

REPORT OF THE PROJECT

ENTITLED

**Analysis of Goal Orientation, Perceived Motivational
Climate, Causal Dimensions and Sources of Sports
Confidence among Football Players
(Sponsored by UGC)**

2009-11

**Stalin Raphel
Department of Physical Education
St. Joseph's College, Irinjalakuda
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Stalin Raphel

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CHAPTER – 1

INTRODUCTION

- 1.1 Definition and explanation of the terms
- 1.2 Objectives of the study
- 1.3 Hypothesis proposed
- 1.4 Statement of the problem
- 1.5 Limitations
- 1.6 Delimitations
- 1.7 Significance of the study

INTRODUCTION

Understanding motivation has become a popular focus of study, especially in the field of sport psychology. In fact, studies on motivation account for one third of the research currently being conducted. Investigating the reasons why individuals behave in a particular way and the factors that can alter their behavior has important scientific and practical implications. The motivational climate is a critical factor that effects the motivation of individuals and is the definition of success and failure stressed in a social environment, such as a classroom or an athletic team (Ames, 1992). Motivation has been studied as a key factor in influencing learning outcomes, since high learning achievements have often been attributed to high motivation in students and environments that favor motivation.

Participation in youth sports provides children with the opportunity to evaluate improvement, progress toward personal goals, and demonstrate one's ability in comparison to others (Duda & Hall, 2001). Therefore, youth athletes may potentially define successful mastery experiences in relation to a self-referenced standard, a normative standard, or a combination there of (Duda, in press; Roberts & Treasure, 1995). How youth athletes choose to bestow meaning on the formal evaluation of competition and personal success depends, in part, on both the situational (i.e., motivational climate) and dispositional (i.e., goal orientation) tendencies that operate in youth sports. More importantly, whether a child learns to utilizes self-referenced, normative, or a combination of both types of sources of information may have implications for the development of achievement-related beliefs such as self-confidence and the ultimate psychological well-being of the athlete.

The ability to build and maintain self-confidence in sport can enhance athletic performance and one's overall sport experience (Chase, 1998; Feltz & Lirgg, 2001; Vealey, 2001). Successful mastery of a task is expected to enhance confidence; however, Bandura (1997), acknowledges that individuals who perform the same task and master the same challenges may in fact vary in the amount of perceived confidence that is derived from their success. Based on the theoretical tenets proposed by Bandura (1997), individuals may use different sources to develop, enhance, and sustain confidence, and that these individual differences may even be observed among athletes in sport (Bandura, 1990; Feltz & Lirgg, 2001; Vealey, Hayashi, Garner-Holman, & Giacobbi, 1998; Vealey, 2001).

The observed differences in the selection of self-confidence sources and self-perceptions of overall confidence may be partially explained by individual differences in perceptions of success, or more specifically, goal orientations (Duda & Nicholls, 1992; Magyar & Duda, 2000; Nicholls, 1984; Williams, 1994). Goal orientations are dispositional inclinations regarding the evaluation of one's perceptions of ability and success in achievement situations (Duda & Nicholls, 1992; Nicholls, 1984).

Self-confidence and sport confidence (SC) have been viewed as some of the most important factors that influence the sport performance. Many studies had shown that athletes with high sport confidence would possess better concentration, game strategies, healthy emotions, control of tempos, and performance (Chi, 1996). Therefore, the relationship between sport-related confidence and athletic performance should thus be of vital interest to sport psychologist. In reality, sport-related confidence can be an inconsistent and temporary variable. The instability over time is based largely on where players find their confidence, the confidence source. Researchers can try to understand how the sources of sport confidence could influence the athlete's level of confidence, cognition, emotion, and behaviors (Vealey 1986). They may carefully examine the sources of confidence by understanding the interaction of the social background, organizational cultures, and the characteristics of the athletes.

Sport competition is a basic environment for pursuing excellence and performance (Duda, 1987). Sport psychology researchers have explored how players develop confidence in their athletic performance. The Achievement Goal Theory under the social-cognitive construct has gradually become a popular model for this research topic in the field of sport psychology. (Ames & Archer, 1988; Elliott & Dweck, 1988; Nicholls, 1984, 1989; Mills, 1997).

The key element in attribution theory is perception. When athletes are asked, "to what do you attribute your great success?" they are being asked for their perceptions. The fact that their perceptions of why they are successful may be completely erroneous is beside the point. The manner in which athletes answer questions like these reveals their perceptual beliefs. Attribution theory is a cognitive approach to motivation. It assumes that people, understand, and predict events based upon their cognitive perception. According to attribution theory, the intent of every human being is to explain his own actions in terms of their perceived causes. Heider (1944,

1958) described his theory as one of common sense, or “naive psychology”. This is a complex theory in which perceived attributions are viewed as greatly influencing a person’s actions, feelings, confidence, and motivation. How and athlete feels about herself is directly related to the athlete’s perception of cause and effect. The attributions that athletes select reveal their motivational structures. Furthermore, helping athletes to change their perceptions can have a significant effect on their motivation to achieve. For this reason, motivation and attribution theory are very closely related. For example, some young people feel they fail because they lack natural ability. Since natural ability is relatively permanent, it is hard for those children to see that things will ever change for the better. However, if the young athletes can be encouraged to consider bad luck or lack of effort as a cause for their failure, they need not feel that things cannot change always try harder.

Attributions are the perceived causes or reasons that people give for an occurrence related to themselves or others. From a social cognitive perspective, these attributions become an important determinant of individuals' emotions, expectations, and motivations towards similar events in the future. Attribution theory has had a strong presence within sport and exercise psychology (Biddle, 1993). In Biddle's (1994) analysis of all motivation papers published in two leading journals (*International Journal of Sport Psychology* and *Journal of Sport and Exercise Psychology*) between 1979 and 1991, attribution papers were the most numerous.

1.1 Definition and explanation of the terms

1.1.1 Explanation of terms

The terms ‘task and ego’ orientation and ‘mastery and performance climate’ were used sometime interchangeably in this study. The explanations and concepts of the terms which were used in this study are given below.

1.1.2 Goal Orientation

Goal Orientation is a psychological construct that involves the attitudes and behaviors associated with achievement situations. Goal orientation is a mental framework that describes the different motivational approaches that persons embrace to reach goals and is a strong predictor of the individual behavior and performance. These orientations illustrate how people react differently to achievement and failure. (Wikipedia, 2009)

Nicholls’ (1984, 1989) achievement goal theory (interchangeably use goal orientation) reflects that what is known as an approach-avoidance orientation, which similarly proposes that people are motivated by the desire to seek success by demonstrating skill and to avoid failure resulting from exhibiting low-ability behavior.

1.1.3 Task Orientation

The goal is a mastery over a particular skill. Perceived ability for the task-oriented individual is a function of perceived improvement from one point in time to the next. The task-oriented individual continues to work for mastery of the skill she is working on, and enjoys feeling of self-efficacy and confidence in so doing. (Cox, 2002)

1.1.5 Ego Orientation

In this type of individual, perceived ability is measured as a function of outperforming others, as opposed to self-improvement. In some ways, this is a sorry state of affairs, as the ego-oriented individual’s perceived ability and self-confidence is tied to how he compares with others as opposed to objective improvement in skill. (Cox, 2002)

1.1.6 Motivational Climate

The motivational environment a person is placed in relative to factors that relate to mastery or competition. (Cox, 2002)

Motivational climate refers to the behavior and attitudes exhibited by important others in a particular situation. Motivational climates affects an individual's motivation and goal of action by influencing her interpretations of what types of behavior are necessary to succeed in that situation (Roberts, Treasure, and Kavussanu, 1997).

