Chapter III

PROCEDURE

The details of procedure adopted to collect data for the study, selection of subjects, selection of variables, criterion measures, collection of data, procedure and administration of questionnaire, and statistical technique employed for the analysis of data have been described.

To gather valid and reliable information for the study, an integrated approach was used. The investigator himself went to the venues of South Zone and All India Interuniversity Tournaments for collecting the data.

Selection of Subjects

Hundred and twenty-eight Inter-University level soccer players categorised into two groups as successful and unsuccessful with sixty-four subjects of four teams from each group were selected as subjects for the purpose of the study. The successful players were players belonging of four semi-finalist teams in the All India Intervarsity
Football Tournament. The unsuccessful players were players from those south-zone teams who fail to qualify for the All India Intervarsity Football Tournament from the respective zone.

**Selection of Variables**

The research scholar has gone through discussions, critical as well as allied literature related to the problem. To keep the entire study unitary and integrated and the availability of psychological inventories, the following psychological variables were selected.

1. Personality was assessed by Eysenke Personality Inventory.

2. Cognitive and Somatic anxiety and the self-confidence were evaluated by Competitive State Anxiety Inventory (CSAI-2).

3. Aggression was assessed by Sports Aggression Inventory.

4. Motivation was assessed by the Sports Achievement Motivation Test.

5. Emotional stability was assessed by the Emotional Maturity Scale.
6. Causal Attribution was assessed by Robert's Attribution Questionnaire.

**Criterion Measures**

The criterion measures adopted for the study are:

1. Personality (Extroversion/Introversion) assessed by the total score in the Eysenke Personality Inventory.

2. Cognitive, somatic anxiety and self-confidence were assessed by the total score in the Competitive State Anxiety Inventory (CSAI-2).

3. Sports aggression was evaluated by the total points in Sports Aggression Inventory.

4. Sports achievement motivation was assessed by the scores obtained in the Sports Achievement Motivation Test.

5. Emotional stability was assessed by the Emotional Maturity Scale.

6. Causal attribution was assessed by the scores obtained in the Robert's Attribution Questionnaire.
Collection of Data

The data on the selected psychological variables were collected from the venues of the South zone and All India Intervarsity Football Tournaments for the year 2000-2001. The data of unsuccessful soccer players were taken from the four teams namely Gulberg University, V.T. University, Belgam, J.N.T. University, Hyderabad and Karnataka University which lost in the first round of the South Zone at Kozhikode, Kerala.

The data pertaining to the successful soccer players were taken from the four semi-finalist teams of the All India Intervarsity Football Tournament namely Punjabi University, Punjab; Burdwan University, West Bengal; Calicut University, Kerala and Punjab University, Chandigarh held at Chandigarh.

The consent of the coaches and the willingness of the players were considered before the administration of questionnaires. The purpose of the study and the procedure for answering the questionnaire were briefly explained to the subjects.
Procedure and Administration of the Questionnaires

The research scholar himself has gone to the tournament venues, Kozhikode, Kerala and Chandigarh, and collected the data on the selected psychological characteristics of successful and unsuccessful soccer players, during the Zonal and All India Intervarsity Football Tournaments.

Eysenke Personality Inventory

The Eysenke personality inventory is a modified version of the Maudsley Personality Inventory. As a "development of the MPI like the present instrument, it sets out to measure two major dimensions of personality, extroversion and neuroticism." (Eysenke 1959, Knupp 1962). A quantitative assessment of this inventory is given by the authors themselves. (Eysenke and Eysenke, 1964).

The EPI consists of two parallel forms, thus making possible retesting after experimental treatment without interference from memory factors. The EPI items have been carefully rewarded so as to make them understandable even by the subjects of low intelligence and or education. The EPI contains a Lie Scale which may be used to
eliminate subjects showing desirability response set, no such scale was contained in the published from of the EPI.

