

ROLE OF PARENTS IN SPORTS MOTIVATION, COMPETITION ANXIETY, AND SELF-ESTEEM OF ADOLESCENT CRICKETERS: A PILOT STUDY

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ABSTRACT

A pilot study was conducted to assess the suitability of tools for studying the socio-economic status and parent's involvement in their child's sports participation. The study also aims to determine the feasibility of tools to assess the sports motivation, self-esteem and competition anxiety of adolescent cricketers. The sample comprised of 25 parent-adolescent cricketer pairs, who were purposively sampled. The parental sample consisted of both fathers ($N = 17$) and mothers ($N = 8$). Simultaneously the sports motivation, sports competition anxiety and self-esteem levels were assessed in adolescent cricketers (boys = 22 and girls = 3). The mean parental age was 44.96 years with a previous sporting experience of 5.16 years. The mean age of the adolescents was 14 years. It was observed that 96 % of parents and almost all the adolescents were comfortable with the language used in the tools for data-collection. Only 4 % of parents required assistance in the translation of certain items in the questionnaire. The results from the Modified Kuppaswamy's Scale (2021) showed that majority of the parents were from the upper and upper middle socio-economic strata. With regard to their involvement in their child's cricketing activity, they showed higher levels of praise and understanding followed by active involvement and directive behaviour. The intrinsic motivation levels of the adolescent cricketers were higher than their extrinsic motivation and a motivation levels. A majority (56 %) of the respondents reported average levels of competition anxiety and 68 % of the adolescent cricketers reported normal self-esteem. Thus, it was found that the tools could detect the constructs being measured in the Indian context and hence could be used in the main phase of the study.

Keywords: pilot study, parental involvement, adolescents, cricket, India

1.1 INTRODUCTION

According to the American Psychological Association (APA,2018), adolescence spans from ages 10 to 19, beginning with puberty (around 10-12 years) and concluding with physiological maturity (at 19 years). This developmental phase entails “significant physical and sexual changes that impact the body image, self-concept, and self-esteem” (<https://dictionary.apa.org/adolescence>).

Adolescents, constituting 19.6 percent of India's population (Census of India,2011), represent a valuable national resource. Besides being involved in educational activities and acquiring vocational skills, this segment is also actively involved in different sporting activities, for benefits ranging from recreation to health to sports as a future career option. Very often cricket is the first sport of choice for most Indian adolescents.

The Socio-Economic Status (SES) of parents significantly influences the involvement in their child's sports. Research on sports participation among elementary school students indicates that SES factors, like education levels of parents, occupation, family income and environmental factors such as affordability, accessibility to sports facilities and a supportive community, play pivotal roles in determining parental involvement in their children's sports engagement (Eimeet al.,2013). Various studies have shown that parental SES correlates with their participation in sports, with children from higher SES backgrounds enjoying greater opportunities in sports due to increased parental involvement and access to better facilities (Ryan et al., 2016). Parental involvement, as defined by Fagen and Cowen (1996), “encompasses the time parents spend engaging in activities with their children and being involved in relevant aspects of their lives”. Parental involvement in adolescent sports requires investment of time, energy, and resources (Stein &Raedeke, 1999). Parents also serve as role models for appropriate behaviour (KiØnniksenet al.,2002), advocate healthy attitudes toward sports participation (Ornelas et al., 2007), and act as interpreters of the sports experience (Smollet al., 2011).

Motivation refers to any factor, whether internal or external, that induces activity in a living organism. In the context of sports, motivation is described as the desire to strive for success, persist despite failure, and feel proud due to accomplishments (Gill, 1986). Deci and Ryan (1985) categorized motivation into intrinsic and extrinsic based on their Self-Determination Theory, where intrinsic motivation arises from interest and satisfaction, while extrinsic motivation is driven by tangible outcomes. Subsequently, Pelletier et al. (1995) developed the Sports Motivation Scale (SMS) to measure sports motivation, encompassing intrinsic motivation, extrinsic motivation, and amotivation, which indicates a lack of interest in an activity.

