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A STUDY ON REFREE DECISION MAKING AND ACCURACY IN VOLLEYBALL SPORT AT HYDERABAD

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ABSTRACT

This paper presents a conceptual model of referee efficacy, defines the concept, proposes sources of referee specific efficacy information, and suggests consequences of having high or low referee efficacy. Referee efficacy is defined as the extent to which referees believe they have the capacity to perform successfully in their job. Referee efficacy beliefs are hypothesized to be influenced by mastery experiences, referee knowledge/education, support from significant others, physical/mental preparedness, environmental comfort, and perceived anxiety. In turn, referee efficacy beliefs are hypothesized to influence referee performance, referee stress, athlete rule violations, athlete satisfaction, and co-referee satisfaction.

Evidence points to the existence of a home advantage effect in soccer with referees giving more decisions to the home team being a plausible explanation for this effect. The purpose of the present study was to use qualitative methods to explore the factors that influence experienced referees when making decisions. Five experienced referees volunteered to participate in semi-structured interviews of 30-40 minutes duration. Examples of questions/probes included 'Are there times when it is difficult to make a decision on whether there was a foul or not? When? Why?' and 'Do you worry about making the wrong / unpopular decision? What affect does this have on you?' Content analysis identified 13 inter-related themes that describe four higher-order themes. The themes 'accuracy-error', 'regulations', and 'professionalism' form a higher-order theme labeled 'ideal-decision making'.

The themes 'opinion', 'concentration', and 'control' represent a higher- order theme labeled 'individual factors'; 'experience', 'personality', and 'personal life' represent a higher-order factor labeled 'experience factors', and crowd factors, player reaction, environmental factors, and crowd interaction represent a higher-order factor labeled 'situational factors'. Findings from the present study offer some insight into difficulties and coping strategies used by referees to perform consistently in professional soccer. Future research could use quantitative methods to test the relative contribution of themes identified above to the decision-making process in referees. At an applied level, practitioners should develop strategies that accelerate the process of learning to cope with performance-related stressors such as the crowd noise.

INTRODUCTION

Sport referees have a challenging job, due to the many aspects of a game/match that they must take into account, the speed and complexity of the decisions they must make, the repercussions their actions have, the number of people involved in the match, and often the hostile nature of spectators at the sport event. They are required to perform many different tasks, including evaluating and judging the actions that take place during the match, making

fast decisions, managing the game, paying attention to multiple aspects of the game, keeping order, and solving disputes. All this not only makes the job very complex, but also makes it easy to commit mistakes. As a consequence of the constant decision-making, the subjectivity of referees when assessing actions, and the mistakes they may make, they are often criticized for their decisions. This criticism may come from the players and the coaches as well as sports managers, fans or the sports media.

Referee mistakes can have devastating consequences from an economical and social perspective for clubs and fans, and also for athletes and teams. A example is the recent self-admitted mistake by major league baseball umpire, Jim Joyce. Joyce called a player safe at first base and took away Detroit Tiger pitcher, Armando Galarraga's, perfect game. Joyce was described as looking and sounding distraught.

The officiating task itself and the possible mistakes inherent in it can lead to a loss of confidence, high anxiety, and increased stress levels in referees and, consequently, lead to the more and more frequent referee dropout. These anxiety levels and their causes are similar across different sports officiating contexts. The stress of officiating has been shown to negatively influence sports officials' mental health, attentional focus, performance, satisfaction with their profession, and dropout intentions.

One psychological mechanism that has been shown to mitigate stress and anxiety related to performance is one's sense of self-efficacy. According to Bandura, self-efficacy is defined as the strength of an individual's conviction that he or she can successfully execute a behavior required to achieve a certain outcome. Such perceptions are predicted to influence task choices, effort expenditure, and resilience to failure. According to self-efficacy theory, perceived self-efficacy influences stress and anxiety through one's beliefs about personal control of actions, thoughts, and affect. Those who are confident in their abilities focus on the challenge and what they need to do to accomplish their task and worry less about making mistakes or the pressure of the situation. Reciprocally, Bandura (1977, 1997) also views anxiety as a source of efficacy information. Those who worry about their upcoming task and pressure will have more doubts about their capability than those who feel less anxious. Bandura's conceptualization of self-efficacy's relationship to behavior is dependent, in part, on people having sufficient incentives to act on their efficacy beliefs and possessing the requisite skills.

Within the domain of sport psychology, self-efficacy has been extensively studied as a cognitive variable related to sport-achievement strivings. Generally, studies on self-efficacy in sport (where sufficient incentives to perform and requisite skills exist) have found a positive relationship between one's efficacy expectations and performance and a negative relationship between efficacy beliefs and anxiety. Additionally, studies have supported a strong relationship between self-efficacy and work-related performance.

While such studies have corroborated Bandura's (1977, 1997) suppositions regarding the impact of self-efficacy on athletic and work performance, no sport empiricist to-date has attempted to extend this area of research to include referee efficacy. We define referee efficacy, which we term refficacy for convenience, as the extent to which referees believe they have the capacity to perform successfully in their job. As in athletic and work-related performance, one would expect a positive relationship between refficacy beliefs and performance and a negative relationship between refficacy and performance anxiety and stress. Given that referees have to pass an exam to be allowed to perform and choose to

accept an assignment, one can assume they have the adequate incentive to perform and the requisite skills. Highly efficacious referees should be more accurate in their decisions, more effective in their performance, more committed to their profession, have more respect from coaches, administrators, and other officials and be able to avoid the stress that officiating generates. In fact, the aspect that interests and worries referees the most is self-confidence, as some empirical studies have confirmed. This article presents the concept of refficacy and proposes a model that can be used to examine the construct and its sources and outcomes.

