

CHAPTER – I

INTRODUCTION

The purpose of the study was to analyze the facts and factors behind the successful performance of Mr. Ranveer Singh in volleyball at State, National and International Level Competitions.

Volleyball is one of the most exciting and spectacular game in the world like all other sports and games volleyball popularity in the world over 270 affiliated to the international federation lies in its essential simplicity by its nature the games of volleyball requires cooperation and communication a team's success depends upon the individual skills and the techniques contribution of each individual efforts leads to over all teams performance. A true team is composed of individuals who ultimately understand the languages of the game.

The perfection of the techniques leads to the players for the high level performance, without proper technique we cannot go for the tactical preparation. Learning the technique efficiently it will help in avoiding the fit falls in the execution of technique inverting situation. The technique in volleyball does not exist for its own sake.

Volley ball technique can be characterized by the speed and strength action the accuracy of the action of the ability to decisively overcome the opponents therefore the principle of expediency and the principle of the economy are the most valid principles in the volleyball techniques important for the high level performance there has been a number of sources of information published in the recent years regarding the various means and methods to develop techniques of the popular in volleyball.

All the incidents which have happened in the subject carried can be brought out.

The changes in personality trails of the subject can be brought out.

Since the case study in the area of volleyball performance chosen by the investigator is very large, the present study is delimited mono case.

The study is delimited the information provided by the subject and also through his family members, friends / team mates.

It has been hypothesized that the main facts responsible for outstanding achievements is higher strong will power Endeavour, sincere effort. Ranveer Singh is supportive and socially reciprocal.

Term “Case Study” may be defined “A qualitative analysis involving a very careful and complete observation of a person situation or an institution”.

“What a person does is distinguished from what is his potential is”.

The study may provide an opportunity to assess the background of the performance of Mr Ranveer Singh.

It may help to ascertain the reason behind the subject high level performance from state, national and international competitions.

This study will also help to understand the training background of the player.

Hindrances due to inadequate facilities faces during his training programming would also be explored.

It will be a contribution to coaches and teachers to mould the future players and enhancing their performance in the field of physical education and sports.

Certain measures could be drawn to improve the sports and games at different level and area.

Volleyball, an extremely popular team sports belongs to a group of receiving sports played on teams. Two teams stand on opposite sides of a court divided into two equal parts by a net. The standard court dimensions (9m x 18), net, height (2.24 m for women or 2.43m for men) and the number of players (6 x 6) may be towards actual player development or to meet the needs of particular groups. The game is played in win points, sets and finally, the match. There is no time limit, without coming into direct physical contact with the opposing team each side to put the ball into the opponent's court in such a manner that it falls to the floor or cannot be returned over the net. The ball may be played a maximum of three times touch on before it must be played into the opponent's court. Fault results in point being awarded to opponent and a change in service. The rotation of players close to the next position when they have regained the service is essential, it ensures that each player specialization in any one floor position in offence and defense.

The fundamental elements of volleyball required a great zeal of versatile during play and above all an exact "feeling" for the ball. Players must take an active part both mentally and physically in the game.

Since its inception in 1895, it has not only accepted as a spectacular thrilling team game and developed from a slow moving game into a fast, and has become a game of high interest and joy to the players and spectators like a part from this, the game offers a wider opportunity for the development of strength, speed, endurance, agility neuro-muscular skills and co-ordination of all parts of the body, by the actions involved in the game, such a running, jumping, stretching and other movements which all for balance.

To play volleyball the finger, arm and body position is the main need in landing the ball properly. The simplicity in style and settling the flexibility of its adoption all the age and have made the game and an ideal activity for school, clubs, training, and institution and sports organization.

The game rules prevent zealous play, ensuring that success in the game is determined largely by team play and how it is organized. These aspects of team play among player should be integrated with opponents 'behavior'. The opponents 'intentions must be identified soon enough to enable players to act correctly, individually and collectively. It is these relationships that give the game of volleyball its characteristics "structure".

The major characteristic of volleyball is the integration of a quick succession of different and rapidly changing game situations.

Although the game is very complex and may at times appear confusing to the observers, the sequence of events in the game is not random but is to a large extent governed by the rules of the game.

Twenty-five points with a difference of two-point are necessary to win the set. To win the match a team must win 3 sets. Last set only 15 points set.

1.1 CASE STUDY

Odum,H.W.(1929) "The case study method is a technique by which individual factor whether it be an institution or just an episode in the life of an individual or a group is analyzed in its relationship to any other in the group."

Whitney,F.L.(1950) "case study is a complete analysis and report of the status of an individual subject with respect as a rule to specific phases of his total personality".

The case study is concerned with everything that is significant in the history or development of the case, the case may be individual person, a family, a group, a social institution or any entire community.

Young, Pauline V. (1960) “Case study is a comprehensive study of a social unit be that unit a person, a group, a social institution, a district or a community”

“Case study method may be defined as small inclusive and intensive study of an individual in which the investigator brings all his skills to gather enough information about a person to permit one to understand how he or she functions as a unit for society”.

