CHAPTER-III

METHODODOLOGY

This chapter provides an overview of the method used for the research study. Under this part of the research method, subjects/tools, variables, design and statistical techniques used are described in view of testing the formulated hypothesis.

The purpose of the study was to make a comparative analysis of motivation, confidence, anxiety control, mental preparation, team emphasis and concentration among university team men and women cricket, ball badminton and kabaddi players and college team men and women cricket, ball badminton and kabaddi players.

3.1. SUBJECTS

To achieve the purpose of the study, a total of 240 talented youth athletes aged 18 to 25 years were utilized in this present study. The participants were divided into 120 intermediary and 120 advanced sports performer based on their performance level as well
as participation level. Hundred and twenty athletes both men and women, who participated in the Tamilnadu Inter Engineering Sports Competition organized and conducted by Mohamed Sathak Engineering College, Keelakarai, Ramanathapuram District, Tamilnadu, who reached the quarter finals in Kabaddi, Cricket and Ball Badminton games were utilized as intermediary sportsmen (women and men). For each game 20 players from each sex formed the subjects for intermediary sports person. The best players at quarter final stage were identified by three senior NSNIS qualified coaches by subject evaluation during the actual competition.

Hundred and twenty athletes both men and women who participated in All India Inter University competitions were utilized as advanced sports performer – women and men players, who reached the quarter final stage at All India level in Kabaddi, Cricket and Ball Badminton games were utilized. For each game 20 players from each set formed the subject for advanced sports performers. The best players were identified by three senior NSNIS qualified coaches by subjects’ evaluation during the actual competition.

All India Women cricket tournament (2008) was organized by Alagappa University, Karaikudi, All India Women Ball Badminton tournament (2008), Usmania University (Men) was organized by Bharathidasan University. All India Men Ball Badminton tournaments were organized by Madras University. All India Men Kabaddi tournaments (2008) were organized by Dharwad University. All India Women Kabaddi tournaments were organized by Manonmaniam Sundaranar University, Tiruvelveli.

3.2. SELECTION OF VARIABLES

3.2.1. Independent Variables
3.2.1.1. Kabaddi  
3.2.1.2. Cricket  
3.2.1.3. Ball Badminton  
3.2.1.4. Sex  
3.2.1.5. Level of Sports performance  

The present author selected kabaddi, cricket and Ball Badminton games for the investigation. All these three games are popular in India. The level of playing ability in these games are also comparable with international standard. The investigator also wanted to compare body contest and non-body contact games apart from comparing men and women and intermediary and advanced sports performers.

3.2.2. Dependent Variables  

3.2.2.1. Motivation  
3.2.2.2. Confidence  
3.2.2.3. Anxiety Control  
3.2.2.4. Mental preparation  
3.2.2.5. Team emphasis  
3.2.2.6. Concentration  

3.3. PROCEDURE  

All athletes gave their informal consent prior to participation and completed the inventory individually in group setting. Instructions were standardized, since obtained scores may be influenced by changing test instructions (Nideffer, 1987 and Greenspen et al., 1988). To avoid socially desirable answers athletes were told that the results were being used solely for research purposes.
3.4. INSTRUMENTS

The psychological skills inventory for sports consists of five point Likert type items that are distributed over six scales (Mahoney et al. 1987). It contains 44, five point Likert type items distributed over the same 6 scales: motivation (8 items), confidence (8 items), Anxiety control (8 items), mental preparation (6 items), team emphasis (7 items), and concentration (7 items) (see Appendix). The answer almost never equates to 1, and almost always to 5. Items worded negatively (indicating a problem or concern) are transformed by reversing the aforementioned 1-5 format. In this way, a high score on each scale corresponds to the psychological skills being presented to a large extent.

3.5. PSYCHOMETRIC CHARACTERISTICS

In a study center on the psychometric characteristic of the PSIS-youth, 381 youth field hockey and soccer players (age 14.7 years, sd = 1.7; 32% Female 68% male) filled in the questionnaire (Elferink – Gemser et al. internal publication, 2002). Correlations between scales did not exceed 0.42 supporting the PSIS-youth as a measure of six relatively independent constructs. Internal consistency estimates for each scale were acceptably high ranging from 0.68 on team emphasis scale to 0.81 on the confidence scale. Apart from the team emphasis scale, alpha was above 0.70 which is the minimum level recommended for research purposes (Nunnally, 1978). These internal consistency estimates are in line with other studies using the PSIS – White (1993) likewise showed good internal consistency with alpha coefficients ranging from 0.67 to 0.84 while Meyers et al (1994) using discriminant analysis, successfully classified 84% of selected athletes into rank order using the results of the
questionnaire. By contrast Chartand et al., (1992) did note internal consistency problem with the exception of the confidence factor. This however was an isolated result, which appears to stand opposed to most of the evidence (Maclntyre et al., 1998).

3.6. DATA ANALYSIS

According to the six categories of psychological skills (motivation, confidence, anxiety control, mental preparation, team emphasis and concentration), mean scores and standard deviations were calculated for the eight different sub groups based on performance level (elite youth athletes and sub elite youth athlete) Type of sport (team sports and individual sports) and gender. To make mutual comparisons between scales possible, scores on each of the six scales are also presented as means on the 5-point Likert scale (minimum score = 1; maximum score = 5 standard deviation.

Data were analyzing multivariate analysis of variance (MANOVA) general linear model (GLM) procedure. As part of the GLM procedure least squares means are calculated. For the MANOVA, performance level, type of sport and gender served as the independent variables, while the categories of psychological skills served as the multivariate dependent variable.