

COMPARATIVE RELATIONSHIP OF SELECTED GENERAL MOTOR ABILITY COMPONENTS AND PSYCHOLOGICAL CHARACTERISTICS BETWEEN DIFFERENT CATEGORIES OF FEMALE UNIVERSITY PLAYERS

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ABSTRACT

The purpose of the study was to compare the general motor ability and psychological variables of different categories of female university players. The subjects for this study were female university players, who represented All-India or Zonal Inter-University level tournaments. One hundred subjects were selected for the study, which represented Inter-University tournaments in one sport and two or more than two sports. It was concluded that Multi-discipline players (Players having represented university in two or more sports) were better than the single discipline players (Players having represented university in only one sport) in all the variables of General Motor Ability, that is speed, power, strength and agility.

Keywords: Ability, Psychological Characteristics and Players.

INTRODUCTION:

Sport is a medium of education through practical activities, in which training has a significant and biggest role to perform excellence at par. Training is the finest tool in the pedagogical world to enhance knowledge, skills and preparation of a person. In common parlance, sport means relaxation, fun and pleasure for its own sake. Too much emphasis on performance and excellence has made some sports highly competitive. The rise of professionalism in sport and the human craze and quest for 'winning' have transformed highly enjoyable sport into a complex behavioural conundrum. Cohen (1973) thinks that the essence of modern sport "lies in sublimation of aggressiveness". Some people have no hesitation in calling sport as the "violence of the cultured man" or "the sediment of a most finely distributed collective hatred precipitated in athletic contests". Right genetic endowment, generally good environment and highly specialized

training produce top performance in sport. Today performance in sports not only demands systematic training to develop physical, physiological variable and technical aspects of sports but also demands training and consideration of psychological characteristics for success in this field. All sports is psychological as well as physical because, it is led by mental images and thought patterns. It will, however allow you to draw the most from the conditioning you have. If you have trained more and better, your present capacity will be higher than if you have trained less, your performance will be less well. However, regardless of what your physical capacity might be at moment, you have to look at your psyche in order to get the most from what you have. You have to rely on your head and your thoughts, images and mental patterns to act as the controlled mechanism. Negative thoughts are particularly effective for destroying skilled performance. It has been observed that there are vast majority of physical educators studying in various universities/institutions who excel in only one sport where as there are few others who are above average in two or more sports. The scholar wanted to find out what makes the individuals excel in few sports where as others confine themselves to one sport. Hence, the scholar had chosen this study to find out the differences among different categories of female university players with regard to general motor abilities and psychological variables. The purpose of the study was to compare the general motor ability and psychological variables of different categories of female university players.

METHODOLOGY:

The subjects for this study were female university players, who represented All-India or Zonal Inter-University level tournaments. One hundred subjects were selected for the study, who represented Inter-University tournaments in one sport and two or more than two sports. Fifty students were those, who had represented university only in one sport and fifty students were those, who had represented university in two or more than two sports. Scott Motor Ability test was chosen to measure General Motor Ability because the test was designed for college women of the same age group as that of the subjects for the study. The test had only three items and from an administrative angle it was considered feasible keeping time, money and personnel to

administer test in mind so as to get the maximum co-operation from the subjects. To find out the psychological characteristics of different categories of university players, the research scholar selected the questionnaires namely self- concept, sports aggression inventory, sports achievement motivation and sports competition anxiety questionnaire for the purpose of the study.

FINDINGS:

In order to determine the significance of mean in General Motor Abilities and Psychological Variables between categorised university players, 't' test was applied and the findings have been presented in table 1 to 7.

To find out the General Motor Abilities of different categories of university players, Scott Motor Ability test was used consisting of standing broad jump, basketball throw and obstacle race. The mean difference and test of significance on General Motor Ability variables of different categories of university players has been presented in Table 1 to 3.

Table – 1

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS (Single & Multi-Discipline) ON STANDING BROAD JUMP

Variable	Standing Broad Jump		
	Mean	$\pm$ SD	't' ratio
Single Discipline	4.83	.82	5.46*
Multi Discipline	5.80	.63	

t 0.05 (98) = 1.980

From the above table 1, it is revealed that there was significant difference in case of standing broad jump as calculated 't' value (5.46) was greater than tabulated 't' value (1.980) at 0.05 level of significance with 98 degree of freedom. Thus, it may be concluded that there was significant difference among categorized (single and multi-discipline) university players related to standing

broad jump, in which mean standing broad jump is significantly higher for multi-discipline university players than single discipline university players at 0.05 level of significance.

Table – 2

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single and Multi-Discipline) ON
BASKETBALL THROW

Variable	Basketball Throw		
	Mean	$\pm$ SD	't' ratio
Single Discipline	30.40	3.08	4.08*
Multi-Discipline	34.58	3.20	

$t_{0.05(98)} = 1.980$

It can be learned from table 2 that there was significant difference as calculated 't' value (4.08) is greater than the tabulated 't' value (1.980) at 0.05 level of significance. Hence, it may be concluded from the data that mean of basketball throw is significantly higher for multi-discipline university players in comparison to single discipline university players at 0.05 level of significance.