1.2 PROFILE OF MR. RANVEER SINGH

Name	Ranveer Singh
DOB	12 th February 1951
Place	Village Simbhalka, Post Shamli District Muzzaffar Nagar, State Uttar Pradesh, India.
Age	62 years
Major teams	Uttar Pradesh, India
Player	All rounder
Post	Assistant Director Sports in Uttar Pradesh Police.
Retried	28 th February 2011

Mr. Ranveer Singh detailed and brief profile is obtained through interview method and opinions of his relatives and friends and also from Volleyball players, Umpires, Administrators and Spectators about his behavior and presented in the conclusions.

1.3 HISTORY OF VOLLEYBALL

Volleyball game was invented by William G. Morgan Physical Director of the Y.M.C.A. in Holy Yoke, Massachusetts in 1896. In the beginning this was named as 'Minonette'.

Volleyball an excellent all round team sport has been widely accepted at a highly competitive as well as recreational game, throughout the world. From a Humble beginning as a recreational game, activity for overweight businessmen in an American Y.M.C.A. in 1896 to the most popular Olympic sport, that is success of volleyball.

Morgan decided that his students might have just as much in playing a ball over the net. For a net he used a lawn tennis net spread across in an indoor court and for a ball he used a basket ball bladder, since it was light and could be played on hand without injury.

It was at Springfield at Dr. T.A. Holsted after watching the game suggested that its name be changed to volleyball since the basic idea play was to volley the ball back and forth over the net.

During the Physical Director's conference at Spring Field College in 1896, two of the Morgan's teams gave a demonstration of volleyball. The delegates of the conference were impressed by the new game and they came forward to popularize it in the Y.M.C.A. subsequently, necessary steps were taken to promote volleyball and

soon many schools, colleges and community centers in the United States introduced it in their programming both as an indoor and outdoor sport, slowly, more and more people were attracted towards it and the number of participants speedily increased. The founder himself framed the original rules of the volleyball. The rules were revised in 1900 and since then, they have undergone many additions modifications as the game developed and become more specialized.

Eventually volleyball spread out door and become a highly popular game on playgrounds. In 1900 Canada become the first foreign country to adopt the game.

The Y.M.C.A. movement helped to spread the game throughout the world and it was played in Cuba in 1905, Pucceto Rice 1909, Uruguay 1912, the Philippine's 1910, China 1913 and Japan 1917.

The first international match in Europe took place in Paris between France and Czechoslovakia, some of the experts thought that there should be a world associations. So, further national association from all the corners of the world sent representatives to this meeting in Paris in April 1947. As a result the International Volleyball Federation (FIVB) was set up with its head quarters in Paris, many other countries were affiliated national associations are there.

In 1964, the game Olympic recognition with its inclusion in the (Japan) Olympic and it has continued to enjoy this status ever since.

There are many international volleyball championships in addition to Olympic games, world championships, Europeans, Pan-American, Pan-Asian, Pan Africa, World University Championships are completed regularly. The first world volleyball championship was held in 1949 at Prague when 17 countries were represented, Russia became the Champion defeating Czechoslovakia in the finals.

The first Asian Volley Ball Championship was held at Japan in 1955. India Conquered the title and Japan finished second. The Asian Championship has now become an integral part of the Asian games.

The varieties in the development at permissive stage in USA are as follows:

1900 Point system was adopted 21 points per game and 5 players.

1912 Rotation System

15 points system

Number of players was fixed to 6 per team the height of the net was 2.43 meters. 1922 each team was allowed to play a ball three times successively at a maximum in its own court. The court dimension was set to 30 x 60 feet the USA Volleyball association was established.

1.4 DEVELOPMENT OF THE GAME

1.4.1 VOLLEYBALL AROUND THE WORLD

It did not take much time for volleyball to move out of the boundaries of its homeland (USA), Canada, being a neighboring country was the first to introduce the game in 1900 and Cuba, the second, in 1905. The game spread from one country to another, mainly through the efforts of the Y.M.C.A. which is a worldwide organization. The Y.M.C.A. physical directors carried the game with them where ever they went. Volleyball becomes a popular army game and also with them where ever they went. Volleyball becomes a popular army sport during the First World War and the American soldiers promoted the federations started making their appearance. U.S.S.R. Japan and France were among the earliest. Volleyball has now spread far and wide and men and women throughout the world play it. Volleyball is today recognized as an international game. The first step towards achieving this status was

taken when the representatives of several countries interested in volleyball meet in Berlin, during Olympic Games, in 1936.

