

EFFECT OF PLAYING SURFACE ON MOTOR COORDINATIVE ABILITY OF FEMALE KABADDI PLAYERS

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ABSTRACT

The present study was conducted to find out the impact of playing surface i.e. clay and mat upon motor coordinative ability of female kabaddi players. To conduct the study, 50 female kabaddi players (Ave. age 23.92 yrs.) who took part in national level kabaddi tournaments, were selected as sample. The selection of subjects was done from players of such teams who stood in top four places of national tournament. Agility of the selected female kabaddi players was assessed by Shuttle Run test item of Cooper's JCR test (1974). This test is performed twice by the subject i.e. on clay and mat surface respectively. Results indicate that shuttle run performance of female kabaddi on clay surface was significantly better as compared to mat surface at .05 level of statistical significance. It was concluded that playing surface affect motor coordinative ability of female kabaddi players.

Keywords: Females, Shuttle Run, Kabaddi, Playing Surface

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INTRODUCTION

The surfaces on which athletes run on can play a vital role in determining how well they perform. It has been documented that skill acquisition on different playing surface requires a lot of practice (Meyers and Barnhill, 2004). Kabaddi is a sport which is extremely popular in India. In India majority of tournaments are still conducted on clay fields whereas national and international tournament requires soft mat. Hence the Indian kabaddi players play on variety of surfaces which have different friction and traction. Since slight adjustment in terms of friction and traction is required on various surfaces, hence the same applies for kabaddi players also.

Being a popular sports all over the world these days, so many researchers such as Singh and Singh, 2013; Jaipal and Siwah, 2013; Mukesh, 2013 and many others have studied various factors which affect kabaddi performance but so far agility which is the important motor coordinative variable as far as kabaddi performance is concerned has not been assessed in relation to different playing surfaces.

In the view of above, the researcher decided to find out the impact of playing surface on motor coordinative ability of female kabaddi players. It was also hypothesized that the agility of female kabaddi players will be significantly influence by playing surface i.e. mat and clay.

METHODOLOGY

Sample :

To conduct the study, 50 female kabaddi players (Ave. age 23.92 yrs.) who took part in national level kabaddi tournaments were selected as sample. The selection of subjects was done from players of such teams who stood in top four places of national tournament.

Tools:

Motor coordinative ability: To assess agility of the selected subjects, Shuttle run test item of Cooper's JCR test (1974) was used. The motor coordinative ability scores of subjects was ascertained by their shuttle run timings; hence lower the timing, higher the motor coordinative ability formula is used.

Procedure:

A prior consent was obtained from concerned authority to conduct this study. The subjects were assured that the data will be used for research purpose only and it will be kept confidential. Shuttle run test was performed twice by a subject i.e. on clay and mat surface under the supervision of researcher.

RESULTS AND DISCUSSION

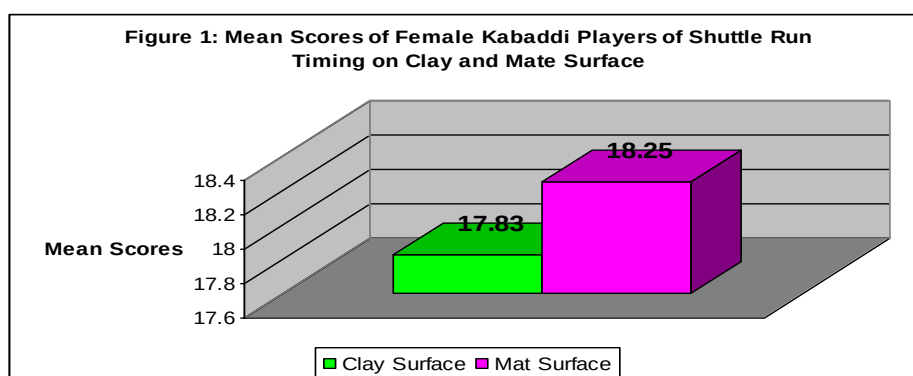
To compare agility of female Indian kabaddi players on clay and mat surface, paired sample 't' test was used. Analysis of data is presented in Table 1 and depicted in Figure 1.

TABLE 1
COMPARISON OF SHUTTLE RUN TIMINGS OF FEMALE KABADDI PLAYERS
ON CLAY AND MAT SURFACES (N=50)

Variable	Performance of Female Kabaddi Players				Mean Diff.	‘t’
	Clay Surface		Mat Surface			
	M	S.D.	M	S.D.		
Shuttle Run	17.83	1.15	18.25	1.31	0.42	2.26*

* Significant at .05 level

A perusal of statistical entries reported in table 10 shows that mean shuttle run timings of female kabaddi players on clay surface was 17.83 while mean time on mat surface was 18.25. The mean difference of 0.42 on clay and mat surface on shuttle run performance indicate that agility of female kabaddi on clay surface was significantly better as compared to mat surface at .05 level of statistical significance ($t=2.26$, $p<.01$).



DISCUSSION

On the basis of analysis, it is observed that it is difficult to adapt to different playing surface for a female kabaddi players. When a kabaddi player made transition from clay to mat surface, the un-adaptability of friction/traction hinders performance because coefficient of friction between foot and surface changes from clay to mat. In this perspective the results of the present study are not at all surprising.