1.1.7 Mastery

A mastery climate in which athletes receive positive reinforcement from the coach when they (a) work hard, (b) demonstrate improvement, (c) help others learn through cooperation, and (d) believe that each player's contribution is important. (Cox, 2002)

1.1.8 Performance Climate

A competitive climate is one in which athletes perceive that (a) poor performance and mistakes will be punished, (b) high-ability athletes will receive the most attention and recognition, and (c) competition between team members is encouraged by the coach. (Cox, 2002)

1.1.9 Attribution

Attributions concerns people's perceptions about the causes of events. (Weinberg & Gould, 2003)

1.1.10 Locus of Causality

The locus of causality concerns whether the cause resides within or is external to the attributor. (McAuley., Duncan & Russell, 1992)

1.1.11 Stability

The stability dimension refers to whether the cause is invariant or changeable over time. (McAuley., Duncan & Russell, 1992)

1.1.12 Personal control

The personal control dimension reflects whether the cause is personally controllable or uncontrollable. (McAuley., Duncan & Russell, 1992)

1.1.13 External control

The external control dimension reflects whether the cause is externally controllable or uncontrollable. (McAuley., Duncan & Russell, 1992)

1.1.14 Sport Confidence

The belief or degree of certainty individuals possess about their ability to be successful in sport. (Vealey, 2001)

1.1.15 Performance/Mastery

Performing well, improving goals and achieving goals. This item was derived from Bandura's (1977) self-efficacy theory.

Mastering or improving skills (Vealey *et al.*, 1998).

1.1.16 Demonstration of Ability/outcomes

Demonstrating ability and gaining favourable social comparison by beating others. It is derived from Bandura's (1977) self-efficacy theory.

Showing off the skills to others of demonstrating more ability than one's opponent (Vealey *et al.*, 1998).

1.1.17 Physical/Mental Preparation

Physical conditioning, which is one of the highest rated approaches used to develop self-confidence. (Gould, Hodge, Peterson & Giannini, 1989)

Feeling physically and mentally prepared with an optimal focus for performance (Vealey *et al.*, 1998).

1.1.18 Physical self-presentation

Perception of one's physical self (how one perceives one looks to others) (Vealey *et al.*, 1998).

1.1.19 Social support

Positive feedback and encouragement based on Bandura's (1977) self-efficacy theory.

Perceiving support and encouragement from significant others in sport, such as coaches, family, and teammates (Vealey *et al.*, 1998).

1.1.20 Coaches' leadership

Believe in coaches' abilities and know coach will make good decisions. Weinberg, Gould and Jackson (1979) found that one of the most commonly used strategies of coaches to build self-confidence was verbal persuasion.

Believing coach is skilled in decision making and leadership (Vealey *et al.*, 1998).

1.1.21 Vicarious experience

Seeing someone perform the skill successfully, contributes to enhanced performance. Weinberg, Gould and Jackson (1979) supports the notion that vicarious experience is a source of confidence. This has stemmed from Bandura's (1977) self-efficacy theory.

Watching others, such as teammates or friends, perform successfully (Vealey *et al.*, 1998).

1.1.22 Environmental comfort

Feeling comfortable in a competitive environment (Vealey *et al.*, 1998).

1.1.23 Situational favorableness

Home advantage, luck, superstitious behaviour. This was derived from George, 1998, stating "many athletes derive feelings of self-confidence from rituals or feelings about particular sport environments" (Vealey *et al.*, 1998).

Feeling that the breaks of the situation are in one's favor (Vealey *et al.*, 1998).

1.2 Objectives of the study

1. Understand the relationship between goal orientation and motivational climate among football players.
2. Investigate the sources of sports confidence among football players based on the construct of motivational theories.
3. Establish the relationship of associated psychological variables to locus of causality among football players.
4. To compare upon the selected performance specific psychological dimensions among different levels of football players.
5. To contrast variations in selected psychological dimensions between professional football teams of Kerala.

1.3 Hypothesis proposed

1.3.1 Hypothesis I

There will not be any significant differences in goal orientation, perceived motivational climate, causal dimension and sources of sports confidence among sub-junior, junior and senior level football players.

1.3.2 Hypothesis II

There will not be any significance differences in goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among the different professional football teams.

1.4 Statement of the problem

The purpose of the study is to analyse the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among Kerala football players.

1.5 Limitations

Questionnaire research has its limitation. As such any bias that might have crept into the subjects' response in this account may be considered as limitation to the study.

1.6 Delimitations

This study will be delimited as follows:

1. This study will be delimited to male football players of Kerala state only.
2. This study will be further restricted to sub-junior, junior and senior football players of Kerala.
3. The study will also be delimited to professional football players belonging to different clubs of Kerala.
4. The study will also be delimited to the following variables:
 - (i) Goal orientation
 - (ii) Perceived motivational climate
 - (iii) Causal dimensions
 - (iv) Sources of sports confidence

1.7 Significance of the study

1. This study will help us to understand the relationship between goal orientation and motivational climate among football players.
2. It will investigate the sources of sports confidence among football players based on the construct of motivational theories.
3. The study will establish the relationship of associated psychological variables to locus of causality among football players.
4. To compare upon the selected performance specific psychological dimensions among different levels of football players.
5. To contrast variations in selected psychological dimensions between professional football teams of Kerala.

CHAPTER –II

REVIEW OF RELATED LITERATURE

2.1 Overview of the review

REVIEW OF RELATED LITERATURE

2.1 Overview of the review

Study of related literature is necessary for the researcher to find out what has already been done in problem area. The reviews of related literature promote a greater understanding of the problem and its critical aspects and ensure the avoidance of unnecessary duplication.

Survey of related literature helps the researcher by giving ideas about methodology suitable to the problem and theories and explanations valuable in formulating the problem. Hence the review of related literature is essential aspect of research project.

The relevant studies found from various sources, which the research scholar has come across are listed below:

2.1.1 Goal Orientation

According to Nicholls, Cheung, Lauer, & Patashnick's (1989) goal orientation theory people obtain feelings of success from the attainment of goals. The types of goals that an athlete describes as valuable are evidence of the athlete's goal orientation. Feelings of success are achieved by the interplay of the achievement of goals and the respective value placed on their attainment by the athlete. For example, which is more important to a basketball player, scoring the most points or playing the best game she has ever played? How successful would the athlete feel about her high scoring performance knowing she had not played to maximum of her potential and had failed to improve from previous attempts? Feelings of success or failure are dependent on the athletes' goal orientation. The value we assign to accomplishments, both personal and in comparison to the performance of others defines our goal orientation. Our goal orientation is the lens through which we view success.

Research on goal orientation theory has demonstrated the existence of two independent conceptual views of success, task and ego, the combination of which is goal orientation (Duda, Nicholls, 1989; Nicholls, Cobb, Yackel, Wood, & Wheatley, 1990; Nicholls Cobb, Wood, Yackel, & Patashnick, 1990). The first dimension of goal orientation is task-involvement or the mastery of skill. To succeed the athlete must work hard and put forth his or her best possible effort. Success is in the process; joy is the journey. A person that scores high in task-involvement views contests as opportunities to improve skill. The better the opponent the

greater the opportunity for improvement. Failure is doing less than your best. Stephens (1993) found that athletes scoring high in task-orientation were significantly more likely to view themselves as having ability and to enjoy their participation in sport.

The second dimension of goal orientation is ego-involvement. The athlete dominant in ego involvement derives feelings of success from the attainment of superiority, relative to the achievements of others. Joy is found in being crowned "King of the Hill," regardless the magnitude of the hill. According to research by Walling and Duda (1995), participants high in ego involvement are reluctant to attempt tasks with a high probability of appearing inferior. This type of athlete is likely to see winning, or the achievement of superiority as paramount and is willing to do whatever he or she must in order to win, even if that entails bending the rules. Once the athlete fails to win, or perceive herself as superior, she is likely to discontinue participation in the sport. According to Jagacinski and Nicholls (1984), the two independent factors of goal orientation are present in all athletes and the degree to which each factor exhibits itself is the athlete's goal orientation.

Is it possible that athletes competing at the same competitive level differ in personal goal orientation depending on the sport they play? In reviewing the literature, no studies comparing the goal orientation of athletes participating in different sports at the same level of competition were found. There is, however, research that evaluates the goal orientation of athletes playing the same sport at different levels. Carpenter and Yates (1997) found that amateur soccer players scored significantly higher for level of task-involvement than did the semiprofessionals soccer players. However, scores for ego-involvement, while higher for semiprofessionals, were not significantly different. A study by White and Zillner (1996) used the TEOSQ to describe male and female athletes participating in a variety of sports at three competitive levels of play, intercollegiate, organized high school, and college-age recreational sports. The study found that high school athletes were significantly more ego-involved than the intercollegiate athletes and that college-age recreational athletes were the highest in task-involvement. Participants were not separated by the sports they played.