The International Volleyball Association was established in 1947 with its headquarters in Paris. The First Official Men's world volleyball championship was held in 1949 at Prague, when twelve countries were represented. Reports go to say that the Championship was held in the Winter Stadium, with thousands of people Witnessing the proceeding each day. U.S.S.R. became the champions defeating Czechoslovakia in the final game. After the international volleyball rules were regulated in 1951, the Men's second and the women's first World Championships were held in Moscow, in 1952. World championship has now become a regular feature and hundreds of players in different parts of the world prepare themselves seriously to share in competitive volleyball. For the first time volleyball was included in 1964 Tokyo Olympics. Now every four years leading national teams meet and tie with one another for the Olympic title. Spectator's interest has also tremendously developed and capacity crowds turn out to watch the game.

According to the resolution passed by the International Volleyball Federation (FIVB), a World Cup Super Tournament (for men and women) as introduced for the PUJI CUP in 1980 and played on Round Robin system at various centers among four national teams, viz., U.S.S. Cuba, Japan and a national team of the host country or a team allowed by the International Volleyball Association (IVA), IVA is the first professional volleyball leagues in the world, founded by a group of entertainment-oriented entrepreneurs after seeing the 1972 Munich Olympics. The first Asian Volleyball Championship was held in Tokyo, in 1955. India conquered the title and Japan finished second in the six players volleyball. It is interesting to note that there

was also nine player volleyball a game popular in Countries like Japan, Korea, Thailand and Hong Kong. The second Asian Volleyball Championship was held at Tokyo as a part of the Third Asian Games in 1958. Several other international tournaments are organized every year in other parts of the world. Teams from one country visiting other countries and tours of foreign teams are also quite common. All these go to show that volleyball has gained importance in the field of games and sports.

1.4.2 VOLLEYBALL IN ASIA

The credits of introduce the game of volleyball on India in 1900 rightly goes to Dr. Grey, Physical Director of Y.M.C.A. this was the initial introduction of volleyball in Asia. Mr. Goily and Mr. Robertson Physical Directors of Y.M.C.A. Introduced in China in 1906. In 1910 it was introduced to Philippines by Mr. Prawer, Physical Director of Y.M.C.A. with his idea refer to volleyball was development particularly in the far eastern was organized in Manila in 1913 the volley ball was adopted as one of the regular event. It was started with 16 men system. It was FIVB years before the 6 men system was established in U.S.A. in 1921 at the 5th for eastern game was held at Shanghai, China.

India is the first country, which introduced volleyball in 1900. China adopted this game during the year 1906; in 1910 this game was introduced in Philippines. Japan adopted this game in 1913. The Asian volleyball federation was established in the year 1954. The first Asian volleyball championship was held in Japan in 1955. India was winners, from 1958 onwards this game was included in Asian games, Japan was dominating up to 1974. This South Korea come up by defeating Japan and

provide this supremacy in 1982, Delhi Asiad, Asia in 1986 China come and conquered the power. During 1986 India placed third after a long gap this Japan.

1.4.3 VOLLEYBALL IN INDIA

Volleyball was introduced in India by the Y.M.C.A. and records show that the game has been played since many years. The Y.M.C.A. College of physical education at Madras was one of the first institutions to take up volleyball and the students trained at college level and have taken the game to all parts of India. Today the game is played throughout the length and breadth of the country. In schools, colleges, public playgrounds and a large scale in villages and rural areas, the popularity of the game increasing day by day in almost every state of the Indian Union. The number of tournaments and competitions conducted each year is a Clearer indication that has taken deep root in Indian soil. Volleyball is one of the games for inter school and inter collegiate competition in the many places. Inter University volleyball championship held every year. Most of the states organized annual state championships. A national championship conducted each year is the high light of Indian volleyball. Besides, clubs, railways, police service and other agencies conduct these several local and open tournaments. Volleyball tournaments are more popular in suburbs in town and cities.

The volleyball federation of India gets up in 1950 in the superior body to co-ordinate the activities of various state associations and also to promote the game at the national level. The first Indian team selected at Calcutta in 1952, participated in the world volleyball championship held at Moscow. This was India's first international experience. The team could not do much against the new techniques employed by other nations and could only achieve the eight place in the championship. India had

the distinction of winning of Asian title one of the leading volleyball clubs during Russia tour the country in 1955 and played exhibitions matches at various countries. The Indian team made a tour of China in 1956 international volleyball championship; India again appeared at the Third Asian games at Tokyo in May 1958 and came third. The event outlines above have helped volleyball players in India considerably to give up old method of play and adopt new techniques.

Volleyball is a growing game in Indian and if it should achieve is rightful place the game must be taken care of properly. India being a vast country, good Organization on a national scale is essential to promote the game some attention is now given to coaching and training of teams. But the need for cooling and better organization must be fully realized. If the game should grow to its fullest.

1.4.4 VOLLEYBALL AS OLYMPIC SPORTS

In 1964 volleyball Olympic program held in Japan Olympiad, this game attained maximum popularity. At this time volleyball was only game accepted in to the Olympic programme. Competition for both men and women today many young people all over the world are inspired by the publicity given to the Olympic Champion and major international events.

