Case Study

Socio-psychological profile of Olympic bronze medalist hockey player Mr. Sumit Valmiki: A case study

Harish Kumar[1], Jaiprakash Sharma[2]

Abstract *Purpose*: -Games and Sports play a significant role in society, to promote physical fitness, to give them entertainment, and to develop a sense of community. They have the power to inspire and unite people across cultures and contribute to personal and societal well-being. Games and Sport is considered one of the foundational pillars of the holistic advancement of civilized societies. The aim of the Researchers was to explore the Socio-Psychological Factors and experiences that have influenced Mr. Sumit Valmiki's performance and success as an Olympic Bronze Medalist *Methodology*: - The original information was collected from the subject as a primary source. Researchers used the "Frustration Test" by Dr N. S Chauhan and Dr. Govind Tiwari, the "Self-Confidence Inventory" Developed by Rekha Gupta, "Sports Achievement Motivation Questionnaire" by M.L. Kamlesh, and the "Aggression Questionnaire by Km. Roma Pal is a tool for the collection of the data in this study. *Result*: -By applying the above-mentioned tools and analyzing the collected data, it was found that Mr. Sumit Valmiki possesses unique characteristics, outstanding abilities, extraordinary potential, and excellent Hockey-playing qualities. Further, it has been found that he is having an optimal level of Frustration and an average level of Self-Confidence and the ability to be confident in difficult situations and to solve problems. *Conclusion* It has also been found that he is having High levels of Sports Achievement Motivation. He has the ability to develop competence for success within his chosen field. He is also having a low level of Aggression and the ability to remain cool and calm.

Keywords: Frustration, Self- Confidence, Sports Achievement Motivation, and Aggression

INTRODUCTION

Games and Sports encompass a wide range of physical activities that involve competition, skill, and physical exertion. They tend to be organized and governed by rules and regulations. Sports can be played individually or in teams and are enjoyed by millions of people worldwide for recreational purposes, fitness, entertainment, and professional competitions. Games and Sports play a significant role in developing society by promoting physical fitness, entertainment, and a sense of community. They have the power to inspire and unite people across cultures and contribute to personal and societal well-being. Sport is considered one of the foundational pillars of the holistic advancement of civilized societies, which describe the behaviours and activities of people in society through an established set of rules and regulations. which is responsible for directing the relationship between athletes in a social form that conveys the spirit of sports and its significance in providing an opportunity to work together.

The Socio-Psychological Factors are very much important components of the sport in which a player performs. It includes the player's thoughts, emotions, adjustment, personality, etc. The Socio-Psychological Variables play a significant role in the athlete's direction toward the Team's highest performance. Recent developments have proven that the socio-psychological variables, in which athletes live and fellow members participate, help to achieve higher levels of output, which makes players feel relaxed and self-assured then gives them the capacity to adapt and satisfaction with the performance, as well as all that is associated with indications, which contains many psychological factors, such as the individual's and the team's feelings and emotions. So, it may be said that the Socio-Psychological Variables have a significant place for players who face a difficult environmental situation under certain circumstances. Then, the player should have a high-level awareness of the Socio-Psychological Variables, because without it he is unable to perform to the best of his ability for his team. Due to this, he has to face difficulties in seeing the highest goal. So, athletes or students who have the motivation to achieve their maximum physical abilities, skills, knowledge, and plans to achieve the aims of the team have a big role in the growth of the athlete physically, psychologically, and socially.

Socio-Psychological consciousness is more significant than all perceptions of modern life because its studies human behaviours as the preeminent components of human life in the universe. Self-knowledge, emotion, and consciousness all start with a person observing oneself or herself and fully acknowledging their own feelings. Contentment and pleasure which are thought of as motivating factors that stimulate interest in motor activity are related to success in motor activity, sports activities have a significant and positive role on the participants in it, whether physically, mentally, socially, or psychologically.

Movement satisfaction is the person's feeling of ability to achieve motor skills with his/her feeling of satisfaction and happiness because of performance. The availability of an ideal psychological and social environment for the athlete is one of the most essential factors that goes into sports success.