Table – 3

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single & Multi-Discipline) ON
OBSTACLE RACE

Variable	Obstacle Race		
	Mean	$\pm$ SD	't' ratio
Single Discipline	22.82	2.98	2.15*
Multi Discipline	21.53	1.67	

$t_{0.05(98)} = 1.980$

It is evident from the table 3 that there was significant difference in case of obstacle race as the calculated 't' value (2.15) was greater than the tabulated 't' value (1.980) at 0.05 level of significance. This data provide sufficient evidence that the mean obstacle race performance was significantly better for multi-discipline university players at 0.05 level of significance because lower values of time in running events are considered better.

To find out the psychological characteristics of different categories of university players; self concept questionnaire, sports competition anxiety test, sports aggression inventory and sports achievement motivation questionnaires were used. The mean difference and test of significance on Psychological Variables has been presented in Table 4 to 7.

Table – 4

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single and Multi-Discipline) ON
SELF CONCEPT

Variable	Self Concept		
	Mean	± SD	't' ratio
Single Discipline	181.21	16.52	2.10*
Multi Discipline	188.28	14.16	

t 0.05 (98) = 1.980

From the above table 4, it is learned that there was significant difference in case of self concept as the calculated 't' value (2.10) was more than tabulated 't' value (1.980) at 0.05 level of significance. Hence, data provide sufficient evidence that the mean self concept is significantly higher for multi-discipline university players in comparison to single discipline university players at 0.05 level of significance.

Table – 5

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single and Multi-Discipline) ON
ANXIETY

Variable	Anxiety		
	Mean	± SD	't' ratio
Single Discipline	18.76	2.81	1.07
Multi Discipline	19.39	2.62	

t 0.05 (98) = 1.980

The above table 5 reveals that there was no significant difference as calculated 't' value (1.07) was less than the tabulated 't' value (1.980) at 0.05 level of significance. Thus it may be concluded that there was no difference in anxiety level between single and multi-discipline university players.

Table – 6

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single and Multi-Discipline) ON
AGGRESSION

Variable	Aggression		
	Mean	± SD	't' ratio
Single Discipline	8.98	2.07	3.19*
Multi Discipline	10.97	3.01	

t 0.05 (98) = 1.980

It can be interpreted from table 6 that there was significant difference in relation to aggression as calculated 't' value (3.19) was more than the tabulated 't' value (1.980). Thus data provide sufficient evidence to ensure that mean aggression was significantly higher for multi-discipline university players in comparison to single discipline players at 0.05 level of significance.

Table – 7

SIGNIFICANCE OF DIFFERENCE BETWEEN CATEGORISED UNIVERSITY PLAYERS
(Single and Multi-Discipline) ON
ACHIEVEMENT MOTIVATION

Variable	Achievement Motivation		
	Mean	$\pm$ SD	't' ratio
Single Discipline	25.9	4.63	.98
Multi Discipline	24.7	5.87	

$t_{0.05(98)} = 1.980$

It is evident from the table 7 that there was no significant difference found in case of achievement motivation as calculated 't' value (.98) was less than the tabulated 't' value (1.980) at 0.05 level of significance. Thus, it may be concluded that achievement motivation of both single and multi-discipline university players was almost the same.

DISCUSSION OF FINDINGS:

The results of the study showed significant difference in General Motor Ability variables at 0.05 level of significance between players having represented university in one sport and players having represented university in two or more sports. The players having represented university in two or more sports were significantly better than players having represented university in one sport. The findings may be due to reason that their strength, agility, power of legs as well as power of arms and shoulder girdle muscles were better than those players who had represented university in one sport

The analysis of data revealed significant difference in case of self-concept and aggression where multi-discipline players exhibited better self-concept and aggression in comparison with the single discipline players. It may be due to the greater awareness of multi-discipline players towards physical, social, temperamental, educational, moral and intellectual ability. Significant difference in aggression may be due to the nature of the game they played like judo, boxing, etc.

The insignificant difference in sports competition anxiety test between players having represented university in two or more games/sports and players having represented university in one sport may be due to the reason that the players were almost of the same standard with a similar kind of experience which must have been a probable cause. The insignificant difference in achievement motivation between sportsmen having represented university in two or more sports and sportsmen having represented university only in one sport may be due to a similar confidence level with regard to winning a competition

CONCLUSION:

On the basis of the results of the study, the following conclusions may be drawn: 1) Multi-discipline players (Players having represented university in two or more sports) were better than the single discipline players (Players having represented university in only one sport) in all the variables of General Motor Ability, that is speed, power, strength and agility. 2) Multi-discipline players were better than the single discipline players in self concept. 3) Multi-discipline players were better than single discipline players in aggression. 4) There was no significant difference in anxiety level of different categories of university players. 5) There was no significant difference in the achievement motivation of different categories of university players.

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