In an attempt to investigate the relationship between the goal orientation of coaches and the goal orientation of athletes, Chaumeton and Duda (1988) conducted a study on coaches of male basketball players involved in varsity athletics at elementary, junior high and high school levels. The researchers found that coach's use of process-oriented (task) and outcome-oriented (ego)

behaviors significantly varied as a function of the level of competition and situation. Coaches of teams competing at higher levels emphasized the outcome of players' actions more frequently than did coaches of teams competing at lower levels. The researchers indicated that coaches of teams at lower levels of competition were more likely to use outcome-oriented behaviors than were coaches of teams at higher levels. Participants' at all three levels reported the consistent importance of task-goals. The athletes report that task-involvement is valued at each level. The study indicated that in higher levels of competition, winning became increasingly more important to both players and coaches.

Leapetswe (2006) conducted a study on Goal Orientations, Sport Ability, Perceived Parental Influences and Youths' Enjoyment of Sport and Physical Activity in Botswana. A total of 716 secondary school students from Botswana aged 12-18 years participated in this study. Participants completed a background information questionnaire, the Task and Ego Orientation in Sport Questionnaire (TEOSQ) and items on sport enjoyment, sport ability and perceptions of parental beliefs. The youths were participants in different types of competitive sports and leisure physical activities. Results showed that the two factor structure of the TEOSQ fit the current data with modifications. Participants in competitive sports had significantly higher task and ego orientation and perceived greater parental support than recreational participants. Task orientation and perceived sport ability were predictive of youth's enjoyment of sport. The results are consistent with previous findings and suggest that youth sports behaviours in Botswana are affected by similar cognitive-affective factors found in studies conducted among youth elsewhere. This has important implications for the development of youth sport and physical activity programmes in Botswana and African contexts.

2.1.2 Perceived Motivational Climate

Laura B et al (2011) analyzed on competence, achievement goals, motivational climate, and pleasant psychobiosocial states in youth sport. The three-way interactions among competence (actual and perceived), individuals' dispositional goal orientation (task/ego), and perceived sport motivational climate (mastery/performance) in the prediction of pleasant psychobiosocial states (i.e. emotion, cognition, motivation, bodily reaction, movement, performance, and communication) as conceptualized by the Individual Zones of Optimal Functioning model. The sample consisted of 320 Italian youths (160 girls and 160 boys) aged 13–14 years who were involved in individual or team sports. The assessment included a perceived competence scale, a

goal orientation questionnaire, a motivational climate inventory, and pleasant psychobiosocial descriptors. An actual competence scale was also administered to coaches asking them to assess their youngsters. Moderated hierarchical regression analysis showed that perceived competence, actual competence, and task orientation were the strongest predictors of pleasant psychobiosocial states. Moreover, actual competence and perceived competence interacted in different ways with dispositional goal orientations and motivational climate perceptions in the prediction of psychobiosocial states. It is therefore recommended that both constructs be included in motivational research.

Waldron J.J et al (2005) attempted a study on motivational climate and goal orientation in adolescent female softball players. This study investigated the combined influence of coach- and parent-initiated motivational climate on athlete goal orientation and changes in goal orientation during a competitive season. Female adolescent softball players (N = 62) completed questionnaires assessing goal orientations at early season and assessing goal orientations, perceptions of the coach motivational climate, and perceptions of the parent motivational climate at late season. Athletes' early season task orientation, perceptions of a task coach-initiated climate, and a parent climate emphasizing learning positively predicted athletes' task orientation at late season. Athletes' early season ego orientation was the only predictor of late season ego orientation. Consistent with achievement goal theory, these findings support the importance of examining the influence of both coaches and parents on the motivation of youth athletes.

Dorothee A et al (2005) examined on perceived leadership behavior and motivational climate as antecedents of adolescent athletes' skill development. In two studies, the relationship between adolescent athletes' skill development and perceived coach behavior as well as motivation climate was investigated. In Study 1, 119 (61 male, 58 female) competitive swimmers from various clubs with a mean age of 12.5 years responded twice with a one year interval to the Leadership Scale for Sports and the Perceived Motivational Climate in Sport Questionnaire. Skill level was estimated from performance criteria like level of competition, and years of practice. In Study 2, 212 junior athletes (136 male, 76 female) of individual and team sports with a mean age of 15 years completed the same questionnaires twice within 4 months. Skill level was estimated by the coaches on several rating scales. Contrary to expectations and research, coach behavior in Study 1 was perceived similarly across varying skill levels. Longitudinal data showed a positive

relationship between perceived coach behavior (instruction and positive feedback) and swimmers' skill development. In Study 2, opposite patterns of relationships for individual and team sports were found. Skill development of team sport athletes was predicted by higher perceived social support and less instruction, whereby individual sport athletes' skill development was predicted by less perceived social support, more instruction, and higher mastery climate. Both studies point to the importance of coach behavior for skill development of athletes, but the type of sport may modify the relationship.

Ommundsen Y et al (2005) investigated on peer relationships in adolescent competitive soccer: associations to perceived motivational climate, achievement goals and perfectionism. The aim of this study was to examine the relationship between the perceived motivational climate, achievement goals, perfectionism and indices of peer relationships in a sample of young male and female Norwegian soccer players. The sample consisted of 1719 experienced soccer players (1231 males, 488 females) aged 12-19 years (mean = 14.9 years) participating in the Norway Cup international youth soccer competition. The players responded to a questionnaire measuring perceived peer acceptance and quality of friendship in soccer, perceived motivational climate, achievement goals and perfectionism in soccer. Canonical correlation analyses revealed that young female players who perceived the motivational climate as predominantly mastery oriented, and who were moderately task oriented and scored negatively on maladaptive perfectionism, reported better relations with their peers in soccer. Constructive peer relations were evident in that they scored positively on companionship with their best friend in soccer; they perceived this friend as being loyal and allowing of free discussion, and they reported being socially accepted by their peers in soccer. Mirroring these findings, young male players who perceived the motivational climate as predominantly performance oriented, who had a moderately negative score on task orientation but a quite strong positive score on maladaptive perfectionism, reported negative relationships with peers in terms of these aspects. They also reported being in conflict with their best soccer friend. The findings suggest that the qualities of motivation have a systematic relationship with peer acceptance and the quality of friendship in male and female youth soccer.

Yoo.J (1999) studied on motivational-behavioral correlates of goal orientation and perceived motivational climate in physical education contexts. The purpose of this study was to investigate

how goal orientation (task and ego) and perceived motivational climate (mastery and performance) related to intrinsic motivation, self-esteem, adherence, and evaluated skill within Korean physical education contexts, 218 men attending physical education classes completed the Korean versions of the Perception of Success Questionnaire and the Perceived Motivational Climate in Sport Questionnaire, including a battery of motivational and behavioral assessments. Confirmatory factor analyses suggested that over-all fit for the modified versions of the questionnaires were reasonably acceptable. The results of canonical correlation analyses indicated that the task goal orientation was positively associated with intrinsic motivation and self-esteem, while the climate of perceived mastery was positively related to intrinsic motivation, adherence, and evaluated skill. These results were discussed within the frame of goal perspective theory in physical education contexts.

Istvan M (2011) studied on the relationship between motivational climate, goal orientation and psychological well-being among Swedish Table Tennis players. The objective of this study was to examine the relationship between dispositional goal orientation (task/ego), perceived motivational climate (mastery/performance) and psychological well-being (such as emotional affect and self-esteem) among elite and non-elite table tennis players. Participants were 85 table tennis players who practice and compete on different levels. The study was carried out quantitatively by assessing perceptions of success questionnaire, perceived motivational climate inventory, positive and negative affect in sport descriptor, and a self-esteem schedule. Results showed no significance difference in goal orientations, perceived motivational climate and psychological well-being between elite and non-elite participants. Further analysis however showed significant differences in motivational and psychological patterns that existed within these two groups. The results are discussed in relation to theoretical frameworks and previous research.