The formation of some rules may also foster behaviours that should be instructed in the context of the individual's awareness of oneself and self-reliance as well as their sense of motor satisfaction about the level of performance, as its measurement gives us an indication of the state of fulfilment of the learner, that is why the researchers decided to build measures for these variables to recognize the importance of these variables and the relationship between them Sumit Valmiki is an eminent Olympic Bronze medallist and a highly accomplished hockey player. Sumit Valmiki got admission to 1st class at HK Senior Secondary School in their village. He completed Primary and Middle Education at HK Senior Secondary School, Kurad (Sonipat) Haryana. There was a Hockey academy at their school, and he got an opportunity to enrol in the Hockey academy when he was eight years old. That was the first step to enter the field of hockey and he was passionate about hockey and seeing his passion, his coach gave him a hockey stick and a pair of shoes free of cost. After cleaning the floor early morning, Sumit would reach the academy around 5 am. Whatever extra time he got, he would practise on the ground. The hard work and hardships only made him stronger, and more dedicated towards the game. Sumit Valmiki was selected for the Sports Authority of India's (SAI) North Zone Bahalgarh Centre (Haryana). He was part of the Indian Hockey Men's Team which clinched the Bronze Medal in the Tokyo 2020 Olympics Games, and he has dedicated the bronze medal to his mother Darshna Devi, who passed away last year.

Therefore, it is important to note that a Socio-Psychological Profile of Mr Sumit Valmiki would ideally require detailed personal information and an in-depth assessment. We can still attempt to outline some general characteristics and factors that might contribute to Sumit Valmiki's Success.

METHODOLOGY

A case study has been designed to investigate the personal life experiences and Socio-Psychological of Olympic Bronze Medalist Hockey Player Mr. Sumit Valmiki.

Subject

Olympic Bronze Medalist Hockey Player Mr. Sumit Valmiki was selected as a Subject for this study.

Technique of Data Collection

The original information was collected from primary sources Such as an Interview with Mr Sumit Valmiki
The Researcher personally contacted Mr. Sumit Valmiki for the interview and conducted many interviews with him at different times, each time by taking prior appointments with him. The focus of the interview was mainly on his family history, environmental

influence, childhood, education, sporting career and achievements.

Standardized Tools

It aims to gather consistent and depth information on the subject. Socio-Psychological Standardized questionnaires were used to collect the information such as

Frustration Test by Dr. N. S. Chauhan and Dr Govind Tiwari

Dr N. S. Chauhan and Dr Govind Tiwari designed and standardized the frustration Test in 1972. This scale consisted of 40 items. It was divided into four Modes of Frustration and 10 questions for each Modes. Each question has six options i.e., Very Much, Much, Ordinary, Less, very less, and Not at all. All 40 questions were on a Likert-type 5-point scale on the positive and zero points on the negative. The test-retest method was adopted for reliability and the scale was reliable on a coefficient level is 0.88 and validity is satisfactory. The researcher can get a minimum score of zero percent and a maximum score of two hundred. In the final analysis, it is believed that high score validity indicates more Frustration.

Table 1 Norms and Standards for Frustration

S.no	Range of Scores	Category
1.	35 and above	Saturated Level
2.	30-34	High Level
3.	20-29	Average Level
4.	15-19	Low Level
5.	14 and below	Clean Level

Table 2 Norms and Standards for ASCI

S.no	Range of Score	Category
1.	7 and below	Very High Level of Self Confidence
2.	8-19	High Self Level of Self- Confidence
3.	20-32	Average Level of Self Confidence
4.	33-44	Low level of Self Confidence
5.	45 and above	Very Low Level of Self Confidence

Self-confidence Inventory in Hindi

This inventory was designed and standardized in Hindi by Rekha Gupta in 2011. In this, there is an inventory consisting of 56 true–false type items. There are two levels of scores i.e., the lower the score, the higher the level of self–confidence and vice-versa. The Split – Half method was used to check the reliability of the inventory. The level of reliability of the self-confidence is 0.91 and the level of validity of the self–confidence Inventory is 0.82.

