

Comparative Analysis Of Psychological Variables In Recreational And District-Level Cricket Players In Karnataka

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Abstract

Purpose: The study aimed to compare achievement motivation and competitive anxiety between recreational and district-level cricket players in Karnataka.

Materials and Methods: A total of 60 cricket players, aged 20-30 years, were selected for the study (30 from recreational level and 30 from district level). The Achievement Motivation and Sport Competition Anxiety Inventories were administered individually to all participants. The data were analysed using the Statistical Package for Social Sciences (SPSS) version 16.0. Descriptive statistics and an independent t-test were applied at a 0.05 level of significance to compare achievement motivation and competitive anxiety between the two groups.

Results: The mean and standard deviation for achievement motivation in recreational level players were 33 and 2.70, respectively, while for district-level players, they were 33.43 and 2.70. The t-value for achievement motivation was 0.6212, with a p-value of 0.5369, indicating no significant difference between the two groups. Similarly, no significant difference was found in competitive anxiety between recreational and district-level cricket players.

Conclusion: The study found no significant difference in achievement motivation or competitive anxiety between recreational and district-level cricket players in Karnataka.

Keywords: Psychological Variables, Achievement Motivation, Competitive Anxiety, Recreational Cricket Players, District-Level Cricket Players, Sports Psychology, Comparative Study

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I. Introduction

Sports and games allow us to grow in life (Adachi & Willoughby, 2016; Anarbayev, 2021; Ehrmann & Jordan, 2011; Jay, 2004). These days' sports have been commercialized. They have become a good means of earning. The sports person who does well in sports is showered with name, fame, and wealth. Sports have great potential to offer career opportunities. So, we should take them very seriously from the very early age of our life. The increased concern of society for the performance of athletes at the National and Inter-National levels has transformed sports competition into a highly exciting enterprise. Regional and National prestige is frequently at stake. Society takes pride in the performance of athletes who represent a specific region or country. Perhaps this is the reason why athletes are under pressure to win and to create records. The whole process induces stress and allied responses in the athlete the degree of which depends on his inner dispositions and the situational factors that surround him. Physical strength and skill are not the only factors determining the outcome of competition. The psychological variables play an important role as well. Psychologists researching sports are trying to study psychological characteristics that help in predicting success in sports. Several studies have been conducted in this regard. For example, Morgan (1968) conducted a classic study on wrestlers participating in the 1966 World Championships. He noticed the differences between the champion and non-champion wrestlers, on introversion extraversion, and Neuroticism Stability Dimensions of the Eysenck Personality Inventory (EPI). He found that the performance of the wrestlers was significantly correlated with the Extraversion Dimension. In another study, Morgan and Costill (1972) found that the group of marathoners scored much lower on the anxiety and extraversion variables than the average population i.e., they were characterized by introversion and low anxiety. Human behaviour in every field of activity including sports is the product of the interaction of personal and situational factors. Anxiety, need for achievement, and focus of attention are personal factors. The degree of presence of these variables in a person certainly varies with individuals and these differences are bound to reflect in the performance of people and their achievements in the sphere of their chosen activity. Carron (1984) listed anxiety, the need for achievement, and focus of attention as factors that are not readily subject to change. Subsequent

research has evidenced that these variables can be manipulated within the limits of heredity by using several psychological techniques and thus the behaviour of a person or an athlete can be changed to his advantage.