2.1.3 Causal Attribution

Zsheliaskova-Koynova (1991) attempted a study on causal attributions for success and failure in elite orienteers. The results of the research (through semi-standardized interviews) on causal attribution of success and failure in bulgarian orienteers (n=80). The effects of sex, level of qualification and global estimation of one's success or failure in former career on the styles of

attributing were examined. A special attention was paid to the causal attribution of failure which was studied in retrospective and prospective angles.

Kenneth (1999) investigated the relationships between attributional style and mental health in collegiate athletes possessing intrinsic or extrinsic forms of religiosity. One hundred and forty-seven male and female athletes from four NAIA Christian colleges completed a 112 item questionnaire. The questionnaire was comprised of the Religious Motivation Scale, Causal Dimension Scale II (CDS II), and Weinberger Adjustment Inventory Short-Form (WAPS'T). Results of individual one-way ANOVA's indicated a significant difference- between men and women on intrinsic [$F(1, 146) = 8.65; p < 0.01$], extrinsic social [$F(1, 146) = 13.45; p < 0.001$], and reversed intrinsic religious motivation [$F(1, 146) = 13.24; p < 0.001$]. Significant differences between men and women were also found on the restraint [$F(1,146) = 5.317; p < 0.05$] and defensiveness [$F(1,146) = 9.114; p < 0.011$] constructs on the WAI-SF. Although differences were present, both male and female groups scored higher on the intrinsic measure of religious motivation and lower on extrinsic measures. Results of the correlation and regression analyses indicated significant but weak relationships between religiosity, attribution and mental health. The results of the descriptive analysis provided limited support that athletes possessing intrinsic religious motivation were psychologically healthy.

Goudas M et al (1994) studied on perceived locus of causality, goal orientations, and perceived competence in school physical education classes. This study applied their formulation in the context of school physical education (PE) and examined the relationships of perceived autonomy, perceived competence and goal orientations with intrinsic interest across two PE activities. School students aged 12-14 years ($N = 85$) completed an adapted version of the Self-Regulation Questionnaire and measures of perceived competence and intrinsic interest separately for two PE activities. They also completed the British version of the Task and Ego Orientation in Sport Questionnaire. Students appeared to be differentially motivated for the two activities due to different perceptions of autonomy. Structural equation modeling analysis showed that perceived autonomy and task orientation had direct effects on intrinsic interest for both the activities. Perceived competence, however, was positively associated with intrinsic interest only for one of the activities. The implications of the results for the practice of physical education are discussed.

Seong-Ok (1990) attempted to identify how self-efficacy cognition relates to causal attribution and the perception of effort expenditure, and how the perception of effort expenditure relates to causal attributions in a tennis competition. Self-consistency theory proposes that individuals in an achievement context maintain a degree of consistency with their beliefs about themselves by attributing their performance outcome to the causal factors that constituted the basis of their expectancy. Self-efficacy was hypothesized to be based on individuals' perceptions of the level of their personal capability (internality) and of the consistency (stability) with which they can mobilize their capability (controllability). One hundred and forty-six participants in intermediate and advanced tennis classes at the University of Oregon completed self-reports on a self-efficacy scale before a one-set, single tennis match, and self-reports of perceived effort expenditure and causal attribution, immediately following the competition. Separate multiple regression analyses were conducted for winners and losers to determine the predictive power of self-efficacy with regard to causal attributions and perceived effort expenditure, and the predictive power of perceived effort expenditure on causal attributions. The results indicated that winners, as hypothesized, tended to maintain self-consistency by attributing their success to personally controllable and stable causes. Individuals' self-efficacy beliefs did not relate significantly to perceived effort expenditure, regardless of performance outcome. However, winners who perceived themselves as expending a high effort tended to attribute their success more to internal and less to personally controllable causes. The results did not show any significant relationship between self-efficacy and causal ascription for the losers. No differences in these results were observed between males and females.

Stephanie J et al (2005) investigated on attributions and goal orientations in masters athletes: performance versus outcome. Swimmers (N = 111) and track and field athletes (N = 77) participating in the Australian Masters Games completed the Task and Ego Orientation in Sport Questionnaire prior to their main event. Within 30 minutes of the event they rated and provided attributions for that performance. At the end of the day, when they were notified of their placing within the event, the athletes rated and provided attributions for their outcome. Participants rated their performances as more successful than their outcomes. Performances were perceived to be due to more internal and intentional causes than were outcomes. Task orientation predicted some of the attribution scores. The responses to the open ended question about the single most likely cause of their performance or outcome were qualitatively analyzed. Athletes high in task

orientation and low in ego orientation tended to attribute performance to technique. Individuals who were low in both goal orientations showed signs of apathy, with little attempt made to explain the causes of performances and outcomes. Results support the practice of focusing on performance rather than outcome.

Lois J et al (2007) has investigated children's attributions for success and enjoyment in elementary physical education (PE) activities. Sixty-nine children (35 boys, 34 girls) from Grades 2, 4, and 6 participated. Data were collected over a period of nine weeks with children attending one hour of PE a week. Perceived success and attributions for success in each activity were assessed using the Modified Causal Dimension Scale. Activity type, gender, and grade affected perceived success scores, attributions, and enjoyment scores ($p < .05$). This study has positive implications for elementary PE. Based on what real children in a real setting have indicated, games, gymnastics, and dance can all provide positive, successful, and enjoyable learning experiences. The majority of children perceived their performances to be successful in all three activities, and they made functional attributions for their performances in each case.

2.1.4 Sources of Sport Confidence

Rodney C. et al (2004) examined sources of sport confidence and their relationship to trait sport confidence with master athletes. The study employed 216 athletes from 50 to 96 years of age in track and field, tennis, and swimming, using the Sources of Sport Confidence Questionnaire. Confirmatory factor analysis failed to replicate the proposed 9-factor structure of the SSCQ. Exploratory factor analyses revealed an 8-factor structure with similar factors to the SSCQ, but with fewer items and the elimination of the situational favorableness factor. Physical/ mental preparation and mastery were the highest ranked sources among the athletes. A simultaneous multiple regression analysis indicated that physical/ mental preparation and demonstration of ability were significant predictors of trait sport confidence for master athletes.

Dongfang C et al (2003) analyzed on gender differences in goal setting, perceived motivational climate, perceived athletic ability, and perceived sources of confidence in athletic ability were evaluated for a male group and female group of high school basketball players ($N = 174$). Significant findings included higher scores among males for (a) perceived ego climate and (b) perfection of skills and physical performance as sources of confidence. Significant findings from simple correlation analyses included a positive relationship of both sexes' task orientation,

perceived task climate, and perceived ability, to 8 confidence sources. Male players' ego orientation was positively related to demonstration of ability, physical performance, and social support. Males' perceived ego climate and females' ego orientation were both positively related to 7 of the 8 sources of confidence. Females' ego orientation, males' perceived ego climate, and the 8 sources were positively related to confidence perceived prior to competition. Stepwise regression analyses showed males' task orientation and perceived ability to predict confidence prior to competition; for females, perceived ability and perceived task climate were effective predictors. Respondents derived better confidence in a task-oriented environment, so the researchers advise coaches to create task-oriented practice environments to enhance confidence of male and female players.

Magyar T et al (2001) conducted a study on the influence of female athlete's dispositional and situational tendencies on the selection of sources of sport confidence. It hypothesized that task orientation and perceptions of mastery climate would be positively associated with the selection of maladaptive or normative sources of confidence. Participations were 180 females between the ages of 12 and 18 playing competitive Volleyball. Consistent with the hypothesis, task orientation and perceptions of mastery climate were positively associated with adaptive sources of sport confidence as well as social sources. Ego orientation was positively associated with maladaptive sources of confidence. Perceptions of mastery climate supported a meditational rather than a moderational role for motivational climate in predicting the social support and coach's leadership sources or sport confidence. Performance climate was negatively associated with the coach's leadership sources of confidence.