The national and international championship conducts by various federations illustrate many young people throughout the world. The hard training and technical difficulties those are required to play these sports, challenging the most competent aimed athletes. Volleyball as a top international and Olympic ability of tactics extraordinary psychological requirements and at existing diametric temperament has the game more appealing. The art and beauty of Movements of players are equal to

many other traditional Olympic sports. The final team had low percentage of errors as below mentioned:

S.No.	Skill	Men	Women
1.	Service	5%	5%
2.	Reception of service	1%	4%
3.	Pass and set	1%	3%
4.	Spike	13%	10%

1.4.5 WOMEN'S VOLLEYBALL

Women were the most enthusiastic of early players and the game has never last favor with the fair sex. Volleyball has become a favorite game among women in all parts of the world. The game is taught and played in most of the schools and colleges. Volleyball leagues have been organized in many cities, at Indoor community centers, outdoor play grounds and municipal sports areas. Today thousands of women, young and old enjoy the thrills of playing volleyball. The game is also very popular in Russia and its ranks first as competitive sports amongst women. Millions of women play volleyball has developed remarkably in Russia and their teams play volleyball in various parts of the country. Women's volleyball speed and skills and it is surprising that the women players spike hard and block as adopt the techniques used by man. The Russian team won the European Championship at Prague in 1949. They again won the world title at the world Championship held at Moscow in 1952 and Paris in 1956. Other nations have to learn a lot from Russia in the various departments of the game. Women throughout the world now play volleyball. Women's volleyball was introduced in India some years ago and it is now

making good progress. The volleyball federation of India has introduced a separate annual national championship for women.

So, we find today, the game of volleyball being played by boys and girls, men and women all over the globe. To many it is a highly skilled game in which the competitive element is predominant and to others. It is sport of the fun and recreation.

1.5 PERSONALITY

There are many problems, but one complex and mysterious problem which is faced by the human being since long has been the mystery of their own and other nature and personality. Human beings appear in different shapes and sizes and behave in highly complex ways. Several crores of people are living on the earth. But of them no two people are exactly alike. It is difficult to conjecture what is the human nature of these people. To understand human nature and personality of persons psychologists are continuously striving. It is very important for any human enterprise, more so in case of sports and games, where there is not only kaleidoscopic play of emotions but also name, fame, money and much more at stake. A comprehensive understanding of human nature would contribute in great measure for the all round development of the person, sporting activity and also improving the quality of life.

There are a large number of studies on groups and categories of people in relation to personality, locus of control, self confidence, and achievement motivation etc. In psychology individuals are studied in a comprehensive in a clinical setting. But one feels that understanding an individual who has made a mark, who has been greatly successful, who has been a highly influential administrator and coach of

volleyball activity in Uttar Pradesh has been a fine human being would help in the creation and promotion of such fully functioning and self actualizing individuals.

Experts of personality theories like Allport and Eysenck, who have made substantial studies, consider that every individual is unique in himself. Personality has been called as a mirror of the culture. For the growth and development of an individual's mind and personality, genetic and environmental circumstances play major roles. Eventually, personality development is the outcome of a process of interaction between genetic inclinations and environmental conditions. The human being by nature first tries to accommodate himself with the environment around him and then he starts striving to establish his superiority over it.

Sigmund S. Freud, Maslow, Allport and other have been shown the way in this regard by case studies of individuals. The findings of these psychologists have greatly impacted the world view; the explanation and modification of human behavior for better such studies always throw new light and provide new understanding of people, their nature, personality and social achievement etc.

Therefore following this great heritage and traditions an attempt is made in this research work to study a sports personality in detail to understand the working dominant patterns of thoughts, emotions, values etc.

Scientific knowledge about the nature of human beings and also of the process and conditions of their growth and development can be had only when a systematic and comprehensive study of the whole man is undertaken. The systematic study of the whole is undertaken in two inspirable fields, identified as the psychology of adjustment and psychology of personality.

Personality as the term is used outside of psychology class rooms and books, includes a person's physical appearance, but that is probably not an essential part of its meaning since we can readily imagine (at least as understandable fiction) that a person could be transformed into an entirely different physical form and still maintain all of the essential characteristics which distinguish him from others.

When one refers to person as "having personality", usually it means that the kind of social charm or attractiveness. Personality is defined by the psychologists as, "a fairly stable group of characteristics, which determine person's reactions to situations, and thus his behavior".

Personality traits i.e. tendency to behave in a certain manner. Some of us are extroverts, others are introverts. One is aggressive or passive, cheerful or sad, kind or cruel, and so on. These traits are something different from individual physical and intellectual capacities, although they may be closely related. How and to what extent personality traits and inner resources and qualities are inherited rather than acquired evoke differences of opinion. But personality traits based upon individuals physiological and psychological needs (food, sex, sleep, and so on), can be developed, thus emphasizing the importance of environment. Each personality is different from any other. All of us have ideals, hopes, fears, beliefs, and attitudes, just as we all have our own habits, interests, and purpose. Yet these elements are not all present within every individual in equal form of degree, nor do they appear to be arranged exactly alike in any two people. When the various personal elements fit together nicely, there appears a "well integrated" personality.