During sports participation, individuals experience competition anxiety, which is a specific negative emotional response to competition-related stressors. Competition anxiety comprises cognitive anxiety (negative thoughts about competition), somatic anxiety (bodily sensations like arousal), and self-confidence (Stoeberet al., 2007). Sports psychologists suggest that high competition anxiety can lead to decreased performance and even dropouts (Esfahani&Soflu, 2010). Another significant mental health factor is self-esteem, which refers to an individual's subjective evaluation of their own worth as a person (MacDonald & Leary, 2012).Self-acceptance and self-respect are two important domains of self-esteem (Clucas,2020).

Cricket is the second most popular sport globally after football, is the most popular sport in India, and is often considered the de facto national game (English, 2013). By utilizing the social identity theory Nair (2011) concluded that in India cricket serves to unify divers social identities. Children are introduced to cricket from a young age due to extensive media coverage, and India has a robust institutional setup at national, state, and district levels promoting the game. However, adolescent participation may be influenced by parental aspirations, leading to dropouts due to lack

of motivation or limited progress in the sport. Intense competition, both on and off the field, can impact players' competition anxiety levels and self-esteem.

A pilot study was conducted to test the procedure, data collection instruments, sample recruitment strategies, and research techniques for a larger study on parental socio-economic status and involvement in the motivation, competition anxiety and self-esteem of adolescent cricketers. This preliminary study was crucial for identifying potential deficiencies in research tools and protocols before embarking on a comprehensive research project. Thus, a pilot study was conducted with this purpose to test the feasibility for the main phase of this research in the Indian context.

2. METHODOLOGY

The objectives of the pilot study were to assess the field conditions for the main study, to assess the inclusion / exclusion criteria, to assess the administration of the tools to parents and children, to assess the language compatibility, to assess the comprehension level of the participants, and to test the applicability of the tools in the Indian context. The research questions (RQ) and hypothesis (H) for this pilot study were as follows:

RQ 1: What is the comprehension level of the adolescents in 2 age-groups (10-14; 15-19) and their parents?_RQ 2: How should the tools be administered to the adolescents and their parents?_RQ 3: What are the preliminary results from the pilot study?

H_1 : There will be no significant difference in the face validity of the tools between the adolescents of the two age-groups, viz., 10-14 years and 15 – 19 years._ H_2 : There will be a significant difference in the face validity of the tools between the adolescents and their parents

2.1 Sampling

The pilot study was conducted in the offline mode with twenty-five ($N=25$) adolescent cricketers (10–19 years) and their parents, who were purposively sampled from five cricket academies located in Bengaluru Urban District of Karnataka State, India. The field study was carried out over a three-month period during the year 2023 and on an average two visits during the playing times were required to collect the data from each academy. The responses were collected from the adolescents in groups by distributing the questionnaires either at the start or end of their coaching sessions as per the convenience of the coaches. Parents were approached individually for filling up the questionnaires.

2.2 Inclusion and exclusion criteria

The sample comprised the parent-adolescent pairs who agreed to participate. Both male and female adolescent respondents were included. Similarly, the parental respondents included both fathers and mothers, guardians were excluded from the study. The following table shows the socio-demographic characteristics of the pilot sample.

TABLE 1
SOCIO DEMOGRAPHIC CHARACTERISTICS OF THE PILOT SAMPLE

Socio Demographic Parameter	Value
Mean age of Adolescent (years)	14
Mean age of Parent (years)	44.96
Gender of Adolescent Male (n)	22
Female (n)	03
Gender of Parent Father (n)	18
Mother (n)	07
Mean parental sporting experience (years)	5.16
Type of family Joint Family (n)	6
Nuclear Family (n)	17
Single Parent (n)	02
Mean number of children in household	1.68

2.3 Gender and Age o

The mean age of the adolescents (22 males and 3 females) was 14 years and the parents was 44.96 years. Among the adolescents (N=12) were in the age group of 15-19 while (N=13) were in the age group of 10-14. The parental sample consisted of both fathers (N=17) and mothers (N=8). The mean parental past sporting experience of 5.16 years in different sports. (Table 1).