Sports Achievement Motivation Questionnaire

The Sports Achievement Motivation test was developed and standardized by M. L. Kamlesh (1990). The test consisted of 20 incomplete statements and subjects were chosen from one of the

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two proposed parts against each statement for the competing statements.

Table 3 Norms and Standard for Sports Achievement Motivation

S.no	Range of Score	Category
1.	30 and above	High level of Motivation
2.	25-29	Moderate level of Motivation
3.	24 and below 24	Low level of Motivation

The Aggression Questionnaire

The Aggression Scale (A-SCALE) was designed and standardized by Km. Roma Pal and Dr Tanseem Naqvi in 1983. The scale contains 30 questions which were designed by Likert-type 5-point scale. Positive and negative statements existed in this scale. Each question has five possible responses that are each analysed on a positive five-point scale and a negative zero-point scale. The reliability was calculated for both males and females in this scale. The reliability coefficient was .78. The validity coefficient of both tests was .78 and the Hindi and the English version scale is valid for evaluating aggression.

Table 4 Norms and Standards for Aggression

Sr. no	Range of Scores	Category
1.	107 and above	Saturated Level
2.	90-106	High level
3.	61-89	Average Level
4.	46-60	Low Level
5.	45 and below 45	Clean Level

Table 5 Score of the subject regarding socio-psychological variables

Sr. no	Name of Variables	Score	Category
1	(Frustration)Regression	30	High Level
	Fixation	36	Saturated Level
	Resignation	13	Clean Level
	Aggression	26	Average Level
2	Self-Confidence	31	Average Level
3	Sports Achievement Motivation	34	High level
4	Aggression	52	Low Level

Table 6 Various Modes of Frustration

Name of Variables	Score	Category
Frustration (Regression)	30	High Level
Fixation	36	Saturated Level
Resignation	13	Clean Level
Aggression	26	Average Level

Table 7 Interpretation of Self-Confidence Variable of the Subject

Name of the variable	Score	Category
Self-Confidence	31	Average Self Confidence

Table 8 Interpretation of Sports Achievement Motivation Variable of the Subject

Name of variable	Score	Category
Achievement Motivation	34	High level of Motivation

Table 9 Interpretation of Aggression Variable of the Subject

Name of Variable	Score	Category
Aggression	52	Low

RESULTS

Table 6 talks about the level of Regression of the subject which indicates a score 30 This score indicates the high level of Regression. This Table also indicates the Subject's score of Fixations i.e., 36. which reflects Fixations level of the subject is Saturated. Further, according to the above-mentioned table, the score of the subjects regarding resignation level is found 13 which comes under the category of the clean level of Resignation. It also talks about the aggression score of the subject which is 26. This score is showing aggression of the subject at the Average level.

Table 7 indicates the self-confidence score of the subject i.e. 31. This score indicates that the subject has an Average level of Self-Confidence.

Table 8 indicates about the Sports Achievement Motivation Score of the subject which is 34. This score reflects that the subject has a High level of Sports Achievement Motivation.

Table 9 indicates about the Aggression variable's score of the subject i.e. 52. As per the norms of the scale, it was found that the Subject is having a Low level of Aggression.

CONCLUSION

It has been found that Mr. Sumit Valmiki possesses Unique Characteristics, Outstanding Hockey Playing Abilities, Extraordinary Personality Traits, and Excellent Behavior Qualities. Further, it is concluded that he is having an Optimal level of Frustration and an Average level of Self-Confidence and the ability to be Confident in difficult situations and Solve Problems. It has also been found that he is having High level of Sports Achievement Motivation. He has the ability to develop Competence for Success within his chosen field. He is also having a Low level of Aggression and the ability to remain Cool and Calm.

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Author Information
[1]Harish Kumar; Research Scholar, Dept. of Physical Education and Sports Science, University of Delhi, Email: hsaini0209@gmail.com

[2]Jaiparkash Sharma; Professor, Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, B-Block, Vikaspuri, New Delhi – 110018, Email: dr.jaiparkashsharma@yahoo.com

Corresponding Author: Harish Kumar, Email: **hsaini0209@gmail.com**

Citation