A review of literature by Eysenke (1960) has disclosed strong support for a view which recognises the existence of two very clearly marked and outstanding important dimensions; these have been called, respectively Extraversion - Introversion and neuroticism, emotionality or stability - instability. Eysenke (1956) claims further that this is the only inventory in existence which have included only questions, all of which formed part of one single factor analysis, there are reasons for beating with considerable cautions clam for inventories built up once more piece meal fasion.

One of the most outstanding features of this questionnaire is that it contains a "Lie Scale." Eysenke and Eysenke (1963) add, an 9 item Lie Scale (L) has been included in the EPI, studies showed the scale to be valid, reliable and useful in detecting individuals.

Scoring:

There are 57 questions in all in the Form-A of the EPI; 24 questions pertain to E factor and 24 to N, while the remaining 9
questions show the presence or absence of 'L' i.e., "Faking Good." The responses given by the subjects were scored in accordance with the prescribed key to determine whether the E or N was present or absent. All the questions carry only two responses, yes or no. Scoring done with prescribed key clearly showed, after counting the total number of E or N separately, as to what quantitative level was a factor present. The number of 'L' was also counted so as to decide whether the total score was to be considered for the statistical analysis or not. Hence response forms showing more than 5 "lies" have been discarded and the score of such subjects has not been included in the statistical treatment of the data. The total score, in each case, on E and N factors would not exceed 24, minimum being zero.

The manual of the inventory tells us that the mean score of the normal population on E factor is 12.070 and on N factor it is 9.065. If the mean score on E factor, of this population goes above this, the sample on average, may be considered to be more extrovert; similarly if the mean score on N factor goes above this, the sample may be considered to be more neurotic. Eysenke (1963) considers neuroticism to be significantly closer to introversion.
'Faking good', accordingly, it has been included in the present inventory. No absolute guidance can be given for its use, as different groups differ from each other, but in general it may be said that there is considerable evidence to show that a score of 5 or above on the scale shows that "faking good" is likely to have occurred, and that the E and particularly the N scores should be regarded with considerable scepticism. If only scale A or scale B is employed a "L" score of 4 or 5 were not considered to constitute the cutting point where inventory answers ceased to be acceptable. Tendency to have 'L' score may itself be an interesting personality trait.

Competitive State Anxiety Inventory (CSAI-2)

The CSAI-2 was taken less than five minutes to complete and was administered not one hour and as close as possible before competition. The scholar has give a clear instructions about the questions.

Scoring:

The CSAI-2 is scored by computing a separate total for each of three sub scales with scores ranging from a low of 9 to a high of 36.
The higher the score, the greater the cognitive or somatic. A state or the greater the state self-confidence. No total score for the inventory is computed.

**Sports Aggression Inventory**

The research scholar met the players in the presence of their respective coaches, and explained the methods of filling the inventory.

The Sports Aggression Inventory (SAI) was administrated to each player after the competition. The directions were read by the research scholar at a dictation speed to make the subjects understand the procedure to fill up the questionnaire, they were asked to record the answers for all questions. The subjects were given enough time to answer the questions. After the completion, screening was made to sure than no question was left unanswered.

**Scoring:**

The sports aggression inventory was consist of 25 items in which 13 item are keyed 'yes' and rest 12 are 'no'. For each correct answer score was one so the maximum score may be 25 and minimum may be
zero. Scores obtained by each subject on each statement was added up which represented one's total score on aggression.

Sports Achievement Motivation Test

Achievement tests attempt to measure what an individual has learned - his or her present level of performance. Sports achievement tests are particularly helpful in determining individual or group status in sports settings. Achievement test scores are used in placing, advancing or retaining students at particular grade levels. They are used in diagnosing strength and as a basis for awarding prizes, scholarship or degrees.

The sports achievement motivation test is a self evaluation questionnaire of twenty statements, response value of when extend from zero to forty in total. Each statement carries a maximum score of two and a minimum zero. When the subject ticked the right part, he/she was given two points and when he/she touched wrong part he/she earns zero. Method to fill the questionnaire was briefly explained.
Scoring:

The SAMT carrying a test-retest reliability as 0.70, is a test of twenty statements, the response value of which range between 0-40. The validity SAMT with the actual performance of the athletes had been worked out to be 0.55 which is marked. On the basis of percentile point norms suggested in the said test, subjects seen ring below 24 could be characterised "low in sports achievement motivation", there scoring below 30 but above 24 as moderate and those scoring above 30 as highly motivated.