2.4 Family characteristics

Most respondents came from nuclear families (N=17) while six were from joint families and two respondents were single parents (Table 1). The mean number of children of the sampled respondents was 1.68 children/household.

2.5 Tools and Procedures

Prior to the start of the study the necessary ethical clearance was obtained from the Ethics Committee of Jain (Deemed-to-Be-University), Bengaluru. The study was spread across the five cricket clubs/academies of Bengaluru with an equal number of respondents (N=5) from each club. The respondents (parents and adolescents) were briefed about the purpose of the study and the prior signed consent for the participation of the adolescents was obtained from their parents/guardians. Parents filled up the following tools viz., Socio-Demographic Questionnaire that was specifically developed for the purpose, Modified Kuppuswamy Scale (Saleem & Jan, 2021) and Parental Involvement in Sports Questionnaire (Lee & McLean, 1997) as rephrased by Wuerth et al. (2004).

Adolescents filled up the Sports Motivation Scale (SMS) developed by Pelletier et al. (1995), Sport Competition Anxiety Test (SCAT) of Martens et al. (1977) and Rosenberg Self Esteem Scale (RSES) developed by Rosenberg (1965). The Sports Motivation Scale is a self-reporting questionnaire that consists of 28 items that measure the levels of Intrinsic Motivation (IM), Extrinsic Motivation (EM) and A motivation. The scale has an internal consistency of 0.74 to 0.80. The Sport Competition Anxiety Test (SCAT) is a self-reporting questionnaire that consists of fifteen items and four subscales viz., fear of failure, fear of evaluation, fear of injury and fear of the unknown. The internal consistency of the test in terms of Kuder-Richardson coefficients with varying samples were either 0.90 or higher. The Rosenberg Self Esteem Scale (RSES) a 10-item scale that measures self-worth by factoring positive and negative feelings about an individual. It has an internal consistency of 0.77 and reproducibility coefficient of 0.90. All items in the RSES were answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. All the scales were prepared in English. If the parents or adolescents required any clarification for any of the items in the above-mentioned scales, they were provided assistance in comprehension. The confidentiality of the data collected from the individual respondents was maintained throughout the pilot study.

2.6 Feedback from the participants

During the data collection the nonverbal behavior of the respondents were observed and noted. The feedback of the participants was collected in terms of ease of comprehension and method of administration, once the data was collected.

2.7 Statistical Analysis

The Spearman's correlation was performed to determine the significance of the correlation amongst the sub scales of parental involvement and sports motivation. The statistical analysis was carried out using the online statistical software DATAtab ([www.https://datatab.net/](https://datatab.net/)).

3. RESULTS

The aim of the pilot study was to determine the feasibility for the main phase of data-collection and to test the field conditions. The results that were obtained are given the following section.

RQ 1: What is the comprehension level of the adolescents in 2 age-groups (10-14; 15-19) and their parents?

The average time required by the parents for completing the questionnaires was 10 to 15 minutes and the average time required by the adolescents in completing the questionnaires was 25 to 30 minutes. Most parents (N=24; 96 %) were comfortable in comprehending and responding to the questionnaires by themselves, while 4 % (N=1) of the respondent required assistance in translation of few phrases into their native language (Kannada). Similarly, in the case of adolescents who were administered the questionnaires as a group nearly 100 % were able to comprehend and respond to the questions without any assistance while a few (one respondent in the age group of 10-14) required assistance with a few questions in the Sports Motivation Scale. The main challenge faced in this pilot study was to get the consent of the cricket academies for participation in the study, since 25 to 30 minutes of their playing time would be required for the conducting the study. However, permission was obtained from five academies as the coaches felt that this topic needs to be addressed in the sporting circles in the Indian context.