The interest in competitive anxiety as an important component of personality can be traced to Sigmund Freud. Following Freud's initial discussions anxiety remained a focal point in psychological theorizing. Endler & Hunt (1973) pointed out there has been a great deal of confusion about the nature of anxiety. According to him, "It (anxiety) has been viewed sometimes as a reaction to situations in which the person has encountered pain. It has been viewed also as a chronic characteristic of persons which is relatively constant across both situations and occasions, and this view has been implicit for most of those who have constructed instruments for assessing individual differences in anxiousness as a trait." Spielberger and his Colleagues (Spielberger 1966. Spielberger et al. 1970) drew attention to the distinction between State Anxiety and Trait Anxiety. State Anxiety is considered to be a changing emotional state which is characterised by feelings of tension and apprehension and increased activity in the autonomous nervous system. On the other hand, Trait anxiety is considered to be a personality 3 trait, - a relatively stable tendency or disposition to perceive a wide variety of objectivity non-dangerous situations as threatening. Role of competitive anxiety in sports: Some facts under an anxiety as related to exercise and sport. i) Without certain level of anxiety, there cannot be competitive performance. Neither too high nor low level of anxiety is conducive to athletic performance. The athletic individual gives out their best performance a mediocre level of anxiety. ii) The threshold of optimal anxiety level differs athlete to athlete and from situation to situation in the game athlete. This situation intrigues the athletes the coaches and the sports psychologists. The rise in the level of performance and expensive in a sport the level of anxiety is said to decline this means that high calibre and inexperienced athletes are less anxious than novice and inexperience athletes. In various sports situations, the relationship between anxiety and performance is linear, in others. It is curvilinear probably depending upon what subcomponent is under focus.

Athletics skills and development of reasonable high level of anxiety in sport may be helpful in reducing anxiety. A long-term engagement in sports is essential before one could expect encouraging results in mapping anxiety and to be more specific reducing trait anxiety.

Situational anxiety is an environmental phenomenon and has a lot to do with external variables, which can be manipulated or even controlled in order to attenuate its effect.

Pre-competitive anxiety is inevitable under all competitive situations and all athletes are affected by it more or less pre-competitive anxiety has may seriously detrimentally effect on the performance of elite and experienced athletes. Motor skills acquisition and initiation to competitive sport, the subjects are found to be more anxious than the norm and their performance fluctuates too much because they encounter 'stumbling blocks' in the learning process. Anxiety is equated with fear, participating and competing sports persons irrespective of their sex and age, tend to have variety of fears, at almost all stages of 55 their sporting career. The greater the resemblance between the practice conditions and competitive situations the better the athletes learn how to cope up with competitive anxiety. Cratty reported that conditions within athlete combined with his/her cognitive evaluations of the threat of competition and with the objective nature of competition itself work together to produce anxiety in athletes. There is a general consensus that anxiety is both an affective and a pleasurable emotional reaction in which autonomic nervous system and glandular system play a crucial role. The level of anxiety in an athlete tends to rise prior to an athletic contest and repeated participation in competitive sport enable athletes to manage anxiety (Kamlesh, 2002).

During the last 30 years, studies on motivation in sport have adopted a social cognitive approach. One approach, achievement goal theory, became one of the most important approaches to understanding sport motivation. Goals are cognitive representations of the different purposes people may have in achievement situations, and are presumed to guide behaviour and cognition, and affect academic, work, or sport situations. Achievement motivation is described as a multidimensional construct characterized by the need to demonstrate high ability and to define success and failure in terms of goal attainment (Weiss & Chaumeton, 1992). The goal perspective approach to the study of achievement motivation in sport psychology has been primarily based on the theoretical perspective of Nicholls (1984). Specifically, Nicholls proposed the study of achievement motivation via task and ego goals. Researchers have examined components of Nicholls' theory (1989) in the sport setting. With regard to the concept of ability, Roberts & Duda (1984) found that the demonstration of own ability was strongly related to perceptions of success and failure. Results revealed gender differences in that outcome, task difficulty attributions, and attributions to strategy emerged as predictors of demonstrated ability for men; predictors for women involved attributions to skill and luck rather than competitive outcomes. Motivation is a frequently studied topic in various areas of scientific research such as education (Ames & Archer, 1988), business (Shwalbe, 1992) and exercise (Duda, 1992). Specifically, motivation is a construct that describes why some people choose to participate in various activities, try harder, and persist longer than others. Within sport psychology, motivation is of central importance as researchers attempt to understand and explain human behaviour within the realm of physical activity via 33 participation and discontinuation motives, intrinsic and extrinsic orientations, and achievement goals (Weiss & Chaumeton, 1992). Motivation research in sport

