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STRUCTURE OF ISOLATED PRECISION FACTORS OF THE MALE STUDENT ON VOLLEYBALL

Introduction

It is not difficult to understand volleyball, if we recognize the fact that in its basis, it is a sport which due to its characteristic peculiarities, dominates in the volleyball movements. However, the modern volleyball belongs to phenomenon in which the movement forms are extremely complex and diverse, taking into account first of all the structural positioning of the volleyball technique (Karelic, Vujmirlovic, & Savic, 2012).

The successful team should be composed of active volleyball players. They should possess, amongst others, adequate motoric abilities, which can be divided as a factor of success in the tactic and technique structures of the volleyball game. Because, in whatever situation during the game must be realized through the adequate movements assisted by general force of the loco motoric device through the speed, accuracy, coordination, agility etc. It is precisely this factor of motoric abilities which is key factor for the success of the volleyball game.

Volleyball coaches use skill tests to assess the skill level of their players and to predict the players' future success (Lidor R, 2007). The purpose of the study was to verify the current precision status of the students of the Faculty of Physical Education and Sport at the University of Prishtina. All they have completed the Volleyball course, and that the four variables tested were an integral part of the practical lessons from the subject of volleyball.

Methods

In this study have participated 70 respondents, students of FEFS (35 in first year and 35 in fourth year). All tested have completed volleyball course from the study program in the FEFS. Measurements are held in the hall of the faculty. Standard tests were conducted to measure the precision in volleyball with separate emphasis on: overhand pass (SOP), underhand pass (SUP), as well as underhand serve (SUT) on the six positions and float (tactic) serve (SFS) on three positions. It is expected to achieve average results of the maximum scores in all tested variables. It is also expected that the group of students who have heard the fourth year was expected to give better results in the applied tests. Used methods for the analysis of data are the standard methods from the SPSS, respectively basic statistical parameters, Correlation method and T-test.

Results

Table 1. Descriptive Statistics first year

Descriptive Statistics first year						
	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
SFIP	9.00	36.00	21.6571	6.48955	.255	-.526
SFAP	2.00	22.00	10.6286	5.65210	.337	-.764
SBUS	8.00	23.00	14.7429	3.67298	.206	-.484
STOS	3.00	21.00	13.3143	3.95394	-.420	.539

Table 2. Descriptive Statistics fourth year

Descriptive Statistics fourth year						
	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
SFIP	13.00	33.00	23.6857	5.76894	-.085	-.996
SFAP	6.00	26.00	15.1714	5.18190	-.003	-.803
SBUS	7.00	22.00	15.1143	3.41081	-.198	.188
STOS	8.00	21.00	16.6000	3.13613	-1.196	1.208

In the tables 1 and 2, the basic statistical parameters show that grouping of results of the students of forth academic year is more homogenous. Also, results for this group showed they are even better. While, as regards variables, better results are noticed with the students of fourth academic year. Also, the standard deviation is smaller at this group, which shows that the group is more homogenous, for example, SFIP the first academic year with 21.65 ± 6.48 SD, the fourth academic year 23.68 ± 5.76 SD. Based on the obtained results in the other variables as well, the group of fourth academic year appears to be a group with better achievements of quality comparing to the students of first academic year in the aspect of the achieved results and homogeneity as a group.

Table 3.

Independent Samples Test							
	t	df	Sig. (2-tailed)	t-test for Equality of Means		95% Confidence Interval of the Difference	
				Mean Difference	Std. Error Difference	Lower	Upper
SFIP	-1.382	68	.171	-2.02857	1.46770	-4.95732	.90018
SFAP	-3.505	68	.001	-4.54286	1.29613	-7.12924	-1.95647
SBUS	-.438	68	.662	-.37143	.84725	-2.06210	1.31924
STOS	-3.852	68	.000	-3.28571	.85304	-4.98794	-1.58349

Also, results obtained through T-test show significant statistical changes in both applied tests. This is noticed especially in the variables SFAP where the average results of the students of the fourth academic year are 15.77 ± 5.18 DS, and average 10.63 ± 5.65 DS for the students of the first academic year with the significance 0.001. The same is with the variable STOS, the results vary from the average 16.6 ± 3.13 DS for the students of the fourth academic year with the average result 13.31 ± 3.95 DS for the students of the first year with the significance 0.000. So, the level of results which appear to be statistically important is clearly projected in both abovementioned variables and with better results achieved by students of fourth academic year. In both other variables, the level of statistical significance does not represent significant changes, although these changes are obvious in the favour of the students of the fourth academic year.

Discussion

Based on the obtained results, the group of students of the fourth academic year have scored better results comparing to results obtained by the group of students from the first academic year in all variables. Also, it has been noticed that the group of students of the fourth academic year appeared to be more homogenous because in all four variables, where the obtained results are even better and the difference between the minimal and maximal result is smaller, as well as the value of standard deviation. Thus, better realization of variables extracted from the processing of results shows the advantages of the professional and continuous work in the faculties of the students of fourth year, which confirms the role of exercises (repetitions) in strengthening the movement information, because except pursuing the volleyball obligatory module during the year of studies, the students of the fourth passed another two modules of hand sports. They also had the opportunity to strengthen their volleyball skills through the possibility of selecting the volleyball as an optional subject. Through the analysis of T-test, it has been noticed statistically significant change in the variables SFAP and STOS, but the change which reaches the significant statistical change is also noticed in the variables SFIP and SBUS,

but it did not present significant statistical change. This presupposes that although when discussing about the sample as an entirety, the achieved results speak about a sample selected through testing in sample in the beginning of selection of the candidates for students, respectively through the addition exam.

References

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The aim of this study was to verify the current status of accuracy in volleyball for the students of the faculty of physical education and sports of the University of Prishtina, all the students have successfully passed the exam in volleyball. Also, another aim was to observe whether there are significant statistical differences between both generations of students. In the study were included 70 students (35 from the second academic year and 35 from the fourth academic year). To achieve the aim, were applied standard tests of accuracy in volleyball, such as the following: overhand pass, underhand pass, as well as underhand serve on the six positions and float (tactic) serve on three positions. From the basic statistical parameters, it has been noticed that grouping of results from the students of fourth academic year are more homogenous, and for this group showed that results are better than at students of first year of studying. While, in the variables is noticed that there are changes into the favour of students of fourth academic year, it has also been noticed that standard deviation is smaller with this group, which shows even more homogenous groups, for example, SFIP group 1 mean 21.65 ±6.48 SD, gr.2 mean 23.68 ±5.76 SD. The obtained results from T-test shows significant statistical changes in both applied tests. The best obtained results are a derivate of continuous professional work, as well as result of “selection”, due to continuous testing and completion of both exams of hand sports and volleyball as an elective subject.

Key words: accuracy, services, passing, differences, students.