CONCLUSION

On the basis of results, it may be concluded that playing surface i.e. clay and mat do influence motor coordinative ability of female kabaddi players.

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A COMPARISON OF SPORTS PSYCHOLOGICAL SKILLS OF MALE AND FEMALE JUDO PLAYERS

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ABSTRACT

The purpose of this study was to compare the sports psychological skills of male and female players. A sample consisted of thirty male and female Judo players, who participated in State Judo championships held at Bhillai in the year 2012-13. The Athletic Coping Skills Inventory-28 prepared and developed by Smith et al. 1995 was used to measure the seven dimensions of psychological characteristics i.e. Coping with adversity, Peaking under pressure, Goal setting and mental Preparation, Concentration, Freedom from worry, Confidence and achievement motivation, and Coach-ability. To find out the significance of differences between male and female Judo Players. the Means, Standard deviations and t –ratio were computed. Results of the study indicated that the male Judo players had better sports psychological skills than female Judo Players. Female judo players had better concentration ability than their counter parts. Male and female Judo Players also expressed similar psychological skills for the set of seven factors of athletic coping skill inventory.

Keywords: Males, Females, Judo, Psychological Characteristics

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INTRODUCTION

First of all, the inclusion of sports psychology was much more important to the Eastern European countries. Secondly, the approach to sports psychology is different. Sport psychologists in the USA work directly with the athletes, whereas, the Eastern Europeans believed that the coach should be the sport psychologist. In other words, the job of the sport psychologist is to help educate the coach. Furthermore, coaches in the former GDR completed a thorough training program that included extensive education in Sports Psychology. In western countries, coaches are seldom required to have formal training or to work closely with sport science practitioners or researchers (Roberts and Kimiecik (1989).

Few athletes have received psychological training that in any way approaches the complexity of their physiological training, even though many athletes believe that the mental aspects of their sport prevail over the physical aspects. One of the benefits of more research on psychological variables in gymnastics.

Anxiety has been the psychological factor most commonly linked to these sporting injuries, and there are reports of a high frequency of injuries in gymnastics . Elite gymnasts were found to have the highest anxiety level when compared to elite athletes from eight different sports. Little attention has been paid to the relationship of anxiety and injury in gymnastics (Kolt & Kirkby, 1994).

Players of different levels of play might display differences among the various psychological factors. Also, it was believed that identifying the psychological factors that influence soccer performance could provide important information to improve the athlete's preparation for the game, influence the occurrence of injuries and lead to intervention methods to improve fair play (Junge and his associates, 2000).

The mental skills are most important for the athlete to develop in order to enhance and optimize their coping skills. One concern that Baltzell had, however, was the lack of correlation between Coping and the Coping with Adversity subscale in the ACSI-28. Baltzell asserts that these two scales should be more closely related since theoretically, those athletes who cope effectively would also cope with adversity (Baltzell , 1999).

One important question is which psychological inventory will best assess these characteristics. If only one characteristic is being studied, then the best test would be one specific for that characteristic. However, when trying to predict success in a sport like individual or team game, or trying to identify one of several psychological constructs to determine strengths and weaknesses, the Athletic Coping Skills Inventory-28 has emerged as one of the best (ACSI-28; Smith, Schutz, Smoll, & Ptacek, 1995).

The purpose of this study was to compare the psychological characteristics of male and female players of Chhattisgarh. It was also hypothesized that there will no significant difference between male and female players of Chhattisgarh.

METHODOLOGY

Sample:

A sample consisted of thirty male and female Judo players of Chhattisgarh, who participated in State Judo championships held at Bhillai in the year 2012-13. The mean and SD of age in case of male and female for total sample was 21.66 ± 3.61 and 20.09 ± 2.15 years.

Instrumentation:

The Athletic Coping Skills Inventory-28 prepared and developed by Smith et al. 1995 was used to measure the seven dimensions of psychological characteristics in the form of personal coping resources of university athletes i.e. Coping with adversity, Peaking under pressure, Goal setting and mental Preparation, Concentration, Freedom from worry, Confidence and achievement motivation, and Coach-ability.

Procedure:

The test was administered on the subjects during when they were not quite busy and has sufficient time to give correct response of the questions cited in the questionnaire.

RESULTS AND DISCUSSION

To find out the significance of differences between male and female Judo Players of Chhattisgarh, the Means, Standard deviations and *t*-ratio were computed and data pertaining to this have been presented in Table 1. Significant level was set at .05 level.