RQ 2: How should the tools be administered to the adolescents and their parents?

The tools were administered face-to-face in the premises of the cricket academies to the adolescents and their accompanying parents. Parents were introduced by the coaches, the purpose of the study was explained to them and the consent of the willing parents was obtained. The questionnaires were administered on one-to-one basis to the accompanying parent. The questionnaires were administered in a group to the adolescents of both age-categories. Unless asked by an adolescent respondent the investigator did not intervene.

RQ 3: What are the preliminary results from the pilot study?

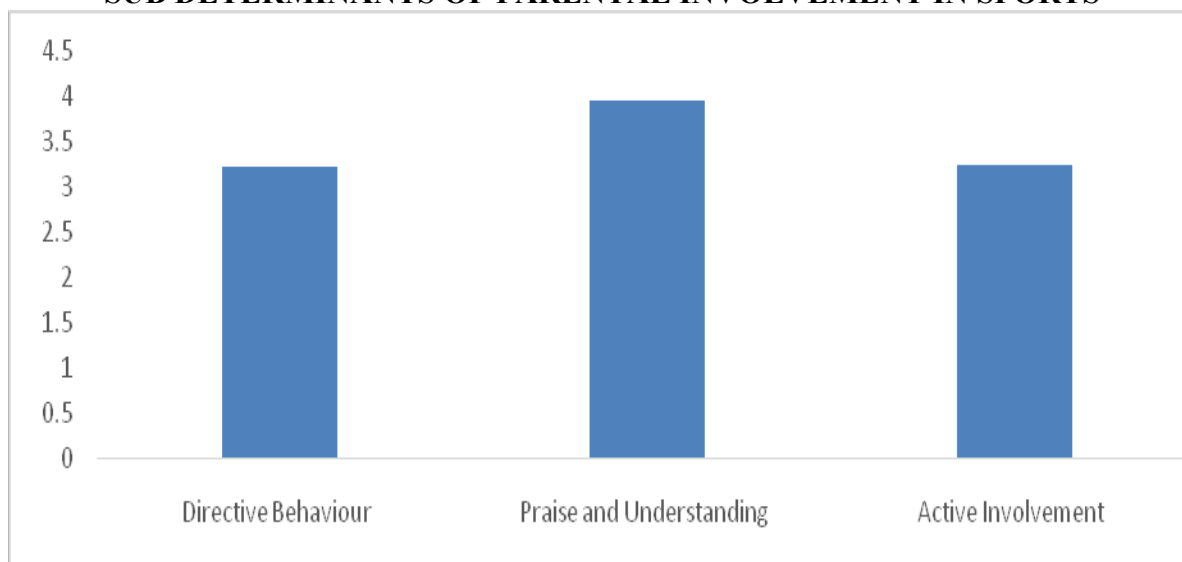
The results obtained from the analysis of pilot data are given below.

TABLE 2
PARENTAL SOCIO-ECONOMIC STATUS AS DETERMINED BY THE MODIFIED KUPPUSWAMY SCALE

Parental Socio- economic Status	Percentage of Respondents
Upper	44 %
Upper Middle	40 %
Upper Lower	04 %
Lower Middle	12 %

The data presented in Table 2 on the parental socio-economic status revealed that forty-four percent of the parents could be classified as upper class, while 40 percent were classified as upper middle, 4 % were upper lower and 12 % belonged to the lower middle economic strata.

FIGURE 1
SUB DETERMINANTS OF PARENTAL INVOLVEMENT IN SPORTS



The analysis of the sub determinants of parental involvement in their child’s cricketing career (Fig.1) revealed that parents showed higher levels of praise and understanding followed by active involvement in their child’s cricket activity and directive behaviour.