Moe M (2008) has examined the relationships among selected personality and social factors, sources and different types of confidence in collegiate athletes, using the sport-confidence model as a guiding framework. Different types of confidence and sources were found to be associated with different factors. For example, task-involving motivational climate positively predicted athletes' selection of both controllable and uncontrollable sources of confidence, while ego-involving motivational climate did not appear as a significant predictor of both types of sources. Several dimensions of perfectionism (i.e. personal standards, doubts about actions, perceived coach pressure, concern over mistake) appeared as strong predictors of different types of confidence. The results also indicated a link between controllable sources of confidence and the

level of confidence. Overall, the results from the present study supported the multidimensionality of athletes' confidence.

Tim R et al (2007) studied on the effects of perceived and received support on self-confidence. A sample of 222 university athletes (mean age 19.8 years, $s = 2.0$), ranging in standard from university second team to international competitor, completed a measure of perceived support 2 weeks before an important competition or match. On the day before the competition or match, the athletes completed measures of stressors, stress, received support, and self confidence. Moderated hierarchical regression analyses revealed the following key findings: (i) main effects for both perceived ($\beta = 0.11$) and received support ($\beta = 0.14$) upon self-confidence; (ii) stress-buffering effects for both perceived ($\beta = 0.02$) and received ($\beta = 0.07$) support upon self-confidence; (iii) when both aspects of support were considered simultaneously, stress-buffering effects were primarily attributable to the influence of received support. These results demonstrate the beneficial impact of social support on self-confidence, both directly and by reducing the negative effect of stress on self-confidence. Our findings emphasize the need to recognize the distinction between perceived and received support, both in terms of theory and the design of social support interventions with athletes.

Kieran K et al (2010) examined temporal changes in sources of sport-confidence during the build up to an important competition. Elite individual athletes ($N = 54$) completed the Sources of Sport-Confidence Questionnaire (SSCQ) at five pre competition phases (6 weeks, 4 weeks, 3 weeks, 2 weeks and 1 week before competition). A two-factor (gender x time-to-competition) MANOVA revealed no significant interactions, but highlighted both time-to-competition and gender main effects. Time-to-competition main effects indicated the importance placed upon demonstration of ability, physical/mental preparation, physical self-presentation and situational favorableness sources of sport-confidence changed during the pre competition phase. Gender main effects revealed that female athletes demonstrated a significantly greater reliance on sources associated with mastery, physical self-presentation, social support, environmental comfort and coach's leadership than male athletes. These findings emphasize the benefit of considering sources of sport-confidence as competition approaches; they may have implications for the design and timing of confidence based interventions.

CHAPTER –III

METHODOLOGY

- 3.1 Introduction
- 3.2 Method adopted
- 3.3 Variables of the study
- 3.4 Tools used for the study
- 3.5 Description of questionnaires
- 3.6 Selection of samples

METHODOLOGY

3.1 Introduction

Survey research is considered to be a branch of social scientific research. The procedures and methods of survey research have been developed mostly by psychologists, sociologists, anthropologists, economists, political scientists, and statisticians. The survey researcher is interested in the accurate assessment of the characteristics of population. A “survey” can be anything from a paper - pencil feedback to an interactive one-on-one in-depth interview. This study is qualitative in nature and uses survey methodology.

This chapter was designed to explore goal orientation, perceived motivational climate, causal dimensions and sources of sport confidence of different level of players and professional teams and it also has investigated the interactions of different variables. Method adopted, variables of the study, tools used for the study, description of questionnaires, samples selected, collection of data, and statistical techniques used, were detailed under different sub headings.

3.2 Method adopted

The survey method was used in this research to investigate the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among Kerala football players. Comparative and interactional studies were envisaged in itself. Comparative study was conducted to test the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence of sub-junior, junior and senior football players. The comparative study was also employed to test the variables of different professional football teams. Interactional analysis was used in the research to investigate the relationship between different variables and its subcomponents. Analysis of variance was done to find out any significant difference between sub-junior, junior and senior players and also professional football teams. Correlation and regression analysis were employed to investigate the interaction between the subcomponents of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence.

3.3 Variables of the study

The present study is an attempt to compare the subcomponents of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence. This study was also attempts to analyse the interaction or the relation between the subcomponents of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence. The subcomponents of this research were task orientation, ego orientation, performance/mastery climate, performance climate, locus of causality, stability, personal control, external control, mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness.

3.4 Tools used for the study

Four instruments were used for this study, namely:

- I. To assess the goal orientation, Task and Ego Orientation in Sport Questionnaire (TEOSQ) of Duda and Nicholls (1992) has used.
- II. To assess the motivational climate, Perceived Motivation Climate in Sport Questionnaire – 2 (PMCSQ) of Newton, Duda, & Yin (2000) has used.
- III. To assess locus of causality, Causal Dimension Scale – 2 (CDS-2) of McAuley, Duncan and Russel (1992) has used.
- IV. To assess sources of sports confidence, Sources of Sport Confidence Questionnaire (SSCQ) of Vealey, Hayashi, Holman and Giacobbi (1998) has used.

3.5 Description of questionnaires

Four instruments were used for this study and detailed explanations of the questionnaires were given below:

3.5.1 Task and Ego Orientation in Sport Questionnaire (TEOSQ)

Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda and Nicholls, 1992) is an assessment of dispositional achievement goal orientations level of the athletes. The TEOSQ consists of 13-items (Ego Orientation 6 items and Task Orientation 7 items) and asked the

participants to respond to the instruction of "I feel most successful in sport (football) when.....". Task orientation is assessed by statements revolving around feelings of success derived from learning new skills, fun, trying hard, and practicing. Assessments of ego orientation are based upon responses concerning doing better than friends, scoring most points / goals, and being the best. Each individual responded on a 5-point Likert type scale (1 = strongly disagree, 5 = strongly agree), where overall scores of ego orientation could range from 6 (low ego) to 30 (high ego) and task orientation could range from 7 (low task) to 35 (high task). A mean score was calculated for the task and ego orientation subscales with a low score of 1 and a high score of 5.

Establishing stability, defined as observing minimal measurement error in a test-retest assessment, is vital to validating psychometric tools. Correlational methods, such as Pearson product-moment, intraclass, and kappa are tests of association or consistency, whereas stability or reproducibility assesses the agreement between test-retest scores. Indexes of reproducibility using the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992) were investigated using correlational (Pearson product-moment, intraclass, and kappa) methods, repeated measures multivariate analysis of variance, and calculating the proportion of agreement within a referent value of +/-1 (Nevill, Lane, Kilgour, Bowes, and Whyte, 2001). The proportion of test-retest agreement scores indicated that all ego items reported relatively poor stability statistics with test-retest scores within a range of +/-1, ranging from 82.7-86.9%. By contrast, all task items showed test-retest difference scores ranging from 92.5-99%.

3.5.2 Perceived Motivation Climate on Sport Questionnaire – 2 (PMCSQ)

The purpose of the Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2 ; Newton, Duda, & Yin, 2000) was to measure the motivational climate in sport. The PMCSQ-2 was designed to assess an athletes' perception of whether a motivation-climate emphasized mastery or performance based goals and the questionnaire consists of 33 items which asked athletes to indicate the degree to which their team climate was characterized by a task-involving or an ego-involving goal perspective. Items include such as 'on this team, players help each other learn' and 'on this team, the coach favors some players more than others'. More specifically, each item asked athletes to indicate on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree), the extent to which that particular statement was characteristic of their team's climate.

The items in the scale were ordered into two factors (a task-involving/mastery-oriented team climate (17 items) and an ego-involving/performance-oriented team climate (16 items)) and six subscales (three subsumed under each of the two factors) (Newton et al., 2000). The subscales of mastery oriented climate included effort/improvement (8 items), important role (4 items), cooperative learning (5 items), and performance oriented climate comprised punishment for mistakes (5 items), unequal recognition (8 items), intra-team member rivalry (3 items). A task-involving (mastery-oriented) team climate was characterized by perceptions among athletes that trying hard was rewarded and that all players had an important role to fulfill and thus were all encouraged by the coach. In contrast, in an ego-involving (performance-oriented) climate, athletes perceived that teammates tried to outperform each other, players were punished for their mistakes, and individual recognition was limited to only a few stars within the team. The reliability analysis showed a Cronbach alpha value of .91 for the ego-involving climate (.77 for punishment for mistakes, .87 for unequal recognition, .61 for rivalry) and .86 for task-involving climate (.64 for cooperative learning, .74 for effort/improvement, and .71 for important role).