TABLE 1
SIGNIFICANCE OF DIFFERENCES BETWEEN MEAN SCORES OF MALE AND FEMALE JUDO PLAYERS ON SEVEN DIMENSIONS OF PSYCHOLOGICAL CHARACTERISTICS

S. NO.	Psychological Characteristics	Sex	Mean	MD	σ DM	t-value
1.	Coping with Adversity	Male Female	2.1944 2.0417	0.1527	0.2159	0.707
2.	Coach Ability	Male Female	1.6667 1.5417	0.1250	0.1843	0.678
3.	Concentration	Male Female	2.1250 2.1667	0.0417	0.2276	0.183
4.	Confidence and Achievement Motivation	Male Female	2.2778 2.1458	0.312	0.1784	0.739
5.	Goal setting and Mental preparation	Male Female	2.3750 2.2290	0.1458	0.1924	0.758
6.	Peaking under Pressure	Male Female	2.2500 2.2500	0.0000	0.2098	0.000
7.	Freedom from Worry	Male Female	1.0278 0.8333	0.1944	0.2590	0.751

Insignificant at .05 Level

$t_{.05}(28) = 2.05$

It is evident from Table 1 that the statistically significant difference was not found between male and female judo players in coping with adversity, coach ability, concentration, confidence and achievement motivation, goal setting and mental preparation, peaking under pressure, freedom from worry factors of psychological characteristics, as the obtained t – values of 0.701, 0.290, 0.676, 0.746, 0.675, 0.00, and 0.449 respectively were lesser than the required value of $t_{.05}(28) = 2.05$

DISCUSSION

Male judo players obtained significantly higher mean scores than their counter parts in 6 of the 7 sport psychological variables, namely adversity, confidence, goal setting, and. worry except concentration . Results of t-ratio indicated the statistically insignificant differences between male and female judo players of on psychological variables. Which may be due to similarity in bounce back quickly from mistakes and setbacks, accept constructive criticism, ability to maintain unexpected situation, confidence, goal setting of specific

performance, focus without worry on performance in competitive situations and perform well under pressure. In all these variables of coping skills, it was seen that the male judo players had better skills in comparison to female Judo players. This was partially supported by Kruger, Piennar, Plessis & Rensburg (2012).

It was also hypothesized that “There will no significant difference between male and female players of Chhattisgarh” is totally accepted

CONCLUSIONS

1. Male Judo players had better coping ability than female Judo Players.
2. Male and female Judo Players expressed similar psychological ability for the set of seven factors of psychological characteristics.
3. Female judo players had better concentration ability than their counter parts

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**A STUDY OF SELF CONCEPT AMONG VOLLEYBALL PLAYERS
BELONG TO VARIOUS SAI TRAINING CENTER**

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ABSTRACT

The purpose of the study was to study the sport aggression among volleyball players. For the purpose of this study fifty male volleyball players were randomly selected. Subjects were selected from SAI Training in Rae Bareilly, Lucknow and Banda established by Sport Authority of India, New Delhi. The sport aggression inventory (SAI) prepared and standardized by A. Kumar and P. S. Shukla was selected for this study. Means, Standard Deviations and Analysis of Variance were computed for the collected data from volleyball players. The level of significance sets at 0.05 level. Results of study revealed the statistically insignificant difference in sport Self-concept among Volleyball players of different SAI centers of Uttar Pradesh

Keywords: sport, Self-concept, Training centers, volleyball players

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INTRODUCTION

Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important (Baldwin & Hoffmann 2002).

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about themselves as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information (Branscombe and Wann, 1991).

The importance of self-concept as a major determinant of behavior has long been recognized throughout the history of educational and social psychology. Since the original work of James (1890), one of the first who highlighted its importance, researchers have published a significant number of studies regarding the nature of self-concept and its relation to other constructs. Self-concept has also been considered as an important factor influencing the motivation level of an individual. Thus, the status of a person's self-concept or perception of ability either enhances or diminishes the person's desire to participate or to continue participating in an activity.

White (1959) proposed that self-concept is associated with a basic "mastery" of competence motive that impels the individual to engage in mastery attempts.

A great deal of research has been conducted over the past decades examining the nature and the development of self-concept. Some researchers (e.g., Cooper smith, 1981; Rosenberg, 1979) have suggested that self-concept is a uni-dimensional entity that reflects a general view of the self.

Marx & Winne (1978) argued that “self-concept seems more of a unitary concept than one broken into distinct subparts or facets” . However, self-concept researchers who have relied primarily on the single self-concept have not provided strong support for their interpretations.

Understanding the self and self-concept have been the pursuit of philosophers and psychologists for centuries. At its most simple, “self-concept” involves the perceptions and attitudes a person holds about their self. Our western culture and the media place great value on the body with the projection of ideal appearances, and common beliefs that attractive people are rewarded through success, jobs, romantic relationships and happiness. A wealth of research has shown that the “bodily self is an important part of the self-concept and that feelings about the body are correlated with general feelings about the self” (Goldenberg et al. 2000).

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about themselves as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

METHODOLOGY

Selection of Subject:

For the purpose of this study, fifty male volleyball players from three different SAI Training Centers established by Sport Authority of India in Uttar Pradesh were selected. The data were collected by personal contact from the subjects at SAI Training centre of volleyball in U.P. i.e. Riaibarely, Lucknow and Banda. All players were in the age group of 16 to 25 years.

Instrumentation:

Considering all this facts, the sport aggression inventory (SAI) standardized by Anand Kumar and Prem Shankar Shukla was selected for this study. The sports aggression inventory was consisted of 25 items in which 13 items were keyed 'Yes' and rest of 12 items were keyed 'No'..

