

Study on Selected Psychological Variables of Basketball and Handball Male Player

Dr. Xavier Maria Raj*

*Head, Department of Physical Education St. Andrew's P.G. College, Gorakhpur India.

(Received 21 May 2016 – Accepted & Published 01 June 2016)

Abstract

Background: The objective of the study was to compare anxiety, interest and sports achievement motivation between basketball and handball players.

Methods: For the purpose of the study 30 (15 basketball and 15 handball) male players who represented their university in respective competitions were selected as the subjects of the study. Age of the selected subjects was ranged from 17 to 26 years. Anxiety, Interest and Sports achievement motivation of subjects were measured through standard questionnaire. Independent t-test was used to compare basketball and handball players on the selected psychological variables further the level of significance was set at 0.05.

Results: The results of the study revealed that there was insignificant difference existed between basketball and handball players in anxiety, interest and sports achievement motivation. The present study found that there has no difference between basketball and handball players in relation to anxiety, interest and sports achievement motivation.

Keywords: Anxiety, interest, achievement motivation, basketball and handball.

INTRODUCTION

The behavioral pattern of sports persons is also different from that of the general people. So, the athletes have different physical, physiological & behavioral profile than the normal population (Komspan, 2009). Psychologists explore such concepts as perception, cognition, attention, emotion, phenomenology, motivation, brain functioning, personality, behavior and interpersonal relationships. Psychologists of diverse stripes also consider the mind. Psychologists employ empirical methods to infer causal and correlation relationships between psychosocial variables. In addition, or in opposition, to employing empirical and deductive methods, some especially clinical and counseling psychologists at times rely upon symbolic interpretation and other inductive techniques. Psychology has been described as a "hub science", with psychological findings linking to research and perspectives from the social sciences, natural sciences, medicine, and the humanities, such as philosophy (Urbina, 2014). While psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity. The majority of psychologists are involved in some kind of therapeutic role, practicing in clinical, counseling, or school settings. Many do scientific research on a wide range of topics related to mental processes and behaviour, and typically work in university psychology departments or teach in other academic settings. Some are employed in industrial and organizational settings, or in other areas such as human development and aging, sports, health, and the media, as well as in forensic analysis and other aspects of law. Sports performance is determined by a combination of physiological factors, technical skill, tactical insight and state of mind. All four factors are critical to peak performance. One could argue however that the last of these is the executive function, as it is the mind which determines whether or not what you have trained in over the past few years,

is brought out on the day. Yet it is this aspect of sports performance which has traditionally been paid the least attention in preparation for competition (Barrow, 1983). Hence, in a world where many athletes are physically, technically and tactically increasingly similar, it is the mind which offers perhaps the greatest scope for a competitive advantage. The role of mind has become even more important with the rapidly increasing commercialization of sport, which has presented new pressures for athletes across many levels and ages. Fortunately, like the other three factors, the mind can be improved through training (Johnson & Nelson, 1982). The more the mental skills are learned and practiced, the better and the more consistent the performances become. There is little doubt that in future, proper mental preparation will become as routinely integrated into training and competition as the other factors already are. The objectives of the present study were to measure anxiety, interest and sports achievement motivation of basketball and handball players and further to compare anxiety, interest and sports achievement motivation between basketball and handball players.

METHODOLOGY

A total of 30 (15 basketball and 15 handball) male players who represented their university in respective competitions were selected as the subjects of the study. The subjects were under graduate students and they selected from D.D.U. Gorakhpur University, Gorakhpur (Uttar Pradesh). Age of the selected subjects was ranged from 17 to 26 years. Anxiety was measured by state trait anxiety inventory questionnaire developed by Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, (1983). Interest was measured through questionnaire developed by Pan (1998). Sports achievement motivation was measured by sports achievement motivation questionnaire developed by Kamlesh (1990).

To compare the mean differences between two different games of anxiety, interest and sports achievement motivation, mean, standard deviation (SD) and independent t-test was computed by means of SPSS version 17 (Statistical Package for the Social Sciences, version 17.0, SPSS Inc, Chicago, IL, USA).

RESULTS AND DISCUSSION

The result of the study is presented in the following Tables.

Table 1: Descriptive statistics and Mean difference of Different Groups on Psychological Variables

Parameters	Group	Mean \pm SD (Scores)	t value	p value
State Anxiety	Basketball	39.07 \pm 5.82	1	0.33
	Handball	37.13 \pm 4.76		
Trait Anxiety	Basketball	47.80 \pm 5.25	0.76	0.46
	Handball	49.40 \pm 6.31		
Interest	Basketball	151.27 \pm 5.55	0.83	0.42
	Handball	149.13 \pm 8.32		
Sport	Basketball	34.53 \pm 3.23	1.60	0.12

Achievement Motivation	Handball	36.67±4.05		
------------------------	----------	------------	--	--

Tab t(0.05) 28= 2.05

Table 1 shows that mean value and standard deviation (SD) of state anxiety, trait anxiety, interest and sport achievement motivation for basketball player were 39.07±5.82, 47.80±5.25, 151.27±5.55 and 34.53±3.23 respectively whereas the handball player were 37.13±4.76, 49.40±6.31, 149.13±8.32 and 36.67±4.05 respectively.

To find the significance of mean difference between two different gameplayers of psychological variables independent t – test was employed. Table 1 also shows that the t-value of state anxiety, trait anxiety, interest and sport achievement motivation for basketball and handball player was 1 (>0.05), 0.76 (>0.05), 0.83 (>0.05) and 1.60 (>0.05) respectively. These indicate that there was insignificant mean difference between two distinct groups because the players were of nearly similar categories.

CONCLUSIONS

In the light of findings, the present study may be concluded that there was no distinction (more or less similar) on selected psychological variables (anxiety, interest and sport achievement motivation) between basketball and handball players.

References:

- Barrow, H. M. (1983). *Principles of physical education*, (3rd Ed.). pp.9-14, Lea and Febiger: Philadelphia.
- Garret, H.E. (1984). *Statistics in psychology and education*. New Delhi, India: Paragon International Publication.
- Johnson, B. & Nelson, J.K. (1982). *Practical measurements for evaluation in physical education* (3rd Ed), Delhi: Surjeet Publications.
- Kamlesh, M.L. (1990). *Manual of sports achievement motivation test*. NIS Scientific Journal, 13(3), 28-39.
- Kornspan, A.S. (2009). *Fundamentals of Sport and Exercise Psychology*. USA: Human Kinetics.
- Spielberger, C. D. (1989). *State-trait anxiety inventory: Bibliography* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Urbina, S. (2014). *Essentials of Psychological Testing* (2nd Ed). New York: Harper & Row Publishers.