



Psychological variables among national level soccer players of kendriya vidyalaya sangathan in relation to their playing ability.

JAGJIT SINGH

Ph.D Research Scholar,

Panjab University, Chandigarh

Email id- jagjitbittoo@gmail.com,

Abstract: The purpose of this research was to find out various psychological characteristics, including motivation, anxiety, aggression, and emotional intelligence, and their relationship with the performance of KVS national level soccer players. Through this study, the researcher tried to shed light on the psychological factors that influence the performance of national level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan on playing ability do not differ significantly. The null hypothesis that there is no significant difference in the mean scores of national level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan on playing ability is not rejected. It may therefore be said that the national level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan have statistically equal playing ability.

Keywords: Psychology, Sports and games, Education and soccer.

Introduction: Sports has emerged as a significant aspect of modern society. Whether as individuals or teams, participants in sports and games often prioritize winning, reflecting the importance our society places on this outcome. In the current century, sports have evolved into a cultural phenomenon of considerable magnitude and complexity, with both positive and negative implications for individuals and society as a whole. The desire to excel in one's chosen field, whether it is sports or any other endeavour, is universal. As time passes, the longing to overcome challenges and obstacles in life becomes increasingly apparent. Having something to strive for not only gives purpose to life but also enriches the individual experience. Pursuing excellence in any domain requires dedication and sacrifice. High levels of achievement and mastery in fields like sports, arts, surgery, science, writing, teaching, and more demand commitment and perseverance. Even individuals with exceptional innate abilities may struggle in a particular sport if they lack the necessary motor skills developed through extensive training and practice. Human beings possess a natural inclination towards competition and strive for excellence, particularly in their participation in games and sports. Sports serve as a platform



that offers individuals a sense of purpose, a continuous challenge, and a wide spectrum of emotions that may be challenging to encounter in other aspects of life. The fundamental aim of education within a society is to perpetuate its social and cultural heritage. Unlike biological traits, which are passed down through genes, cultural traits must be acquired individually by each new generation. Therefore, education serves as society's primary tool for enculturation its members. It is incumbent upon the educated to not only function effectively within society but also to understand them better.

Review: Studying literature is a crucial step in gaining a comprehensive understanding of the existing knowledge and discourse related to the specific issue under investigation. This review provides profound insights and a coherent overview of the broader landscape of pertinent literature. Examining the literature is instrumental in enhancing comprehension of the problem and facilitating the interpretation of research findings.

Keshtkarmaleki et al.(2015) examined the correlation between emotional intelligence and motivation among basketball players in the Gillan region. The study encompassed all male and female basketball players in the area as the statistical population. Two surveys were employed: the Bar-On Emotional Intelligence Scale (1997), consisting of 43 questions across five subscales (interpersonal, intrapersonal, adaptability, stress management, and impulse control), and the Willis Motivation Scale (1986), which assessed competitive motivation through 40 questions across three subscales (desire for success, fear of failure, and power motive). The internal consistency of the surveys was high, with Cronbach's alpha coefficients of 0.90 and 0.92, respectively. Data analysis included one-sample Kolmogorov-Smirnov, Spearman, and Friedman tests, with significance set at below 0.05. The findings indicated a positive and significant relationship between emotional intelligence and motivation among basketball players in the Gillan region. Overall, the results supported the notion that athletes with higher levels of emotional intelligence displayed greater motivation to engage in physical activity. Ghoochan et al. (2014) investigated the mental skills profile of the Taekwondo team, employing the Ottawa -3 (OMSAT-3) questionnaires for data collection. The findings revealed that Taekwondo teams at the highest level exhibited high confidence levels and the lowest rates in response to stress, concentration, focus recycling, and control of fear. Various factors, including time, competitive experience, age, activity level, psychological interventions, the nature of sports, and individual differences, were identified as influencing the development of athletes' mental skills. Further research is deemed necessary to gain a comprehensive understanding of these factors and their impact on mental skill development in athletes. Huijgen et al. (2014)



investigated whether performance characteristics could distinguish between selected and deselected players in talent development programs. The study focused on players aged 16–18 years, and the decisions made by clubs in their talent development programs were predominantly influenced by the players' technical, tactical, and physiological skill performances. This underscores the significance of sports research in understanding how clubs perceive key performance characteristics in talented players. Meenu and Parul (2014) conducted a study comparing anxiety and aggression levels between male handball and basketball players in Sirsa District. The sample comprised 48 male athletes who had participated at the inter-university level, with ages ranging from 18 to 25 years. Data were collected during different coaching camps, using the Pati questionnaire test for aggression and the Sinha questionnaire test for anxiety. The analysis, performed through a 't' test, revealed that female basketball players in Sirsa exhibited higher levels of anxiety and aggression compared to their volleyball counterparts. Singh and Jasmer (2014) conducted a comparative analysis of anxiety and aggression levels among male Lawn-Tennis and Badminton players at the university level. The study included 48 male players (24 in each sport) aged between 17 and 24 years, who had participated in the intercollege competition at K.U.K University. Using Sinha's comprehensive anxiety test (1999) and Mathur and Bhatnagar's aggression test, the researchers found that Badminton male players exhibited higher anxiety and aggression levels than Lawn-Tennis male players at the university level. Singh et al. (2014) explored anxiety levels in both individual and team sports persons from Manipur at different stages of sports participation, spanning five years from 1995 to 2000. The study, which included 173 team sportspersons and 173 individual sportspersons from various disciplines, revealed significantly higher anxiety levels during play compared to before and after the play. While no significant differences were found before and after the play, individual sports persons exhibited significantly higher anxiety levels than team sportspersons during the play. Mehrparvar and Soltani (2013) investigated and compared psychological hardiness in male high-school students in Zahedan Province. The sample of 400 students included 150 athletes and 250 nonathletes. Using Bartone's 45-item Dispositional Resilience Scale, the study found that athletes had significantly higher scores in hardiness and the control subscale than non-athletes. No significant difference was observed between team and individual athletes, leading to the conclusion that athletes generally possess higher levels of psychological hardiness than nonathletes. Singh (2013) compared sports competition anxiety among university-level cricket players. The study included 60 male cricket players from different universities, and the Sport