Personality development is the outcome of a process of interaction between genetic inclinations and environmental conditions. The human being by nature first

tries to accommodate himself with the environment around him and then he starts striving to establish his superiority over it. The process of personality development is however, not static. It is a continuous process and prone to natural flexibility. It undergoes many stages of transformation and modification. This, in a way, provides an explanation to the nature of individual differences.

Sports activities affect the process of personality development in ways more than one. Social and environmental pressures, biological factors, frustration and tension in life are to be managed with full attention to develop mature form of personality. The psychological approach of teaching, in this regard, has been suggested as that of a coach who, while training athletes tries to understand their personal and emotional problems, motivates their behavioral tendencies and inspires the best of their personality to come out. It has been propounded that only an individual centered culture can nurture the utmost level of personality development but such a pre condition seems rarely possible.

The process of personality development is however, not static. It is a continuous process and prone to natural flexibility. It undergoes many stages of transformation and modification. This, in a way, provides an explanation to the nature of individual differences.

1.6 ACHIEVEMENT MOTIVATION

In all phase of sports 'motivation' is highly significant. In fact, the problem of sports and physical education is the problem of motivating the sports persons. Motivations give rise to interest and are a short cut to all learning. A well motivated sports person takes his work whole heartedly and achieves maximum success in his

performance. Thus psychology of motivation has great importance in the field of physical education.

Every activity has a driving force behind it. This may be called motive force of behavior. Without motivation no activity is possible.

The word motivation is derived from the Latin root mover, motukm, i.e. to move. Thus, motivation means the process of arousing movement in the organism.

Atkinson defined motivation as, the arousal of tendency to act, to produce one or more effects. To Bentham and Mill, motivation is a feeling which insights or urges us to action. Motive is that state of organism which makes it perform certain act or duty. The organism goes in to action under some form of inner pressure. Thus, motivation may be considered as that force which compels us to act, to behave in a particular direction. The oxford dictionary defines motive as, the moves or induces a person to act in certain ways. Thus, in brief motive is an aroused feeling generated through basic needs which compels an organism to respond by developing a kind of tension. It is goal oriented activity.

Apart from personality, motivating the athletes for short and long period of time is equally important. Motivation in general refers to the intensity and direction of behavior. The direction of behavior indicates whether an individual approaches or avoids particular situation, and the intensity of behavior relates to the degree of effort put forth to accomplish the behavior. Thus, motivation can affect the selection, intensity and persistence of an individual's behavior, which sports can obviously have a strong impact on the quality of an athlete's performance.

Motivation in general proves, which indicates why people participate in sports the way they do. "The urge to run and play when young, to excel when competing, to

struggle when hindered, to prove something when challenged, to escape when confined to be aggressive when angered and to flee when frightened are typical of man as he matures and develops and moves through life's many dangerous and competitive situation".

Motivation is proved by which an individual is inspired, guided and coaxed to do something. It is one of the important conditions rather than the central core of life. In other words it is that psychological condition of the organism, which causes an individual to work or strive to fulfill his needs. In the absence of proper motivation, not only learning processes but also life itself becomes an uninteresting uphill task. Motivation then is considered as that process by which a child may be prepared to respond to situation, which is directed towards the achievement of certain predetermined goals or objectives. In the field of physical education and sports, no athlete can win or even show better performance without motivation.

Achievement motivation is "the degree to which a player is willing to approach a competitive situation". An understanding of the nature of achievement motivation is helpful in understanding kids in general as well as individually in terms of what they do, how well they do and how long they continue in sports. When one comes to know as to what works as a "driving force", it becomes easier to guide the athlete into achieving excellence. When the desire for achievement becomes a dominant concern for the person, it is expressed in restless driving energy aimed at achieving excellence, getting ahead, improving upon past records, beating competitors, doing things better, faster, more efficiently and finding unique solutions to difficult problems.

A theory, which seems to have been considerable initiative attractiveness and relevance when attempting to explain motivational factors in athletics and physical activity is the concept of need for achievement or achievement motivation. The reason for this viewpoint is simply that a great deal of emphasis in sport is placed upon competing against some standard of excellence. Whether the standard of excellence is internalized goal set by one's culture or simply the outcome of competing against some standard of excellence. Whether the standard of excellence is internalized (i.e., a person's level of aspiration) or whether it is external (i.e., a generalized goal set by one's culture or simply the outcome of competing against other people) is important when one realizes that constantly attempting to achieve certain goal in life is a fundamental aspect of human life. In a society which places high value on success, in athletics where intense emphasis is placed upon winning, and in ordinary motor performance where attaining a high level of proficiency is desirable, the importance of the basic need for achievement is quite obvious.