3.5.3 Causal Dimension Scale – 2 (CDS-2)

Attributions were measured using the Revised Causal Dimension Scale (CDS-II; McAuley, Duncan & Russell, 1992). This questionnaire was designed to measure causal attributions for performance. The CDS-II is a 12-item self-report scale assessing four attribution dimensions: locus of causality (the degree to which the cause is perceived as internal or external) (3 items), stability (the degree to which the cause is perceived as stable or variable over time) (3 items), personal control (the degree to which the athlete has control or not over the cause) (3 items) and external control (the degree to which others have control or not over the cause) (3 items). Every individual responded on a Likert scale of 9-points (9 to 1). Subscales scores can range from 3 to 27, with higher values representing attributions that are more internal, stable, personally controllable, and externally controllable. The reliability analysis showed a Cronbach alpha value ranging from .60 to .92 across the four studies. The average internal consistencies across studies were as follows: locus of causality, .67; stability, .67; personal control, .79; external control, .82 (McAuley, Duncan, & Russell, 1992).

3.5.4 Sources of Sport Confidence Questionnaire (SSCQ)

A Source of Sport Confidence Questionnaire (SSCQ; Vealey, Hayashi, Holman and Giacobbi, 1998) was used in this study to measure the athletes' sources of confidence information. The questionnaire contains 41 items and nine subscales: Mastery (5 items); Demonstration of ability (5 items); Physical/mental preparation (6 items); Physical self-presentation (3 items); Social support (6 items); Coach's leadership (5 items); Vicarious experience (5 items); Environmental comfort (4 items); and Situational favorableness (2 items). The participants responded to each item using a Likert format with 1 being "not at all important" and 7 being "of highest importance." Items include such as 'Improve my performance on a skill in my sport' and 'know my coach will make good decisions'. Subscale scores were created for each participant by calculating a mean score of all items for each subscale. All of the sources of sport confidence subscales exhibited acceptable internal consistencies ranging from 0.81 to 0.94 (Abdolalizadeh, Torbati, Sohrabi, Mohammadi and Tavakolian, 2010).

3.6 Selection of samples

The study demands examining the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among Kerala football players. Two hundred and thirty four (N = 234) male football players were primarily selected for the study. The samples were taken from selected football teams competing in the sub-junior, junior and senior level tournaments and also from professional teams competing in the inter-club tournaments. Sixty (N = 60) players each selected for sub-junior, junior and senior category from different districts and apart from these fifty four (N = 54) professional players belonging to different professional teams were also comprised for the samples of the study. The age group of this study ranges from twelve years to thirty years.

Table-1**Various levels of teams and number of subjects**

Sl.No	Level of players	No. of Subjects
1.	Sub-Junior	60
2.	Junior	60
3.	Senior	60
4.	Professional	54
Total		234

Table-2**Name of various professional Football clubs of Kerala and number of subjects**

Sl.No	Name of the Professional Club	No. of Subjects
1.	Viva Kerala	18
2.	State Bank of Travancore (SBT)	18
3.	Malabar United	18

3.7 Collection of the data

The tests have administered to the sub-junior, junior, senior and professional Football players of Kerala. The research scholar has visited the place where the tournament was taking place. The scholar has gone to different place of Kerala to collect the data on various levels. The managers and coaches of different teams have personally requested and permission sought for getting their players to serve as subjects for the study.

Necessary instructions have given to the samples before the administration of the test. Confidentiality of responses has guaranteed so that the samples will not camouflage their real feeling.

Different questionnaires have administered individually to all subjects. The items have read silently to the subjects and explanations given whenever necessary, rather than handing over questionnaires to them. However the original idea of the questions has not amplified or altered in any way. Care has taken to check that all the questions have clearly answered.

3.8 Statistical Techniques

To compare among the sun-junior, junior and senior levels and different professional clubs the ANOVA has done. Analysis of variance is a technique to compare more than two groups with a number of items in each group. In the present study ANOVA and appropriate post-hoc tests has employed to compare the scores among the sub-junior, junior, and senior level players. It also used to compare the score of different professional teams.

CHAPTER IV

ANALYSIS OF DATA AND RESULTS OF THE STUDY

- 4.1 Analysis of data
- 4.2 Different Category of Players
- 4.3 Discussion of findings
- 4.4 Discussion of Hypothesis

ANALYSIS OF DATA AND RESULTS OF THE STUDY

The purpose of the study is to analyse the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among Kerala football players. The 'goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence' were assessed by administering questionnaires. In order to achieve this purpose the data collected have been put into statistical analysis and the result of which are given in this chapter.

4.1 Analysis of data

The analysis of data collected from Kerala football players of sub-junior (60 players), junior (60 players), senior (60 players) and professional teams (3 teams (18 players each)) is presented in this chapter. Analysis of variance (F-ratio) for all the variables was computed for comparison of different categories and professional teams separately. To assess the significance of difference between the ordered paired means in case of significant f-ratio, LSD's post-hoc test for significance was applied. The f-ratio obtained by one way analysis of variance was tested for significance at .05 level of confidence.

Further, the graphs were prepared taking into consideration the means of the different categories and professional teams.

4.2 Different Category of Players

Data of analysis of variance and LSD Post hoc test of sub variables of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among sub-junior, junior and senior football players and professional football teams have been presented in Table 3 to Table 56 and illustrated in fig.1 to fog 8

Table 3 shows Analysis of Variance of Ego Orientation (Goal Orientation) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-3
ANALYSIS OF VARIANCE OF EGO ORIENTATION
(SUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	18.68	18.70	19.95	B	2	63.34	31.67	1.989	.140
					W	177	2818.43	15.92		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 3 indicates that the calculated f-ratio of 1.98 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in ego orientation among sub-junior, junior and senior football players.

Table 4 displays Analysis of Variance of Task Orientation (Goal Orientation) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-4

ANALYSIS OF VARIANCE OF TASK ORIENTATION

(DUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	27.52	27.10	27.90	B	2	19.21	9.60	.568	.568
					W	177	2991.78	16.90		

B = Between group variance

W = Within group variance

$F_{.05(2,177)} = 3.04$

*Significant at .05 level

In Table 4 indicates that the calculated f-ratio of .56 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in task orientation among sub-junior, junior and senior football players.

Figure 1 illustrates the mean scores of Ego and Task Orientation among Sub-Juniors, Junior and Senior Football Players.

Figure-1

MEAN SCORES OF TASK AND EGO ORIENTATION AMONG
SUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS

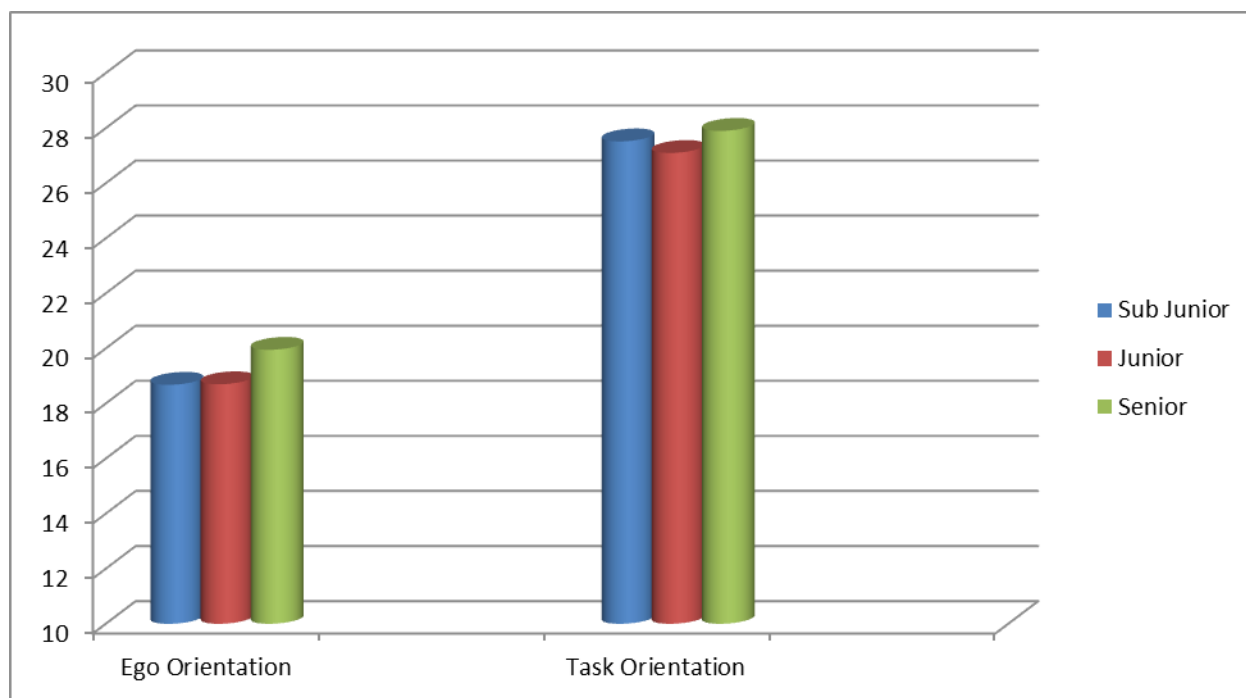


Table 5 shows Analysis of Variance of Effort/Improvement (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-5