Statistical Technique:

Means, Standard deviations and Analysis of Variance (ANOVA) were computed for the collected data from volleyball players. The level of significance sets at 0.05 level.

RESULTS AND DISCUSSION

To assess the sports aggression of male volleyball players of three different SAI Training centers of Uttar Pradesh, Analysis of Variance was computed and data pertaining to this have been presented in Table 1.

TABLE 1
ANALYSIS OF VARIANCE OF SELF-CONCEPT AMONG VOLLEYBALL
PLAYERS OF DIFFERENT S.A.I. CENTERS

Source of Variance	df	Sum of squares	Mean square	F-value
Between the Groups	2	384.641	192.32	1.53
Within the Groups	47	5876.834	125.039	

Insignificant at .05 level

Table- 1 shows that there was no statistically significant difference among volleyball players of different SAI centers in relation to Self-Concept, as the

calculated F- value of 1.53 was lower than the required value of $F_{0.05}(2,47) = 3.20$ at 0.05 level of significance.

DISCUSSION

The results of one way analysis of variance (ANOVA) with male volleyball players belong to three different SAI training centers showed insignificant differences in their self concept. This may be attribute to the similarity in training and coaching pattern, self confidence and participation levels. It was also hypothesized that “There would be no significant differences in self-concept among male volleyball players belong to different SAI Training centers” is clearly accepted.

CONCLUSION

From this study, it was concluded that there was no significant differences in Self-concept among volleyball players of different SAI centers of Uttar Pradesh.

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INVESTIGATION OF ANXIETIES AMONG PHYSICAL EDUCATION STUDENTS-TEACHER

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ABSTRACT

The levels and causes of teaching practice anxieties of physical education students-teacher were examined in their first block of teaching. Ninety nine male physical education student- teachers of Guru Ghasidas Central University, Bilaspur (CG) were selected for the present investigation. Student Teacher Anxiety Scale (Hart, 1987) was administered for the purpose of data collection. To investigate the anxieties of physical education students on first teaching practice, descriptive statistics, and ANOVA with all the subjects were computed. Results of the study indicated that the physical education student -teachers did not differ in the way they experience anxiety from practice teaching related factors.

Keywords: physical education, student-teacher, anxieties.

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INTRODUCTION

Teaching practice is considered by the experts to be one of the most critical aspects of professional preparation. Research has shown that generally teaching practice is a cause of anxiety for student teachers and also for the student teachers of physical education.

Notably, student teacher anxiety factors related to practice teaching are common in many countries. These studies also reveal that student teachers world-wide are anxious about evaluation. Researchers have noted that student teachers' perceptions of potential sources of anxiety related to practice teaching can vary greatly from individual to individual.

A number of studies in various countries have explored the extent to which student teachers experience anxiety from practice teaching related factors. Some studies indicate that student teachers experience moderate levels of anxiety (Capel, 1997; Morton, Vesco, Williams & Awender, 1997) while others show that student teachers report high anxiety levels (Bradley, 1984 & Kazu, 2001).

Capel (1997) reported that anxiety was due to evaluation, professional preparation, class control, and school staff factors. Student- teacher anxiety factors related to practice teaching are common in many countries. These studies also reveal that student teachers world-wide are anxious about evaluation. Morton et al. (1997) reported that student teacher anxieties were related to evaluation, pedagogical, classroom management and staff relations factors. Capel (1998) T revealed that students are likely to be anxious about being observed, evaluated and assessed on teaching practice. It should also be recognized that students may not perform to their best ability when being observed, evaluated and assessed. Murray-Harvey (2001) found that the cooperating teacher was regarded by student teachers as the most important factor in coping with practicum stresses. Student teachers' responses highlighted the supportive role of the cooperating teacher. Ngidi and Sibaya (2003) indicated that the dimension of neurotic personality is significantly correlated with professional preparation as well as with an unsuccessful lesson. The results also showed significant three-way interaction effects of student teachers' biographical variables (gender, age and grade placement) on practice-teaching related factors such as evaluation and an unsuccessful lesson. The findings are discussed and [Capel](#) (2006) showed that these students were moderately anxious and

concerned on teaching practice, and the main cause of the anxiety and concern on both teaching practices was being observed, evaluated and assessed. However, there were some differences in the causes of anxiety and concern on the two teaching practices. Merc (2011). revealed the six main categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. The findings are discussed along the recent literature on foreign language student teacher anxiety. Suggestions for foreign language teacher education programs are also provided.

Research on students' anxieties can help to provide for these realistic expectations. Those supervising teaching practice should also consider their practice in, and the effect on students of observation, evaluation and assessment of students' teaching performance. Further, students must be prepared for being observed, evaluated and assessed, as well as being prepared for the teaching role. They also need to be able to recognize causes and symptoms of anxiety and have an understanding of strategies to cope with any anxiety that does occur.

The purpose of this study, therefore, was to look at levels and causes of teaching practice anxiety of physical education students on a year Bachelor of physical Education (BPED) degree program their first block of teaching.

METHODOLOGY

Selection of Subjects:

The present study was conducted on 99 male physical education student- teachers belonging to Bachelor and Master of physical education (First year)) and 25 physical education teachers from Guru Ghasidas University, Bilaspur (CG) and Govt. Physical college Pendra (Chhattisgarh) during the academic year 2011-2012. All of the students were informed by researcher well in time to conduct the present study, therefore no difficulty was encountered in administering to the psychological tests.