Competition Anxiety Test (SCAT) questionnaire was used for measurement. The findings revealed no significant differences in sport competition anxiety among players from different universities. These studies collectively contribute to the understanding of psychological factors, such as perceived stress, competition anxiety, aggression, motivation and emotional intelligence in sports performance, providing valuable insights for athletes, coaches, and sports psychologists

Material and methods: The present study was a descriptive research. The samples of the study were soccer players from all the regions under five zones across India, participating in the Kendriya Vidyalaya Sangathan (KVS) National Sports Meet. They were investigated with regard to the selected psychological variables, i.e., perceived stress, anxiety, aggression, motivation and emotional intelligence, for their impact and relation with playing ability. A total number of 626 subjects (male-394 and female-232) soccer players were selected as subjects. The age of the subjects was under 17 years (boys and girls).

Table: 1. National Level Soccer players from various zones of Kendriya Vidyalaya Sangathan on Sports Competition Anxiety.

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	pvalue
Male	394	19.26	3.43	0.17	1.964	.050
Female	232	19.86	4.10	0.26		

Table 1. Reveals that the t-value is 1.964 which is significant at 0.05 level of significance with degree of freedom 624. This shows that the mean score of national level male soccer players from various zones of kendriya vidyalaya sangathan and mean score of national level female soccer players from various zones of kendriya vidyalaya sangathan on sports competition anxiety differ significantly. Thus the null hypothesis that there is no significant difference in the mean score of national level male and female soccer players from various zones of kendriya vidyalaya sangathan.

Table: 2 Gender wise Emotional Intelligence of National Level Soccer players from various zones of Kendriya Vidyalaya Sangathan

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value



Male	394	120.36	43.12	2.17	7.673	.000
Female	232	151.14	56.92	3.73		

From table: 2, it can be seen that the t-value is 7.673 which is significant at 0.05 level of significance with degree of freedom 624. This shows that the mean score of national level male soccer players from various zones of kendriya vidyalaya sangathan and mean score of national level female soccer players from various zones of kendriya vidyalaya sangathan on sports emotional intelligence differ significantly. Thus the null hypothesis that there is significant difference in the mean score of national level male and female soccer players from various zones of kendriya vidyalaya sangathan on sports emotional intelligence is rejected. Since the mean score of national level female soccer players from various zones of kendriya vidyalaya sangathan on sports emotional intelligence is 151.14 which is higher than the mean score of national level female soccer players from various zones of kendriya vidyalaya sangathan i.e. 120.36. It may therefore be said that national level female soccer players have significantly higher sports emotional intelligence as compared to national level male soccer players from various zones of kendriya vidyalaya sangathan.

Table: 3 ANOVA Summaries National Level Soccer Players with Different Levels Of Sports Emotional Intelligence From Various Zones Of Kendriya Vidyalaya Sangathan On Playing Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.286	4	7.322	.550	.699
Within Groups	8269.341	621	13.316		
Total	8298.628	625			

From table: 3, it can be seen that the F value is .550 which is not significant at 0.05 level of significance with the degree of freedom (4,621). This shows that the mean score of national level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan on playing ability do not differ significantly. Thus the null hypothesis that there is no significant difference in the mean scores of national level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan on playing ability is not rejected. It may therefore be said that the national



level soccer players with different levels of sports emotional intelligence from various zones of kendriya vidyalaya sangathan have statistically equal playing ability.

Conclusion: There are numerous types of sports and games, some played indoors and others outdoors, all designed to entertain people. Games encompass a diverse range of competitive physical activities or sports that aim to utilize, maintain, or enhance physical abilities and skills while providing enjoyment for participants and, at times, entertainment for spectators. Sports are generally perceived as a set of activities focused on physical fitness or athleticism, involving intense physical exertion with the potential for competitive events. Sports foster camaraderie and competition. General interest in sports provides a healthy outlet for the diversion of energies. Adolescents often have excess energy, and if this energy is channeled productively, it lays the foundation for a strong society. Whether individuals are fully aware of the need for discipline, cooperation, camaraderie, the spirit of sportsmanship, or the joint commitment to achieving a common goal as a team with others, sports participation teaches them these essential values. They also learn the crucial concept of learning to collaborate, to become gracious winners, and to handle defeat gracefully.

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