ANALYSIS OF VARIANCE OF EFFORT/IMPROVEMENT

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	42.36	41.25	42.08	B	2	40.43	20.21	.533	.588
					W	177	6707.76	37.89		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 5 indicates that the calculated f-ratio of .533 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Effort/Improvement among sub-junior, junior and senior football players.

Table 6 shows Analysis of Variance of Important Role (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-6

ANALYSIS OF VARIANCE OF IMPORTANT ROLE

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	23.08	22.55	21.80	B	2	49.878	24.93	.984	.376
					W	177	4487.033	25.35		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 6 indicates that the calculated f-ratio of .984 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Important Role among sub-junior, junior and senior football players.

Table 7 shows Analysis of Variance of Co-operative Learning (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-7

ANALYSIS OF VARIANCE OF COOPERATIVE LEARNING

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	30	28.18	35.06	B	2	1527.033	763.517	21.233	.000
					W	177	6364.717	35.959		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 7 indicates that the calculated f-ration of 21.333 was much higher than the f-ration required for significance (3.04) at .05 levels. This indicates that there may exist significant difference in Co-operative Learning among sub-junior, junior and senior football players. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-8

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF COOPERATIVE
LEARNING AMONG SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS

SUB-JUNIOR	JUNIOR	SENIOR	MEAN DIFFERENCE	CRITICAL DIFFERENCE
30	28.18		1.82	
30		35.06	5.06*	2.14
	28.18	35.06	6.88*	

Critical difference at .05 level = 2.14

* Significance at .05 levels

Table 8 reveals that there was significant difference between sub-junior and senior, as the difference between the means is 5.06 which is much higher than the critical difference of 2.14 required at .05 level. There was significant difference between junior and senior, as the difference between the means is 6.88 which is much higher than the critical difference of 2.14 required at .05 level. There was no significant difference between sub-junior and junior, as the difference between the means is 1.82 which is much lesser than the critical difference of 2.14 required at .05 level.

Table 9 shows Analysis of Variance of Punishment for Mistakes (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-9

ANALYSIS OF VARIANCE OF PUNISHMENT FOR MISTAKES

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	18.21	21	27.7	B	2	2851.411	1425.706	35.709	.000
					W	177	7066.783	39.925		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 9 indicates that the calculated f-ration of 35.709 was much higher than the f-ration required for significance (3.04) at .05 levels. This indicates that there may exist significant difference in Punishment for mistakes among sub-junior, junior and senior football players. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-10

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF PUNISHMENT FOR MISTAKES AMONG SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS

SUB-JUNIOR	JUNIOR	SENIOR	MEAN DIFFERENCE	CRITICAL DIFFERENCE
18.21	21		2.79*	2.26
18.21		27.7	9.49*	
	21	27.7	6.70*	

Critical difference at .05 level = 2.26

* Significance at .05 levels

Table 10 reveals that there was significant difference between sub-junior and junior, as the difference between the means is 2.79 which is much higher than the critical difference of 2.26 required at .05 level. There was significant difference between sub-junior and senior, as the difference between the means is 9.49 which is much higher than the critical difference of 2.26 required at .05 level. There was significant difference between junior and senior, as the difference between the means is 6.70 which is much higher than the critical difference of 2.26 required at .05 level.

Table 11 shows Analysis of Variance of Unequal Recognition (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-11

ANALYSIS OF VARIANCE OF UNEQUAL RECOGNITION
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	33.95	36.25	27.28	B	2	2602.711	1301.356	25.289	.000
					W	177	9108.283	51.459		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 11 indicates that the calculated f-ration of 25.289 was much higher than the f-ration required for significance (3.04) at .05 levels. This indicates that there may exist significant difference in Unequal Recognition among sub-junior, junior and senior football players. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-12

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF UNEQUAL
RECOGNITION AMONG SUB-JUNIOR, JUNIOR AND SENIOR
FOOTBALL PLAYERS

SUB-JUNIOR	JUNIOR	SENIOR	MEAN DIFFERENCE	CRITICAL DIFFERENCE
33.95	36.25		2.3	
33.95		27.28	6.67*	2.56
	36.25	27.28	8.97*	

Critical difference at .05 level = 2.26

* Significance at .05 levels

Table 12 reveals that there was significant difference between sub-junior and senior, as the difference between the means is 6.67 which is much higher than the critical difference of 2.56 required at .05 level. There was significant difference between junior and senior, as the difference between the means is 8.97 which is much higher than the critical difference of 2.56 required at .05 level. There was no significant difference between sub-junior and junior, as the difference between the means is 2.30 which is lower than the critical difference of 2.56 required at .05 level.

Table 13 shows Analysis of Variance of Intra-team Rivalry (Motivational Climate) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-13

ANALYSIS OF VARIANCE OF INTRA-TEAM MEMBER RIVALRY
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	14.33	14.68	13.95	B	2	16.144	8.072	.738	.479
					W	177	1935.167	10.933		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 13 indicates that the calculated f-ratio of .738 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Intra-team Rivalry among sub-junior, junior and senior football players.

Figure 2 illustrates the mean scores of Motivational climate among Sub-Juniors, Junior and Senior Football Players.

Figure-2

MEAN SCORES OF MOTIVATIONAL CLIMATE AMONG
SUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS

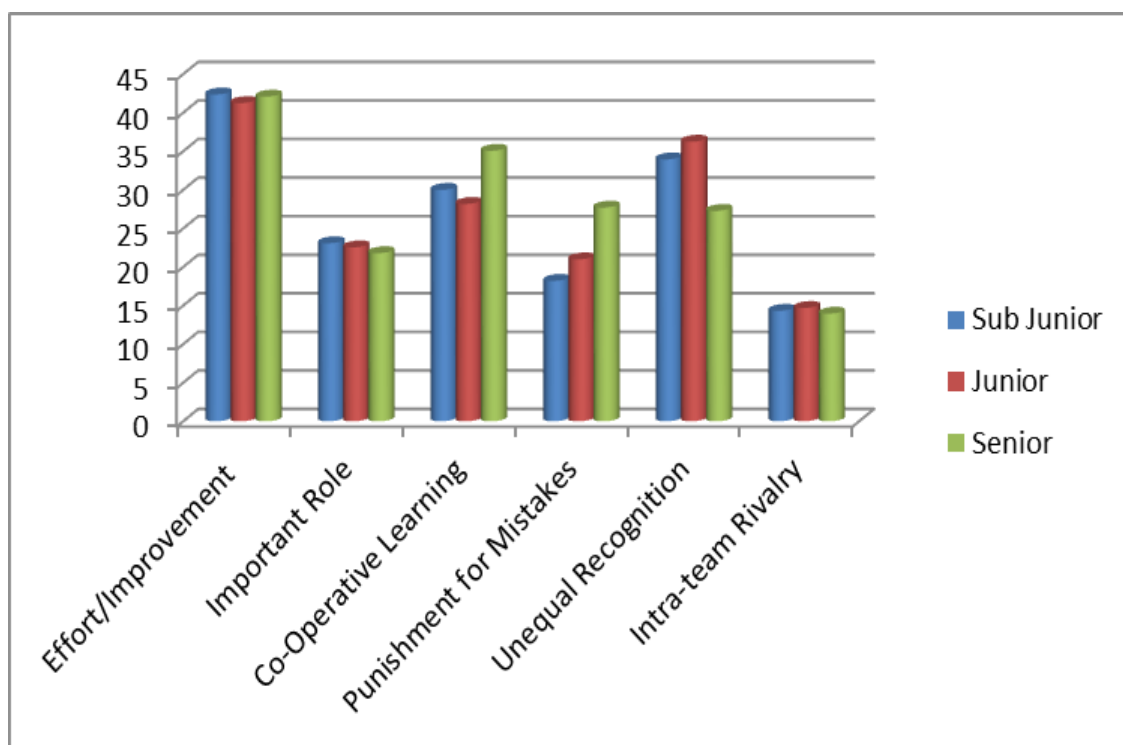


Table 14 shows Analysis of Variance of Locus of Causality (Causal Dimension) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-14