Instrumentation:

Student Teacher Anxiety Scale (STAS) is an instrument to measure student teacher anxieties related to practice teaching was developed by Hart (1987). Emergent factors were termed: Evaluation anxiety; Class control anxiety; Professional preparation; School staff

relations anxiety, and Unsuccessful lesson anxiety. Test-retest Reliability of 0.88; 0.89; 0.83; 0.85 and 0.81 for Evaluation anxiety; Class control anxiety; Professional preparation; School staff relations anxiety, and Unsuccessful lesson anxiety respectively was measured by Cronbach's alpha. The ratings were: very much (4), moderately (3), somewhat (2), rarely (1), never (0). The STAS consists of 26 items. The highest possible score on this scale is $26 \times 4 = 104$ and the lowest possible score is $26 \times 0 = 0$. This continuum 0–104 was arbitrarily divided into three categories namely: 0–34 indicating low anxiety, 35–69 moderate anxiety and 70–104 high anxiety.

Administration of Questionnaire:

With the permission of principal/head of the institutions, the researcher was made contact with the subjects and concerned teachers in the teaching class room personally. Students in the first year of Bachelor and Master of physical Education degree programme at two institution in Bilaspur districts were administered a questionnaires after their first five week block of teaching practice during the first year of their programme in the academic year 2011-12. and data was collected by distributing the questionnaires one after another.

RESULTS AND DISCUSSION

To assess the anxieties of physical education students on first teaching practice, means, standard deviations, one way analysis of variance and Chi-square with all the subjects were computed. The level of significance was set at .05. data pertaining to this have been presented in Table 1 to 4.

TABELE 1
DESCRIPTIVE STATISTICS OF ANXIETIES OF PHYSICAL EDUCATION
STUDENT ON FIRST TEACHING PRACTICE

S.NO.	Practice- Teaching Related Factors	Mean (N=99)	SD
1	Evaluation	2.696	0.815
2	Class Control	1.647	0.981
3	Professional preparation	2.648	0.801
4	School Staff	2.591	0.879
5.	Unsuccessful lesson	2.808	0.753

The mean scores of five factors of anxiety of physical education students on first teaching practice have been depicted in figures 1.

TABELE 2
ANALYSIS OF VARIANCE FOR ANXIETIES OF PHYSICAL EDUCATION
STUDENT ON FIRST TEACHING PRACTICE

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	4	87. 942	21.985	30.457*
Within Groups	490	353.702	0.722	
Total	494	441.644		

*Significant at .05 level.

F.05 (4, 490) =2.39.

From Table 2, It is evident that the statistically significant difference existed physical education students on first teaching practice on five factors of anxiety, as the obtained F-value of 30.457 was much higher than the required F.05 (4, 490) = 2.39.

As the F-ratio was found to be significant, Scheffe's Test of Post-hoc comparison was applied to study the significance of differences among physical education students on first teaching practice on five factors of anxiety and the data pertaining to this have been presented in Table 3.

TABLE 3
SIGNIFICANCE OF DIFFERENCES AMONG PHYSICAL EDUCATION STUDENT ON
FIRST TEACHING PRACTICE BETWEEN ORDERED PAIRED MEANS
ON FIVE FACTORS OF ANXIETY

Mean Scores						
EA	CCA	PPA	SSA	ULA	Paired mean difference	Confidence Interval (C. I.)
2.696	1.647	-	-	-	1.049*	0.373
2.696	-	2.647	-	-	0.049	
2.696	-	-	2.591	-	0.105	
2.696	-	-	-	2.808	0.112	
-	1.647	2.647	-	-	1.000*	
-	1.647	-	2.591	-	0.844*	
-	1.647	-	-	2.808	1.161*	
-	-	2.647	2.591	-	0.056	
-	-	2.647	-	2.808	0.161	
-	-	-	2.591	2.808	0.217	

*Significant at .05 level

It is quite obvious from the table 3, that there were significant differences on anxiety among physical education students on first teaching practice between

evaluation anxiety (EA) - class control anxiety (CCA); class control anxiety(CCA) - professional preparation anxiety (PPA) followed School staff anxiety; and unsuccessful lesson anxiety (ULA) , as the paired mean differences of 1.049, 1.00, 0.844 and 1.161 respectively were higher than the confidence interval (C.I.) of 0.373. But the mean differences between evaluation anxiety (EA)- professional preparation anxiety (PPA) followed by school staff anxiety (SSA) and unsuccessful lesson anxiety (ULA); PPA- SSA followed by ULA; between SSA-ULA respectively were not significant at .05 level, as the confidence interval of 0.373 was higher than the mean differences.