VOLLEYBALL:

Volleyball is an Olympic group activity in which two groups of 6 dynamic players are divided by a net. Every group tries to score focuses by establishing a ball on the other group's court under sorted out principles. Play moves ahead as takes after: a player on one of the groups starts a rally by endeavoring to serve the ball (throwing or discharging it and afterward hitting it with a hand or arm), from behind the back limit line of the court, over the net and into the getting group's court (Homberg, S., & Papageorgiou, A. (1995)).

The getting group should not let the ball touch their court; they may touch the ball upwards of three times, regularly utilizing the initial two touches to set up for an assault, an endeavor to direct the ball back over the net in such a route, to the point that the serving group is not able to keep it from touching their court. The rally proceeds in the same way, with every group permitted upwards of three sequential touches, until either (1): a group makes an execute, establishing the ball on the adversary's court, therefore winning the rally; or (2): a group submits a deficiency, accordingly losing the rally. The group that wins the rally is recompensed a point, and serves the ball to begin the following rally.

The complete guidelines are broad; a couple of the most well-known shortcomings include: Causing the ball to touch the ground outside the opponents' court or without first passing over the net;

- Catching and throwing the ball;
- Double hit: two consecutive contacts with the ball made by the same player;
- Four consecutive contacts with the ball made by the same team.

The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

VOLLEYBALL SPORT:

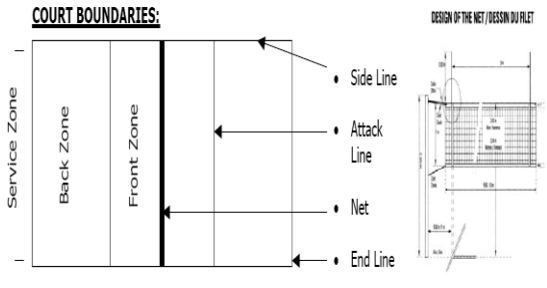

Figure 1: volleyball Court

The game is played on a volleyball court 18 meters (59 feet) long and 9 meters (29.5 feet) wide, divided into two 9 m × 9 m halves by a one-meter (40-inch) wide net placed so that the top of the net is 2.43 meters (7 feet 11 5/8 inches) above the center of the court for men's competition, and 2.24 meters (7 feet 4 1/8 inches) for women's competition (these heights are varied for veterans and junior competitions).

There is a line 3 meters from and parallel to the net in each team court which is considered the "attack line". This "3 meter" (or 10 foot) line divides the court into "back row" and "front row" areas (also back court and front court). These are in turn divided into 3 areas each: these are numbered as follows, starting from area "1", which is the position of the serving player:

THE BALL

FIVB regulations state that the ball must be spherical, made of leather or synthetic leather, have a circumference of 65–67 cm, a weight of 260–280 g and an inside pressure of 0.30–0.325 kg/cm^2. Other governing bodies have similar regulations.

SCORING

At the point when the ball contacts the floor inside of the court limits or a lapse is made, the group that did not make the mistake is granted a point, whether they served the ball or not. The group that won the point serves for the following point. On the off chance that the group that won the point served in the past point, the same player serves once more. In the event that the group that won the point did not serve the past point, the players of the group turn their position on the court in a clockwise way. The amusement proceeds, with the first group to score 25 focuses (and be two focuses ahead) honored the set. Matches are best-of-five sets and the fifth set is generally played to 15 focuses.

Prior to 1999, focuses could be scored just when a group had the serve (side-out scoring) and all sets went up to just 15 focuses. The FIVB changed the tenets in to utilize the present scoring framework, essentially to make the length of the match more unsurprising and to make the amusement more observer and TV neighborly.

CONCLUSION

In conclusion, interview results provide insight into the thought processes and associated themes related to decision-making in soccer. We suggest that future research tests the extent to which these findings hold using a quantitative methodology. It is argued that confirming findings identified by qualitative research in quantitative studies would provide a strong foundation for developing education programs designed to teach referees to cope with situational stressors such as crowd noise.

Due to the special characteristics of the officiating task, the models that have been used to study the efficacy beliefs in managers, teachers, and coaches cannot be used here. Among the reasons for this, we find the peculiarities of the officiating task itself, the fact that referees are observed by hundreds or thousands of fans in each match/game and that there are many people – athletes, coaches, managers, fans – trying to exert an influence on each of the

referee's decision. This complexity of the officiating task has led us to design a new model which allows us to include the different aspects that play a determining role for the referee.

We consider our model of refficacy to be a preliminary model that probably contains fewer sources, dimensions, and outcomes of refficacy than may actually exist. The model offers a starting framework, however, for research on the confidence-related aspects of sports officiating. Future research can provide novel corroborations or falsifications to extend and or tighten the model. We realize that our initial conceptualization has limitations.

Our focus group consisted of male-only soccer referees. Other types of team-sports officials may have provided different sources, dimensions, and outcomes to the refficacy model. In addition, if one is conducting focus group research, one typically utilizes several groups and/or several sessions until a saturation point is reached. Given that multiple groups/sessions were not used here, there may have been additional information to add to the model. We invite other scholars to test and extend this model and begin developing an empirical base of research on refficacy.

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