psychology has examined individuals' motives for participating and discontinuing participation in physical activity (Fung & Chan, 1994; Longhurst&Spink, 1987; Gould, 1985; Gill, 1983; Oriick, 1974). Children participated in youth sport activities to improve their skills, have fun, learn new skills, accept challenges and be physically fit Gill, (1983). Conversely, children's discontinuation of physical activity resulted from a lack of playing time, the competitive emphasis of youth sport programmes, and the dislike of his or her coach (Oriick, 1974). Motivation in physical education classes has been studied by many researchers, specifically the theories studying achievement motivation (Atkinson, 1977; McClelland, 1961), which considered it as a unitary construct. However, the basic pillar on which the study of motivation with regard to sport and physical education rests refers to the achievement goal theory (Ames & Archer, 1987, 1988; Dweck&Legget, 1988; Maehr& Nicholls, 1980; Maehr, 1974). Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement.

II. Materials And Methods

Subjects

60 cricket players were taken (30 recreational level and 30 district level cricket players) from Karnataka having the age group 20 to 30 years.

Questionnaire

An achievement motivation questionnaire and a competitive anxiety questionnaire was used for the study.

Administration Of Test

Selected tests were administered by the investigator as per the procedure mentioned in the manuals. The intention of the investigation was explained to the subjects and then questionnaires were distributed. There was no time limit for the completion of the questionnaire but the subjects were instructed not to ponder too long over any statement and respond to all the statements in the questionnaire independently. Response sheets were collected immediately after the completion of the test. The investigator ensured that the collected information would be kept confidential.

Collection Of Data

Achievement motivation and Sport Competition Anxiety Inventories were administered individually to all the respondents. Response sheets were collected immediately after the completion of the test. The investigator ensure that the collected information will be kept confidential.

Statistical Analysis

The data obtained were subjected to statistical processing on a computer with Statistical Package for Social Sciences (SPSS) version 16.0. For comparing the Achievement motivation and Sports Competitive Anxiety for the players, descriptive statistics and an independent t test was applied at 0.05 level of significance.

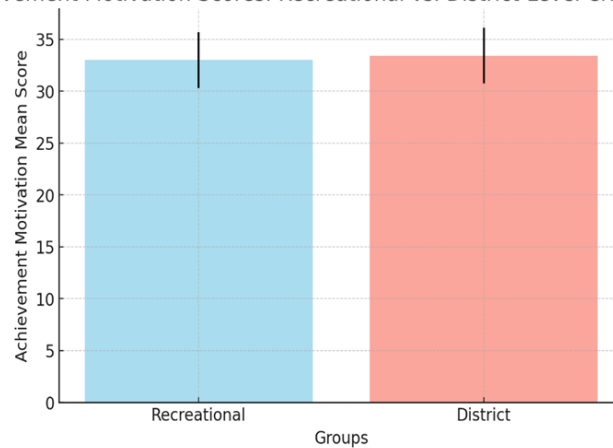
III. Results

Comparison of Achievement Motivation Between Recreational and District-Level Cricket Players

GROUPS	N	MEAN	SD	T-VALUE	P-VALUE
RECREATIONAL	30	33	2.70	0.6212	0.5369
DISTRICT	30	33.43	2.70		

Table 4.1 indicates that the mean and standard deviation of recreational level cricket players on achievement motivation were 33 & 2.70 and the mean value & standard deviation of district level cricket players were 33.43 & 2.70 respectively. the t-ratio obtained from the scores of recreational and district level cricket players on achievement motivation was 0.6212. the p value for t test is 0.5369 and above .05, which shows the hypothesis is rejected. hence there is no significant difference on average achievement motivation between recreational and district level cricket players. (df=58, t=0.6212, p=0.5369).