According to Atkinson, achievement motivation actually combines two personality constructs the motive to approach success is the capacity to experience pride or satisfaction in accomplishment and the motive to avoid failure is the capacity to experience shame or humiliation as a consequence of failure. Everyone has both the characteristics. On one hand we all like to be successful, and feel good when we accomplish something. On the other hand, we all feel bad when we make mistakes, perform poorly, or an unsuccessfully in our achievement efforts.

As we can see, motives influence decision and in turn, practice is more effective and efficient in activities when athletes are highly motivated for this purpose. In turn it can be expected that skill will improved and that athlete will

develop more favorably in the sport of interest. But neither all athletes reveal the same motive, nor are they developed to the same extent. Furthermore a person can show a high achievement motive for one activity. Characteristics have been modified that are associated with those people who have been termed high achievers. Through an analysis of their behavior, it then becomes possible to formulate notions about the training of other who do not demonstrate these same behaviors. If we can assume that achievement demonstrated in any given situation is reflected by capabilities and motivation, then we readily reduce the importance of understanding motivation and how to improve the need to achieve in those who are apparently poorly motivated for special activities and responsibilities.

1.7 CONCEPT OF LOCUS OF CONTROL

Concept of internal – external control of reinforcement was developed from social learning theory which describes the degree to which an individual believes that reinforcement is contingent upon his own behavior. Internal control refers to individual who believe that reinforcement is contingent upon their own behaviour, capacities or attributes. External controls refers to individuals who believe that reinforcement are not under their personal control but rather are under the control of powerful others, luck, chance, fate etc. Thus depending on his past reinforcement experiences, a person will have developed a consistent attitude tending towards either an internal or external locus as the source of reinforcement. Phares (1951), James and Rotter (1958), Liverant and Crowne (1961) have all found greater increment in expectancies for future reinforcements when subjects were reinforced under skill as opposed to chance conditions, and further more they found greater resistance to extinction of such expectancies for reinforcement when higher rates of reinforcement

were utilized. The concept of locus of control, as derived from social learning theory (Rotter, 1954), provides a useful means for measuring individual difference in the extent to which reinforcement is viewed as a consequence of one's own behaviour or a consequence of such forces as 'chance', 'fate' or 'powerful other'.

Since its introduction (Phares, 1957), the concept of internal–external control has proved to be a highly useful personality dimension for understanding the role of reinforcement in a wide variety of behavior situations. A comprehensive review of the work on the development, validity and reliability of the scale which measure attitudes of internal external control has been reported in a monograph by Rotter (1966). Differences in attitude of internal – external control between ethnic groups and social classes have been reported in several studies of non college populations. Almost all the previous studies indicate that Negro and lower class individuals generally have higher external scores than Whites and middle class individuals. (Battle and Rotter, 1963), Lafcourt and Ladwing, 1965). The internal-external control scale, attempts to control the environment, achievement, reaction to threat, ethnic group and social class, differences, parent child relationship, risk taking reactions to social stimuli, and the relation of the internal-external control measure to anxiety, adjustment, and learning, Rotter's concept of evidence generally supports the validity. This concept deals both with situational parameters and individual differences although with the bulk of the studies one can only speculate on the surprising popularity of this concept as a subject for psychological investigation. Interest in this concept surely must be related to some persistent social problems, which in turn are related to the tremendous growth in population, increasing complexity of society, and the subsequent feeling of powerlessness that seems to permeate all levels of society. Such a competence,

helplessness, hopelessness, mastery, and alienation have been utilized in one way or another to describe the degree to which an individual is able to control the important events occurring in his life span. The theorist who has most extensively written about the overcoming of helplessness and development of mastery is Adler, and Ansbacher, (1965). Adler's concept of "striving for superiority" is positive as a universal, basic motive deriving from man's inherent, initial inferiority. As opposed to popular distortions of Adler's superiority concept, Adler's concern was for man's becoming more effective in controlling his personal world. White's constructs, which he called competence and effective. (White, 1959), can be viewed as describing the same reference as Adler's superiority striving. In an investigation of helplessness Mowrer and Vink (1948) found that matches pairs of shock controlling and shock on controlling rate differed in eating inhibition after the shock periods. They concluded that an uncontrollable painful stimulus arouses an apprehension (fearful) that this stimulus could last indefinitely or get worse, whereas, this stimulus, if subject to control, arouses little or no apprehension. Mower labels this apprehension of uncontrolled pain as "fear from a sense of helplessness". The internal external control construct (subsequently referred to as control) differs from the aforesaid mentioned concepts (hopelessness, helplessness, competence etc.) in being an integral unit of an elaborated theory. It is an expectancy variable rather than a motivational one (as is White's competence, for instance). Concept defined by kastenbaun (1961) as "a general concern for future event", has been related to many personality dimensions. Perhaps most relevant to the current investigation are those studied by Teahan (1958), who found that high academic achievers were predominantly future oriented. By Siegman (1961) who related time prospective to impulse control, by Davids and

Parenti (1958) who found delinquent adolescents to be less future oriented than non delinquent adolescents, and by Platt and Taylor (1967), who found home sick college students seeing their personal futures as less densely populated with events and as extending not as far in time in contrast to non home sick students. Rotter's concept of locus of control is concerned with generalized beliefs as to the factors responsible for what happens to us. People with an internal orientation tend to believe that they are personally responsible for the rewards and punishments they receive. People with an external orientation tend to believe that their reinforcements are due to factors beyond their control. As a result of this difference, internals tend to be more active in trying to master their environment than externals. Externals are more fatalistic about their lives than internals and are more likely to explain other people's behaviour in terms of situational variables. Locus of control orientation is an acquired (learned) characteristic. Thus it can be changed by new learning experiences.