TABLE 3
SPEARMAN’S CORRELATION MATRIX OF THE SUBSCALES OF PARENTAL INVOLVEMENT

Subscale	Directive Behavior	Praise and understanding	Active Involvement
Directive Behavior	1	0.49*	0.34
Praise and understanding		1	0.36
Active Involvement			1

The Spearman’s correlation of the sub determinants of parental involvement in their child’s cricketing activity showed a significantly positive relationship between directive behaviour and praise and understanding (Table 3). Tables 4 present the results of the Sports Motivation Scale. The sports motivation levels of the adolescent cricketers were measured using the subscales of Intrinsic Motivation (IM), Extrinsic Motivation (EM) and Amotivation. It is evident that the mean intrinsic (5.99 ± 0.10) and extrinsic motivation (5.56 ± 0.07) levels of the adolescent cricketers were higher than their amotivation levels (2.7 ± 0.68).

TABLE 4
SPORTS MOTIVATION SCORES OF THE ADOLESCENT CRICKETERS AS
ASSESSED BY THE SPORTS MOTIVATION SCALE (SMS)

Domains of Sports Motivation	Mean Scores ± SD
Intrinsic Motivation to Know	6.11±0.74
Intrinsic Motivation to Accomplish	5.91±0.62
Intrinsic Motivation to Experience Simulation	5.96±0.7
Mean Intrinsic Motivation (IM)Score	5.99±0.10*
Extrinsic Motivation – Identified	5.65±0.57
Extrinsic Motivation – Introjected	5.50±0.84
Extrinsic Motivation – External Regulation	5.55±0.94
Mean Extrinsic Motivation (EM) Score	5.56±0.07*
Amotivation	2.7±0.68

TABLE 5
SPEARMAN’S CORRELATION MATRIX BETWEEN THE INTRINSIC,
EXTRINSIC AND AMOTIVATION SUBSCALES OF SPORTS
MOTIVATION

Sub Determinant	IMTA	IMTS	IMK	EMI	EMIJ	EMER	AM
IMTA	1	0.01	0.33	0.24	0.16	-0.13	-0.07
IMTS		1	0.35*	0.15	0.17	0.17	-0.15
IMK			1	0.24	0.49*	0.4*	0.19
EMI				1	0.18	0.18	0.22
EMIJ					1	0.83*	0.17
EMER						1	0.11
AM							1

*Significant at 0.05

IMTA – Internal Motivation to Accomplish; IMTS – Internal Motivation to Experience Simulation; IMK- Intrinsic Motivation to Know; EMI- Extrinsic Motivation Identified; EMIJ- Extrinsic Motivation Introjected; EMER -Extrinsic Motivation External Regulation

Spearman’s correlation (Table 5) of the sub determinants of sports motivation revealed that the Intrinsic Motivation to Accomplish (IMTA) and Intrinsic Motivation to Experience Simulation (IMTS) were negatively correlated to Amotivation, but the correlation was not statistically significant. There existed a statistically significant positive correlation between Intrinsic Motivation to Experience Simulation and Intrinsic Motivation to Know (IMK). Similarly, a statistically significant positive correlation was observed between Internal Motivation to Know (IMK) and Extrinsic Motivation – Introjected (EMIJ) and Extrinsic Motivation – External Regulation (EMER). The Extrinsic Motivation – Introjected (EMIJ) had a significant positive correlation with the Extrinsic Motivation – External Regulation (EMER).

TABLE 6
SPORTS COMPETITION ANXIETY LEVELS OF THE ADOLESCENT CRICKETERS AS ASSESSED BY THE SPORTS COMPETITION ANXIETY TEST (SCAT)

Levels of Sports Competition Anxiety	Percentage (%) of respondents
High	4
Average	56
Low	32

The sports competition anxiety levels of the adolescent cricketers indicated that a majority of them (56 %) reported average levels of competition anxiety followed by 32 % who reported lower levels and 4 % reported high levels of competition anxiety (Table 6).

TABLE 7
SELF-ESTEEM LEVELS OF ADOLESCENT CRICKETERS ASASSESSED BY THE ROSENBERG SELF ESTEEM SCALE (RSES)

Levels of Self Esteem	Percentage (%) of respondents
Normal	68
Low	32

It was also observed that a majority (68 %) of the adolescent cricketers reported normal levels of self-esteem while 32 % reported low levels of self-esteem (Table 7).