Achievement Motivation Scores: Recreational vs. District-Level Cricket Players



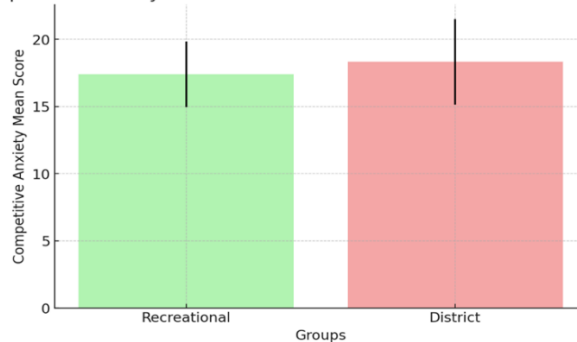
Here is a histogram comparing the achievement motivation mean scores between recreational and district-level cricket players. The bars represent the mean scores, and the error bars indicate the standard deviation for each group. As shown, both groups have very similar mean scores, with overlapping error margins

Statistical Analysis of Competitive Anxiety in Recreational vs. District-Level Cricket Players

Groups	n	mean	sd	t-value	p-value
Recreational	30	17.40	2.44	1.2755	0.2072
District	30	18.33	3.18		

Table 4.2 indicates that the mean and standard deviation of recreational level cricket players on competitive anxiety were 17.40 and 2.44 and the mean and standard deviation of district level cricket players were 18.33 and 3.18 respectively. the t-ratio obtained from the scores of recreational and district level cricket players on competitive anxiety was 1.2755. it shows that the recreational and district level players have no significant difference in anxiety at 0.05 levels. (df=58, t=1.2755, p=0.2072). the p-value for the t-test is 0.2072 and above .05, which shows the hypothesis is rejected. hence there is no significant difference in average competitive anxiety between recreational and district level cricket players.

Competitive Anxiety Scores: Recreational vs. District-Level Cricket Players



Here is a histogram comparing the competitive anxiety mean scores between recreational and district-level cricket players. The bars represent the mean scores, with error bars showing the standard deviation for each group. As illustrated, the district-level group has a slightly higher mean anxiety score, but the overlap in error bars indicates no significant difference between the groups.

IV. Discussion

The findings from the analysis indicate that there is no significant difference between recreational and district-level cricket players in terms of both achievement motivation and competitive anxiety.

Achievement Motivation: The mean achievement motivation scores for recreational (33) and district-level players (33.43) are nearly identical, with similar standard deviations (SD = 2.70 for both groups). The t-value of 0.6212 and p-value of 0.5369 suggest that any observed difference in achievement motivation between the two groups is not statistically significant. This implies that, regardless of their level of play, both groups possess similar levels of motivation to achieve in their sport. This result may indicate that the desire to achieve is more influenced by personal or intrinsic factors than by the level of competitive involvement.

Competitive Anxiety: Similarly, the mean competitive anxiety scores for recreational (17.40) and district-level players (18.33) are close, with slightly more variability in the district-level group (SD = 3.18) compared to the recreational group (SD = 2.44). The t-value of 1.2755 and p-value of 0.2072 indicate no statistically significant difference in competitive anxiety between the groups. This finding suggests that the level of play, from recreational to district-level, does not considerably influence the anxiety experienced in competitive situations. It could be that factors such as individual mental resilience or personal experience with competitive settings are more influential than the level of play alone.

Overall, the lack of significant differences in both achievement motivation and competitive anxiety suggests that, at least within this sample, the shift from recreational to district-level competition does not significantly alter players' psychological attributes related to motivation or anxiety.

V. Conclusion

The study concludes that there is no significant difference in achievement motivation and competitive anxiety between recreational and district-level cricket players. Both groups demonstrate similar levels of motivation to achieve in the sport, and their competitive anxiety levels are likewise comparable. These findings imply that the psychological factors of achievement motivation and competitive anxiety may not be directly affected by the level of competitive involvement alone. Further studies could investigate other factors, such as individual personality traits or additional environmental influences, to better understand the sources of motivation and anxiety in athletes at various competitive levels.

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