TABELE 4
RESPONDENTS GROUPED ACCORDING TO THE ANXIETY LEVELS

S.NO.	Anxiety levels	Frequency	Percentage	Chi-Square (x^2)
1.	Low	06	06.06	5.77
2.	Moderate	48	48.49	
3.	High	45	45.45	
	Total	99	100	

Insignificant at .05 level

$$x^2 .05 (2) = 5.99$$

From Table 4, The chi-square test indicated that no the statistically significant difference was found among low, moderate and high anxiety groups of physical education students on first teaching practice in their anxiety levels, as the obtained x^2 -value of 5.77 was lesser than the required $x^2.05 (2) = 5.99$. This findings showed that student teachers did not differ in the way they experience anxiety from practice teaching related factors.

DISCUSSION

The results of one way analysis of variance (ANOVA) for five factors of anxiety expressed the significant differences among physical education students on the first teaching practice which may be due to teaching by newly teaching staff and their unknown nature and behaviour. The Scheffe's Test of Post-hoc comparisons showed that physical education students felt more of unsuccessful lesson anxiety followed evaluation, professional preparation, school staff and class control anxieties on the first teaching practice.

The research finding indicated that student teacher do not differ in the extent to which they experience anxiety from factors related to practice teaching Nevertheless, a

higher percentage of students teachers (48.45%) reported a moderate level anxiety compared to those who reported a high level (45.45%) and those with low levels (6.06%). These findings support the results of previous studies which have shown students teacher to moderately anxious and concerned about practice teaching (Hart, 1987; Wnndt & bain, 1989; Beht, 1990; capel, 1997; Ngidi & Sibaya, 2003).

CONCLUSIONS

1. Significance of difference existed physical education students on first teaching practice on five factors of anxiety.
2. Student teachers did not differ in the way they experience anxiety from practice teaching related factors..

RECOMMENDATIONS

It is recommended that physical education teachers may modify their teaching program according to the level of anxiety and personality of student teachers. A similar study may be replicated on more population of physical education students. A study may be conducted to find out the differences in male and female student of physical education in their anxiety level during first and second teaching practice in schools and colleges. Physical education students also need to be able to recognize causes and symptoms of anxiety and have an understanding of strategies to cope with anxiety that does occur.

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A STUDY OF SPORTS ORIENTATION AMONG INTER-UNIVERSITY LEVEL MALE CRICKET PLAYERS

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ABSTRACT

The purpose of study was to assess the sport orientation among inter-university level male cricket players at different levels of their confidence. For this purpose, three hundred and fifty inter-university level male cricket players of different university teams were selected as the subject of the study and age ranged between 17 to 25 years. The Sports Self-confidence Questionnaire (Trait sports-confidence inventory) prepared by Vealey and Task and Ego Orientation in sports Questionnaire (TEOSQ) prepared by Duda and Nicholls was used for the purpose of measuring task and ego orientation at different levels of their self-confidence. To determine the significance of difference among the scores on sports orientation of cricket players at different levels of self-confidence, analysis of variance was computed.. The results of the study revealed that that the inter-university level male cricket players with different levels of self-confidence differed significantly in their task-orientation . The Players higher in self confidence gave more importance to task-orientation.

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INTRODUCTION

Psychometric research on task and ego orientation has provided interesting insight into the nature of a task and ego orientation in the athletic environment. First, it has been demonstrated empirically that regardless of whether a task or ego orientation predominance, a highly task or ego oriented individuals can be considered competitive. Although intrigued with competition, task versus ego oriented persons would probably vary in why they approach competitive situations as well as in term of the objective of the competitive experience. Despite the fact that they are both interested in "winning", it is the relative importance of the competitive outcomes in relationship to the competitive process and the psychological devastation associated with "losing" that seem to discriminate between the two goal orientation. Second people who tend to emphasis task versus ego involved goals are equally goal-directed. What distinguishes these group are the perceptions and criteria underlying subjective goal attainment. Lastly, whether high in task or ego orientation, such individuals are interested in playing well in 'sports contests, It is commonly assumed by the practitioner (and same sports researchers) that task-oriented people simply want to have fun and have deep interest in the sports contest (outcome or other wise). Likewise, it is often assumed that ego-oriented individuals do not care about playing as well as they can and only are concerned about who wins or loses. It is the perceptual basis for concluding whether one played well or not that differs among strongly task and ego-oriented athletic participants. Athletes high in task orientation were less likely to feel that sports showed result in high social status. Conversely, ego-orientation was positively associated with the belief that enhancing socialization is an important function of sports. Ego oriented athletes also tend to believe that sports should make people feel important and be more competitive. Ego-orientation negatively related to the view that fostering good citizenship was significant purpose of athletic participation (Singer et.al.,1993).

Task-oriented male and female high school athletes feel that the purpose of

sports was to enhance self-esteem, teach people to try their best, co-operate and be good citizen. Ego-oriented athletes feel that the purpose of sports was to enhance self-esteem and social status; but for low ego oriented high school student, the purpose of physical education were to promote mastery and co-operation, develop an active life-style, promote competitiveness, enhance self-esteem, teach health and fitness, develop motor skill, learn rules and provide fun. The college students participating in physical education activity classes, a task-orientation was related to the view that the purpose of sports was to promote social responsibility and life time health, and ego-orientation to achieving status through sports. In assessing goal perspectives and sportsmanship attitude and the perceived legitimacy of aggression..