TABLE 8
FEEDBACK RECEIVED FROM THE PARTICIPANTS ON THE COMPREHENSION OF THE TOOLS

Parameter	Parent		Adolescent (10-14 years)		Adolescent (15-19 years)	
	Yes	No	Yes	No	Yes	No
Ease of comprehension (%)	96	4	100	0	100	0
Method of administration (%)	100	0	100	0	100	0

The feedback received from the participants (Table 8) revealed that 96 % of the parents found the tools to be comprehensible and 100 % percent felt the administration methodology to be satisfactory. All the adolescents in the age groups of 15-19 and 10-14 found the tools to be comprehensible and the administration methodology to be satisfactory.

4. DISCUSSION

The aim of the pilot study was to test the feasibility of the tools for the main phase of the study and to become familiar with the field conditions. For the purpose data was collected on a

small sample of adolescent cricketers and their parents. The obtained data was analyzed using non-parametric statistics.

A major objective of this study was to determine the levels of comprehension of parents and adolescents in the age groups of 10-14 and 15-19. From the data it was evident that 96 % of the parents and almost 100 % of the adolescents were able to comprehend and respond to most items in the questionnaire. Only one parent required the translation of a few phrases in their native language (*Kannada*). This issue could be overcome by translation of the required phrases by the investigator. At the face value it appeared that the tools were suitable for measuring the intended variables. The methodology of administration *viz.*, individual for parents and group for adolescents also seemed to be satisfactory.

The face validity is a validation methodology that determines at the face value if a psychological tool appears to assess what it is meant to assess. With regard to H_1 : 'There will be no significant difference in the face validity of the tools between the adolescents of the two age-groups, *viz.*, 10-14 years and 15 – 19 years,' the hypothesis could be accepted since all the respondents were able to comprehend and complete the questionnaires within a reasonable time frame. Hence, the hypothesis H_1 can be accepted at the face value. With regard to H_2 that 'There will be a significant difference in the face validity of the tools between the adolescents and their parents', it was observed that both the parents and adolescents were able to comprehend and relate to most questions as evident from the verbal feedback collected from the respondents. Hence, H_2 is rejected.

Preliminary results were obtained from analyzing the data. It was found that the majority of the parents were from the upper and upper middle socio-economic strata. The parental SES plays an important role in the sports participation of children. According to Ommundsen et al. (2006), adolescents whose parents had higher education levels are more likely to participate in organized sport, structured exercise and games than children whose parents had lower education levels. Stalsberg and Pedersen (2010) concluded that children whose parents had a lower levels of SES are less motivated to engage in sports activities. Parents of children from higher social classes are more likely to be actively involved in sport and such parents associate sport with better developmental outcomes (Studeret *al.*, 2011). Parents with higher SES are more likely to support their children's sports activities, either through active support or through investments into equipment (Schmiade & Mutz 2012). Mutz and Albrecht (2017) found that parental SES, parental support for the child's sports activities, parents' own sport activities and the parents' belief in sports' capacities could significantly predict the physical activity levels of their children. Xia et al. (2020) found that parental SES is significantly and directly correlated with junior school students' sports participation. They also found that parental SES has a significant indirect effect on sports participation through classmate support and parental involvement. The results of the present investigation that 88 percent of parents belonged to the upper and upper middle socio-economic strata is in accordance with the earlier findings, that parents with higher SES are more likely to indulge their children in sporting activities.

Fredricks and Eccles (2004) hypothesized that parental involvement has an influence on their children's motivation, enjoyment, and long-term involvement in adolescent sport. Several studies have shown that when parents bestow unconditional love, encouragement, praise, and other forms of tangible support, they positively impact their children's sport experiences, enjoyment and sporting potential (Fraser-Thomas & Côté, 2009). The extent and nature of parental involvement in sports is affected by a number of factors. It has been postulated that parental beliefs and behaviours are influenced by characteristics such as parental education, family

income, parental occupation and the number of children (Fredricks & Eccles, 2004). Parents with higher SES are more likely to support their children's sports activities, by actively supporting or investing in sporting equipment (Schmiade & Mutz 2012).