Concept of internal external control of reinforcement was developed from social learning theory which described the degree to which an individual believes that reinforcements are contingent upon his own behavior. Internal control refers to individuals who believe that reinforcements are contingent upon their own behaviour, capacities or attributes. External control refers to individuals who believe that reinforcements are not under their personal control but rather are under the control of powerful others, luck, chance, fate etc. thus depending on his past reinforcement experiences, a person will have developed a consistent attitude tending towards either an internal or external locus of control is the source of reinforcement. The concept of locus of control, as derived from social learning theory (Rotter, 1966), provides a useful means for measuring individual differences in the extent to which

reinforcement is viewed as a consequence of one's own behavior or a consequence of such forces as 'Chance', 'Fate', or powerful other'. Since its introduction, the concept of internal external control has proved to be a highly useful personality dimension of understanding the role of reinforcement in a wide variety of behavior situations.

Another popular measure of locus of control is Levenson's IPC Scale (1973). Levenson believed that Rotter's externally dimension was confounded by the fact that individuals could be "external" on the I-E Scale yet arrive at the point from greatly different avenues. For example, a person who views external causation as a function of chance or luck is probably very different from someone who perceives causality as a function of powerful other in the environment. Reacting to criticisms of Rotter's original conceptualization (Collins, 1974 Gurin, Lao & Beattie, 1969) and Mirels, (1970), Levenson arrived at a multidimensional locus of control measure that taps into internally (I) and two dimensions of externality powerful others (P) and chance (C).

The IPC Scale is made up of 24 items, 8 of which load respectively on the internal, powerful others, and chance dimension. A -7 point Likert Scaling procedure is used to score response. All scores range from 0 to 48. Here are some representative items for each dimension.

1. Internal When I make plans, I am almost certain to have them work.
2. Powerful other. In order to have my plans work, I make sure that they fit in with the desires or people who have power over me.
3. Chance it's not wise for me to plan too far ahead because many things turn out to be a matter of good or bad luck.

In the presence study Levenson's Multidimensional Approach to the study of locus of control has been adopted.

IPC Scale provides a useful means for measuring individual difference in the extent to which reinforcement is viewed as a consequence of one's own behavior or a consequence of such forces, as 'chance', fate' or powerful others'. Since its introduction, the concept of internal external control has proved to be a highly useful personality dimension for understanding the role of reinforcement in a wide variety of behavior situations.

1.8 SELF CONFIDENCE

Any individual's success or failure depends not upon his/her abilities, but upon his perception about himself. In other words while doing any work how he perceives himself "whether I do this work, whether the given problem is simple or complex, may I attain success or not" all such perceptible factors determine the output. Strictly speaking any kind of failure or success will be determined by the self confidence. Self confidence is an attribute of perceived self, it is not apart from the self or it is not independent from the self. Self confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to main successes.

More often the very choice of an individual's type of education soon after the compulsion of secondary education depends upon the level of self confidence, which he has. To take decision on his/her own, about any matters educational, vocational etc. is possible only for those individuals whose confidence to high in this context it is important to measure the self confidence of students in general and to study its effects on students academic performance particularly on their academic achievement. In general terms, self confidence refers to an individual perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.

Different researchers have measured self confidence as a construct, variously in the past. Klein and Schoenfeld (1941) measured it by asking the subjects to state the degree of confidence they felt in the accuracy of their performance after they had taken some psychological tests. Immediately thereafter each subject was asked to rate his performance on the task just finished on a three point rating scale and these ratings were used to inter self confidence.

Hence self confidence is believed to increase one's performance. The higher level of confidence generates enthusiasm for the given activity. It is the variation in confidence that makes differences in performance of sports activity. Therefore studying the influence of confidence assumes importance.

1.9 NEED OF THE STUDY

The major purpose of this research work is to study the personality and achievements of international volleyball player and coach Mr.Ranveer Singh. The present case study is to assess the level of personality traits, locus of control, self confidence and achievement motivation. The relationship within variables factors and relationship among the factors of variables and also relationship and differences between the opinion of friends and relatives, opinion of the volleyball players, umpires, administrators and spectators were analyzed.