Duda, Olson and Templing (1991) concluded that male and female high school basketball player's with a low task and high ego-orientation endorsed cheating behaviours and non-sportsmen like play. Also a high ego orientation was positively related to perceiving acts of aggressions as more legitimate. In competitive level and goal orientation, they reported that ego-oriented athletes had motives emphasizing competition and status, whereas task-oriented athletes emphasized skill development, fitness affiliation, team membership and competition(Carpenter & Yates, 1997).

Nicholls distinction between ego involved and task involved perceived ability has yet to be operationalized. Research on expectancy, like self-efficacy, has developed countless scales for the myriad of situations in which expectancy is of interest. Based upon this past research, it seems that a valid, parsimonious operationalization of self-confidence which would allow more consistent prediction of behaviours across different sports situations.

Self-confidence can be viewed as the most critical psychological characteristic influencing sports performance fascination with their construct is fueled by the dramatic influences that of self-confidence has on performance, as well as the often stable and unpredictable nature of self-confidence over a period of time (Vealey, 1986).

Research in self-confidence in sports psychology has been conducted with

various theoretical framework and has largely focused on mediating effect of confidence on cognition affect and behaviour in sports and motor performance contexts (Bandura,1997).

The purpose of study was to assess the task and ego-orientation of inter-university level cricket players at different levels of their confidence. It was also hypothesized that inter-university level cricket players will not differ in their goal orientation based upon their level of self confidence.

METHODOLOGY

Selection of Subjects:

A purposive sample of three hundred and fifty inter-university level male cricket players of different university teams were selected as the subject of the study. The age of the subject ranged between 17 to 25 years.

Instrumentation:

Sports Self-confidence Questionnaire (Trait sports-confidence inventory) prepared by Vealey² was employed to collect data on sports-confidence level among the players. The trait sports self-confidence inventory consisted of 13 statements. The subjects were asked to think how confident they feel when they compete. In the same way they have to compare these own self-confidence, with that of the most self-confidence of players that they know. Then they have to mark their self-confidents-level on a nine point scale. The total response score was added separately to obtain the subject's score.

A reliable and valid tool i. e. Task and Ego Orientation in sports Questionnaire (TEOSQ) prepared by Duda and Nicholls was used for the purpose of measuring task and ego orientation. The questionnaire had consisted of thirteen items in which seven belong to Task orientation and six belong Ego Orientation. The player answered each items using 05-point Likert-type scale ranging strongly disagree to strongly agree. The 07 items of task orientation subscale assess the extent with which an individual defines success in terms of learning, while the 06 items of ego-orientation subscale assess the extent with which success is viewed in terms of the out performing others.

RESULTS AND DISCUSSION

To determine the significance of difference among the scores on sports orientation of cricket players at different levels of self- confidence, analysis of variance was computed. In case of significance ANOVA, Scheffe's Test of Post-hoc Comparisons was applied to assess the significance of difference between ordered pair means and data pertaining to this have been presented in Table 1 & 2 to and has been depicted in fig.1 & 2 .

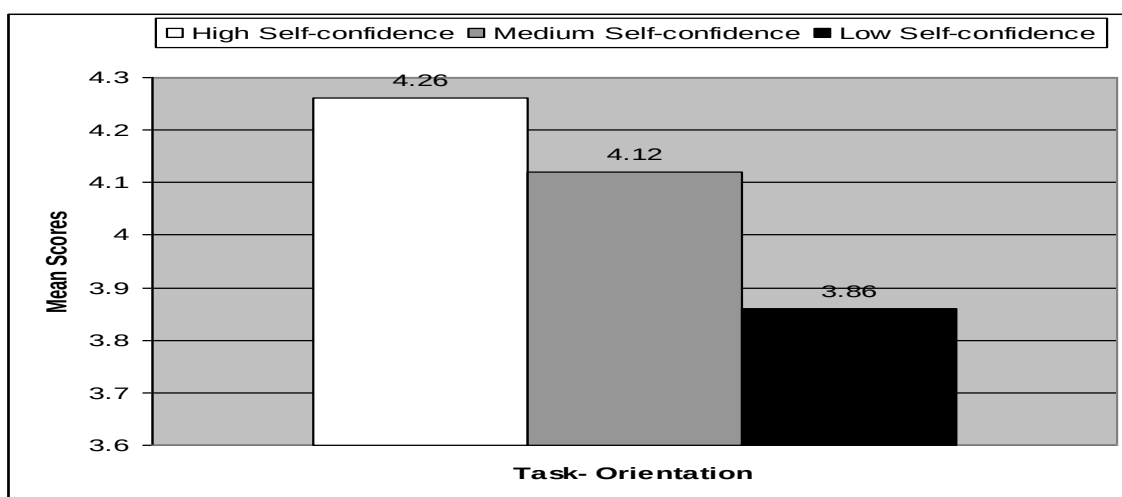


Fig. 1: Comparison of Task Orientation of Inter-university Level Male Cricket Players at their Different Levels of their Self-confidence

