect of mental toughness compared to junior, and sub junior national level female volleyball players.

4. Senior national female volleyball players were found superior in the level of confidence aspect of mental toughness compared to junior, and sub junior national level female volleyball players.

5. Senior national female volleyball players were found superior in the motivation aspect of mental toughness compared to junior, and sub junior national level female volleyball players.

6. Senior national female volleyball players were found superior in the total mental toughness aspect of mental toughness compared to junior, and sub junior national level female volleyball players.

7. Senior national female volleyball players were found superior in the Individual Attraction to Group–Task (ATG-T) subscale of team cohesion compared to junior, and sub junior national level female volleyball players.

8. Senior national female volleyball players were found superior in the Individual Attraction to Group–Social (ATG-S) subscale of team cohesion compared to junior, and sub junior national level female volleyball players.

9. Senior national female volleyball players were found superior in Group Integration–Task subscale of team cohesion compared to junior, and sub junior national level female volleyball players.
10. Senior national female volleyball players were found superior in Group Integration–Social subscale of team cohesion compared to junior, and sub junior national level female volleyball players.

11. Sub junior national female volleyball players were found inferior in reboundability aspect of mental toughness compared to senior and junior national level female volleyball players.

12. Sub junior national female volleyball players were found inferior in the ability to handle pressure aspect of mental toughness compared to senior and junior national level female volleyball players.

13. Sub junior national female volleyball players were found inferior in the concentration ability aspect of mental toughness compared to senior and junior national level female volleyball players.

14. Sub junior national female volleyball players were found inferior in self confidence aspect of mental toughness compared to senior and junior national level female volleyball players.

15. Sub junior national female volleyball players were found inferior in motivation aspect of mental toughness to senior national level female volleyball players. No significant differences were found in motivation aspect between the junior and sub junior national level female volleyball players.

16. Sub junior national female volleyball players were found inferior in the total mental toughness score aspect of mental toughness compared to senior and junior national level female volleyball players.

17. Sub junior national female volleyball players were found inferior in ATG-T sub scale of team cohesion compared to senior and junior national level female volleyball players.
18. Sub junior national female volleyball players were found inferior in ATG-S sub scale of team cohesion compared to senior and junior national level female volleyball players.

19. Sub junior national female volleyball players were found inferior in GI-T sub scale of team cohesion compared to senior and junior national level female volleyball players.

20. Sub junior national female volleyball players were found inferior in GI-S sub scale of team cohesion compared to senior and junior national level female volleyball players.

RECOMMENDATIONS

On the basis of conclusions made from the results, the following recommendations are made.

1. It is recommended that at all levels of volleyball training provision may be made for enhancing the mental skills to develop mental toughness of the players.

2. It is recommended that specific programme may be chalked out to develop mental toughness by setting up realistic goals, focusing on what is important, quickly get rid of the mistakes and reaching back into action quickly and also avoiding getting psyched up.

3. Volleyball players may be taught how to control the activation, maintaining steady and positive mood and also to stay motivated during training and competitions.

4. Players of different levels may be given enough exposure which will enable them to develop their self confidence and problem solving ability.
5. It is suggested that situational training may be implemented to help the players experience different situations they may come across during the competitions.

6. Coaches may choose tougher opponents and difficult competitions for their players during the process of training and for the direct preparation of important competitions.

7. More stress may be given for training the mental skills to develop the mental toughness as the senior players were found not up to the mark in this overall mental toughness score at par with their international counterparts.

8. It is recommended that all levels of volleyball training provision may be made for enhancing the team cohesion of the players.

9. It is recommended that specific programmes may be chalked out to enhance the team building. Spirit through setting individualistic and group goals and inculcating a sense of belongingness among the team members.

10. It is recommended that individual task oriented training programmes maybe organized for improving various aspects of team cohesion.

11. It is further recommended that group oriented training programmes also may be incorporated in the training for improving the team spirit among the players.

12. Similar study can be conducted by selecting male subjects at various levels of performance.

13. Similar study can be conducted by taking different psychological variables which were not taken in this study.

14. Similar study can be conducted to establish relationship between various psychological variables with the volleyball performance.