1.10 OBJECTIVES OF THE STUDY

1. To find out the Personality traits of Mr. Ranveer Singh.
2. To find out the confidence and Locus of control of Mr. Ranveer Singh.
3. To find out the Achievement motivation level of Mr. Ranveer Singh.
4. To analyze interrelation within the variables.
5. To assess the relation between the variables.

6. To explore the inter relationship and differences between the opinion of relatives and friends and also Volleyball player, Umpires, Administrators and Spectators towards the Mr.Ranveer Singh.

1.11 STATEMENT OF THE PROBLEM

The problem formulated for the present study is “A case study on Legendary Volleyball Player and Coach Laxman and Arjuna Awardee Ranveer Singh”.

1.12 HYPOTHESES

It is rather difficult to hypothesize since this study is related to one international volleyball player in relation to personality and other variables. Still interrelationship between various factors and variables is hypothesized as follows:

1. There would be high scores in the Sixteen Primary Personality factors of Mr. Ranveer Singh.
2. There would be high level of Locus of control, Self confidence and Achievement motivation of Mr. Rnveer Singh.
3. There would be positive inter correlation between Sixteen Primary Personality factors, Locus of control factors of Mr. Ranveer Singh.
4. There would be positive relationship between Sixteen Primary Personality factors and Locus of control factors, Achievement motivation and Self confidence scores of Mr.Ranveer Singh.
5. There would be positive relationship between Locus of control factor, Achievement motivation and Self confidence scores of Mr. Ranveer Singh.

6. There would be positive relationship between Achievement motivation and Self confidence scores of Mr. Ranveer Singh.
7. There would be positive relationship between opinion scores of relatives and friends and also Volleyball players, Umpires, Administrators and Spectators towards the volleyball player and coach Mr. Ranveer Singh.
8. There would be significant differences between opinion scores of relatives and friends and also Volleyball players, Umpires, Administrators and Spectators towards the Mr. Ranveer Singh volleyball player and coach.

1.13 SIGNIFICANCE OF THE STUDY

1. This study assumes great significance given its comprehensive study of an international volleyball player and coach such as Mr. Ranveer Singh.
2. This study will reveal the impact of the player in relation to personality, Self confidence, Achievement motivation and Locus of control.
3. This study helps to reveal the inter relationship within the sub factors of variables.
4. This study will reveal the inter relationship within the sub factors of different variables.
5. This study is significant in the sense that it will help to find out correlation and differences in the opinion of relatives, friends, Volleyball players, Umpires, Administrators and Spectators towards Mr. Ranveer Singh.

1.14 DELIMITATIONS

1. The research is delimited to study personality of international legendary volleyball player and coach Mr. Ranveer Singh of Uttar Pradesh.

2. The study methods are delimited to interview with the subject and given a questionnaire and collected the answers from his teammates, relatives and close friends of the legendary volleyball player of Mr. Ranveer Singh.

1.15 LIMITATIONS

1. The study is limited to response given by the subject to four psychological questionnaires and tests.
2. The study is limited to responses given by relatives, friends, Volleyball players, Umpires, Administrators and Spectators through opinion questionnaires about Mr. Ranveer Singh.
3. The psychological conditions like anxiety, stress and strain of the subject are beyond the control of the investigator. Hence, they are the considered as limitations of the study.

1.16 DEFINITION OF THE TERMS USED IN THE STUDY

Personality, Allport, G.W. (1937) Personality can be defined in terms of characteristics (traits) of the individual which are directly observable in his behavior or in terms of characteristics, such as unconscious processes, which are inferred from behavior. Personality can be defined strictly in terms of the roles an individual has ascribed to him and adopts for himself in his functioning in society.

The term personality is derived from the Latin term “persona”. The meaning of the term persona is the actors mask. The mask was chosen and worn to indicate the character that was to be played by the individual. In olden days the actors used to put on the mask while coming on the stage so that their identity will not be known to the audience and at the same time the role they play will be nearer to reality.

Sixteen P.F., Raymond B. Cattell (1969) The sixteen personality factors questionnaire (16 PF) is an objectively scoring test devised by basic research in psychology to give the most complete coverage of personality possible in a brief time.

Self Confidence, M. Basavanna (1971) Self is the essence of nucleus of personality. Self confidence is phenomenological constructs of self an attribute of perceived. Self confidence is an individual's faith in his abilities to operate on the environment to get things done (Basavanna, 1971). In general term self confidence refers to institution to overcome obstacles and to get things go all right. It encompasses several areas of an individual's self experience and his perceived adequacy or otherwise thereof.

Locus of Control, Sanjay Vohra(1992),Levenson's (1973) locus of control is one of the most popular personality traits taken up by psychologists in organizational studies. The concept of locus of control stands for whether a person attributes a particular outcome to himself or to outside himself, which are beyond his control those attributes to luck or chance or some supernatural powers.

Achievement Motivation, V.P. Bhargava(1994) Defined as the need to perform well or the striving for success and evidenced by persistence and efforts in the face of difficulties Achievement Motivation is regarded as a central human motivation.