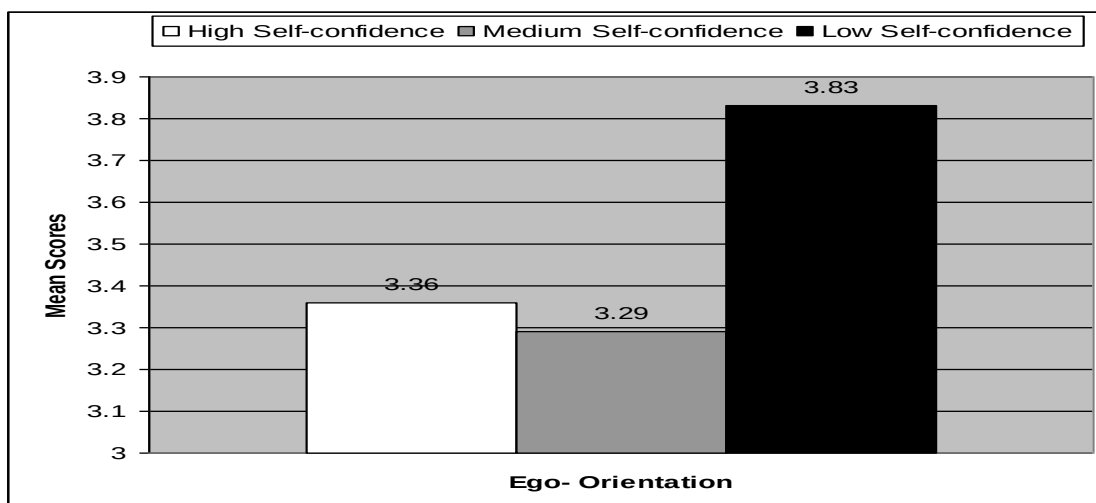


Fig. 2: Comparison of Ego Orientation of Inter-university Level Male Cricket Players at their Different Levels of their Self-confidence

TABLE 1
ANALYSIS OF VARIANCE FOR TASK AND EGO ORIENTATION OF INTER-UNIVERSITY LEVEL MALE CRICKET PLAYERS AT THEIR DIFFERENT LEVELS OF SELF CONFIDENCE

Sports Orientation	Source of Variance	df	Sum of Square	Mean Squares	F-ratio
Task-orientation	Between Groups	2	7.64	3.82	16.13*
	Within Groups	347	82.18	0.24	
Task-orientation	Between Groups	2	2.09	1.05	2.38
	Within Groups	347	152.21	0.44	

*Significant at .05 level,

F.05 (2,347) = 3.02

It is quite obvious from table 1, that there were significant difference in level of task orientation of cricket players on the basis of their level of self-confidence, as the F-ratio of 16.13 was much higher than the required F.05 (2,347) = 3.02, where as no significant difference was obtained on ego-orientation among cricket players of different levels of their self- confidence.

As the F-ratio in case of task-orientation was found significant, Scheffe's Test of Post-hoc Comparisons was used to find the significance of difference between the ordered paired means of groups of different level of self-confidence and data have been presented in table 2.

TABLE 2
SIGNIFICANCE OF DIFFERENCE BETWEEN ORDERED PAIRED MEANS OF INTER-UNIVERSITY LEVEL MALE CRICKET PLAYERS ON TASK ORIENTATION AT DIFFERENT LEVELS OF CONFIDENCE

High (SF)	Means Medium (SF)	Low (SF)	Paired Mean difference	Confidence Interval (C.I.)
4.26	-	3.86	0.40*	0.09
4.26	4.12	-	0.14*	
-	4.12	3.86	0.26*	

*Significant at .05 level

It is evident from table 2, that there were significant difference on task orientation between high self-confidence and low self-confidence, between high self-confidence and moderate self-confidence and between moderate self-confidence and

low self-confidence group. With high self-confidence having higher score on task-orientation followed by moderate and low self-confidence groups. As the obtained mean difference of 0.40, 0.14 and 0.26 were higher than the 0.09

DISCUSSION

Sports confidence is a strong psychological attribute, to any sports denotes a firm trust in oneself, i.e. one has confidence in his own abilities and able to put to use them well in time. Self confident person is cheerful, active and always ready to act and react whenever he gets opportunity. He is prompt to hard working, free from anxiety; not afraid of audience and always achieves high. They are socially matured, emotionally balanced and intellectually sound. Self confident person is extrovert, highly ambitious and likes social activities which provides of leadership qualities. The inter-university level male cricket players were moderate in their self-confidence.

It was observed that highly confident cricket players were highly task involved entails that perception of high ability and subjective success are based on the experience of learning," personal involvement and task mastery, it means that increase in self-confidence is associated with success in competence based upon task mastery and personal improvement. It is assumed that it will lead to positive and adopting achievement behaviour. Further highly task-oriented player will believe that cricket should enhance co-operative skills and desire for personal mastery. It is negatively to the view that sports should improve social status.

Thus the hypothesis that there will be no difference in goal orientation among inter-university level male cricket players on the basis of self-confidence was rejected.

CONCLUSIONS:

1. The inter-university level male cricket players with different levels of self-confidence differed significantly in their task-orientation. The Players higher in self confidence gave more importance to task-orientation.

2. The inter-university level male cricket players did not differed significantly in their ego-orientation-orientation with different levels of self-confidence.

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