In the present study it was observed that parents were high on praise and understanding of their children's cricketing activity followed by active involvement and directive behaviour. This may be attributed to the fact that most parents belonged to the upper and upper middle strata which gives them a financial and social leverage to indulge and invest in their child's sporting activity. Another important factor was that the parents had a mean past sporting experience of 5.16 years most of them were from nuclear families with an average of 1.68 child/family which may have contributed to the parental involvement.

According to Deci and Ryan (1985), the behavioural regulation of individuals (ranging from least to most self-determined), can be arranged on a continuum ranging from amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation. Amotivation represents a lack of intention to engage, and is usually characterized by a lack of connection between a person's behaviour and the expected outcome thereby leading to a feeling of incompetence. Such athletes often exhibit helplessness, may require counselling, and are most likely to drop out. In contrast to extrinsic motivation, intrinsic motivation comes from within self, is fully self-determined and characterised by interest in sports participation and deriving enjoyment as a result of that. There are three types of intrinsic motivation *viz.*, intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation. Higher levels of intrinsic motivation and internalized extrinsic motivation are desirable. Extrinsic motivation is the urge to perform an activity to attain a separable outcome.

Slathia et al. (2015) explored the levels of motivation among the male and female cricketers of the Jammu Division of the erstwhile state of Jammu and Kashmir in India and found that the male players had a higher level of motivation compared to the female players. Ahmad and Safdar (2020) conducted a study among 105 male domestic cricketers of Pakistan in the age group of 18-35 and concluded that intrinsic regulation was negatively correlated with competitive anxiety. The results of the present study indicated that adolescents were marginally higher in their intrinsic motivation when compared to their external motivation while they were low on amotivation.

Tanwar and Kumar (2014) studied the anxiety levels of Indian cricket players across different levels and observed that the state and inter-college level cricket players showed more anxiety than the national and inter-university level cricket players. The results of the present study are in conformity with earlier studies that most cricketers have low to moderate anxiety.

In general, it is assumed that sports participation is linked with higher levels of self-esteem. Harter and Jackson (1993) indicated that a positive relationship exists between sports participation and heightened self-esteem. Similar opinions were also expressed by Eccles and Harold (1991) and Jacobs et al. (2002), that those who engaged in more sports were more likely to possess higher self-esteem. The results of the present investigation are in agreement with the earlier findings, wherein a majority of the respondents reported high levels of self-esteem.

5. CONCLUSION

The purpose of the study was to assess the field conditions and test the suitability of the tools in the Indian context. The tools for both the parents and the adolescent cricketers were found to have adequate face validity. Further feasibility of using the tools that were developed in the western context in Indian context will be established through factor analysis after collecting

larger data in the main phase of the study. The field conditions that were found were in terms of duration, administration and getting permission from the coaching academies. It was found that the coaches, parents and adolescent cricketers had a positive attitude towards participation in the research study. Field data-collection was found to be more compatible than online data collection.

Since the data was collected from a pilot sample only a preliminary data-analysis was done using non-parametric statistics. Some insights were obtained from the results in the Indian context. The data highlighted the socio-demographic characteristics and showed that majority of the parents were from the upper socio-economic status. Most parents were higher in praise and understanding rather than directive behaviour. Most cricketers were high on internal motivation compared to external motivation and a motivation, and exhibited low to medium levels of sports anxiety and normal levels of self-esteem. These findings need to be further substantiated with a larger data in the main phase of the study. Thus, this research helps to evaluate the existing field conditions and face validity of using the tools in the Indian context. It further highlights the importance of conducting a pilot study before the main phase of data-collection in Psychology research.

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