Emotional Maturity Scale

The most outstanding mark of emotional maturity, according to Cole (1944) is ability to bear tension other mark are an in difference towards certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.
According to Seoul, if the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low and his vulnerability is minimal.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it continually involved in a struggle to gain healthy integration of feeling, thinking action.

The authors had made a scale for emotional immaturity. They are emotional un.stability, emotional regression, social maladjustment, personality disintegration and lack of independence. The simple way to ticking by reading has explained by the scholar in the presence of their team manager and coach.

Scoring

Emotional maturity scale has a total of fortyeight items under the five categories. They are emotional unstable ten items, emotional regression ten items, social maladjustment ten items, personality disintegration ten items and lack of independence eight items.
EMS is a self-reporting five point scale items of the scale are in question form demanding information for each in either of the five options. The items are so safed that if the answer is in positive say a score of five is given for very much; for much four; for undecided three and for probably two; and for negative answer of never a score of one is to be awarded. Therefore, the higher the score on the scale, grater the degree of the emotional immaturity and vice-versa.

The reliability of the scale was determined by test-retest and interval consistency the reliability was 0.75 and the validity was 0.64.

**INTERPRETATION OF SCORES**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 80</td>
<td>Extremely Stable</td>
</tr>
<tr>
<td>81 - 88</td>
<td>Moderately Stable</td>
</tr>
<tr>
<td>89 - 106</td>
<td>Unstable</td>
</tr>
<tr>
<td>107-240</td>
<td>Extremely Unstable</td>
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Robert's Attribution Questionnaire

The recent advances based on extensive psychological research have made possible an instrument that gives an objective analysis of individual attribution. Traditionally, there have been three different ways of measuring causal attribution. The first is the structural rating scale method. The second is the structural percentage rating scale and third is referred to as an open-ended system. The athletes make their own attributions or select them from a list of potential attributional structural percentage rating scale in widely used as compared to structural rating scale and open-ended system. Ross¹ (1977) concluded that the weakness of the open-ended system is that it leaves the experimenter with the task of assigning attribution to the appropriate dimension. The researcher and the athletes may not agree on the meaning of a causal attribution and often it is ambiguous. Therefore, a paper, pencil test of attribution (win and lose) questionnaire prepared by Robert was used for the study.

attribution questionnaire is standardised, valid, reliable and objective test that can be given just after the end of the competition, to each individuals in the group to yield a general assessment of attribution of each sports person. This test has been widely used in our country by Indian sports psychologists on sports persons at different level of both sexes.

In order to find out the attributional pattern of sports person the attribution questionnaire was applied. The questionnaire consists of four statements dealing with following four variables, viz.: Ability, Effort, Task difficulty and luck. The first two dimensions represent internal attribution and the last two are external attribution. Each statement has a nine point scale. It provides wide response opportunity to the subjects point one indicates "Not at all" and point nine refers to "very much so." Sports persons were required to read carefully and as desired, circle any number to express his degree of involvement correctly. Circling number nine was considered "very much so" and circling number one was "not at all."
Scoring

The completed attribution questionnaire of each subject was first checked to make sure that subjects have not given double responses to any statement and also have not omitted responses to any statement. The circling of any of the number from one to nine in terms of response for each statement was valued as score for each of the dimension of attribution test. Totaling of the ability and effort dimension score was considered as internal attribution sure, whereas, score in task difficulty and luck was considered as score obtained for external attribution.

Statistical Procedure

Descriptive statistics was used to find out the psychological profiles of successful and unsuccessful soccer players. And to find out the significance of differences among the successful and unsuccessful soccer players in selected psychological characteristics, the t-ratio was applied. The level of significance chosen to test the hypothesis was set at 0.05.