

## ABSTRAKT

### SITUATIONAL AND DISPOSITIONAL CAUSES OF LOST MATCHES ON AN EXAMPLE OF WOMEN'S VOLLEYBALL

A large number of team unforced errors is one of the most common reasons for losing in volleyball matches. Based on the results of research and on the knowledge of the discipline, the determinants of this behavior were sought among situational, dispositional and process factors. The situational factors included the way of communication between the coach and the players during the time-outs of the match and the effects of the first mistake made by the volleyball player visible in the further play of this player and in the game of the entire team. The dispositions of the players examined and analyzed in this dissertation are: perfectionism, self-esteem and temperament, and among the process factors there are: attention level, the style of coping with a stressful situation and the cognitive style - field dependence/independence. Answers were sought to the questions which of the listed characteristics of the players and in what way increase the probability of their own and the team's negative performance in the course of the game. In addition, attempts were made to find answers to the following questions: 1/ what is the relationship between the coach's messages given to the players during the match and their further play; 2/ whether the type of these messages is related to the coach's temperament characteristics and their style of coping with stress.

114 volleyball players from two levels of competition and eight coaches (6 men, 2 women) were tested. The final analyzes included the results and behavior of 110 players (59 players from the Academic Sports Associations and 51 volleyball players from the top league). The first part of the study was a qualitative analysis of match recordings in terms of mistakes made by individual players and an analysis of recordings of what coaches said to them during time-outs. The second part of the study involved the use of questionnaires. The level and type of perfectionism was measured using Szczucka's Adaptive and Maladaptive Perfectionism Questionnaire, temperament traits were inferred on the basis of Zawadzki and Strelau's Formal Characteristics of Behavior: Temperament Inventory (FCB-TI), and the level of self-esteem was determined on the basis of the result obtained in the Rosenberg Self-Esteem Scale (SES). Attention level was measured with the Test of Attentional and Interpersonal Style (TAIS) by Robert Nideffer, the dominant way of coping with stress was measured through the Coping Inventory for Stressful Situations (CISS) by Endler

and Parker, and the cognitive style field dependence/independence was determined by the Group Embedded Figures Test (GEFT) by Herman Witkin. All research techniques have appropriate psychometric parameters.

The study identified groups of players with a tendency to make further own error after the first failure, which was one of the reasons for the team losing points in series. However, the error of one of the players did not affect the effectiveness of the entire team. After analyzing the data, results close to statistical significance were noted in the case of coaching messages categorized as *technical and tactical instructions*, and the scoring of a point by this team, immediately after the break requested by the coach. In addition, it was noticed that the team scored a point much more often immediately after the time-out on the request of the coach, regardless of the type of their instructions during the thirty-second break. The characteristics of the coach's temperament correlated with the type of messages given to the players. The higher the sensory sensitivity of coaches, the less often they used messages classified as *technical-tactical instructions* and *reinforcement/motivation*. In turn, a higher level of activity meant that coaches more often reached for messages from the category: *other*. Trainers with a high level of the avoidant style of coping with stress used *constructive criticism* more often, and additionally, a higher level of the task-oriented style in coaches made them more often use messages from the category: *other*. There was no relationship between the temperament of volleyball players, the level of self-esteem and their effectiveness in the game. The first-class players who committed another own error in both of the observed games (*cold-hand effect*) were characterized by a higher score on the maladaptive perfectionism scale in relation to the other two groups. A relationship was observed between the attention level in the subscale of *action/focused* and the higher sports level of the female athletes, moreover, female ASA athletes achieved higher scores on the *expression of ideas* and *extroversion* scales measured with the same tool. The field-independent cognitive style was characteristic of the ASA players, and the avoidant style of coping with stress was higher in the top league players, who after the first own error had a 50% success rate at the next contact with the ball, and in the players who did not repeat such a mistake. The research results described in the dissertation justify the need for further research on the dynamics of volleyball matches.

Keywords: volleyball, field effectiveness, loss, coaching messages, perfectionism, self-esteem, temperament, attention, field dependence/independence, qualitative analysis of volleyball matches recordings