ANALYSIS OF VARIANCE OF LOCUS OF CAUSALITY

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	14.70	15.00	14.10	B	2	68.400	34.200	1.880	.156
					W	177	3220.400	18.194		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 14 indicates that the calculated f-ratio of 1.880 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Locus of Causality among sub-junior, junior and senior football players.

Table 15 shows Analysis of Variance of Stability (Causal Dimension) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-15

ANALYSIS OF VARIANCE OF STABILITY

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	8.35	8.95	10.40	B	2	133.300	66.650	3.512	.032
					W	177	3358.900	18.977		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 15 indicates that the calculated f-ratio of 3.512 was higher than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may exist significant difference in Stability among sub-junior, junior and senior football players. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-16

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF STABILITY
AMONG SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS

SUB-JUNIOR	JUNIOR	SENIOR	MEAN DIFFERENCE	CRITICAL DIFFERENCE
8.35	8.95		0.6	
8.35		10.40	2.05*	1.55
	8.95	10.40	1.45	

Critical difference at .05 level = 1.55

* Significance at .05 levels

Table 16 reveals that there was significant difference between sub-junior and senior, as the difference between the means is 2.05 which is much higher than the critical difference of 1.55 required at .05 level. There was no significant difference between sub-junior and junior, as the difference between the means is 0.6 which is much lower than the critical difference of 1.55 required at .05 level. There was no significant difference between junior and senior, as the difference between the means is 1.45 which is lower than the critical difference of 1.55 required at .05 level.

Table 17 shows Analysis of Variance of Personal control (Causal Dimension) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-17

ANALYSIS OF VARIANCE OF PERSONAL CONTROL
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub-Junior	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	17.25	18.33	17.83	B	2	35.278	17.639	.696	.500
					W	177	4488.917	25.361		

B = Between group variance

W = Within group variance

$F_{.05(2,177)} = 3.04$

*Significant at .05 level

In Table 17 indicates that the calculated f-ratio of 0.696 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Personal control among sub-junior, junior and senior football players.

Table 18 shows Analysis of Variance of External Control (Causal Dimension) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-18

ANALYSIS OF VARIANCE OF EXTERNAL CONTROL

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	15.35	13.26	15.48	B	2	185.433	92.717	4.469	.013
					W	177	3672.367	20.748		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 18 indicates that the calculated f-ratio of 4.469 was higher than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may exist significant difference in External Control among sub-junior, junior and senior football players. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-19

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF EXTERNAL CONTROL AMONG SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS

SUB-JUNIOR	JUNIOR	SENIOR	MEAN DIFFERENCE	CRITICAL DIFFERENCE
15.35	13.26		2.09*	1.62
15.35		15.48	0.13	
	13.26	15.48	2.22*	

Critical difference at .05 level = 1.62

* Significance at .05 levels

Table 19 reveals that there was significant difference between sub-junior and junior, as the difference between the means is 2.09 which is much higher than the critical difference of 1.62 required at .05 level. There was significant difference between junior and senior, as the difference between the means is 2.22 which is much higher than the critical difference of 1.62 required at .05 level. There was no significant difference between sub-junior and senior, as the difference between the means is 0.13 which is much lower than the critical difference of 1.55 required at .05 level.

Figure 3 illustrates the mean scores of Causal dimension climate among Sub-Juniors, Junior and Senior Football Players.

Figure-3
MEAN SCORES OF CAUSAL DIMENSION AMONG
SUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS

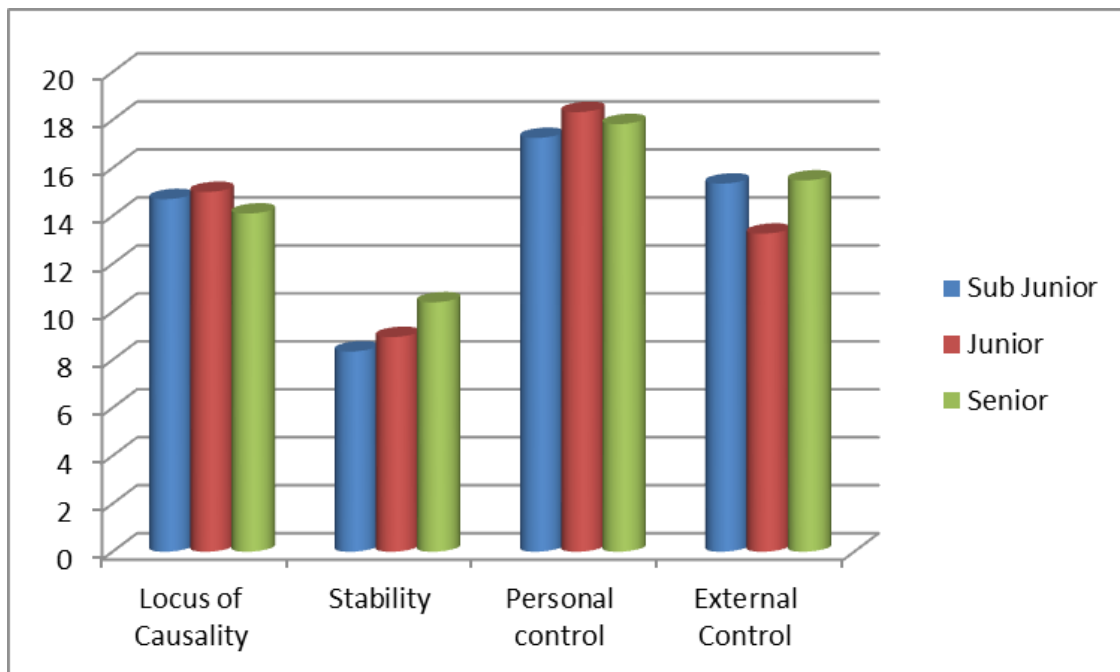


Table 20 shows Analysis of Variance of Performance/Mastery (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-20

ANALYSIS OF VARIANCE OF PERFORMANCE/MASTERY
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Junior s	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football 1 Players	Mea n	27.95	27.36	28.13	B	2	19.233	9.617	.617	.541
					W	177	2757.717	15.580		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 20 indicates that the calculated f-ratio of 0.617 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Performance/Mastery among sub-junior, junior and senior football players.

Table 21 shows Analysis of Variance of Demonstration of Ability (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-21

ANALYSIS OF VARIANCE OF DEMONSTRATION OF ABILITY
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	25.83	26.31	25.83	B	2	9.344	4.672	.207	.814
					W	177	4003.650	22.619		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 21 indicates that the calculated f-ratio of 0.207 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Demonstration of Ability among sub-junior, junior and senior football players.

Table 22 shows Analysis of Variance of Physical/Mental Preparation (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-22

ANALYSIS OF VARIANCE OF PHYSICAL/MENTAL PREPARATION
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	30.78	31.35	32.13	B	2	55.144	27.572	1.446	.238
					W	177	3374.767	19.066		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 22 indicates that the calculated f-ratio of 1.446 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Physical/Mental Preparation among sub-junior, junior and senior football players.

Table 23 shows Analysis of Variance of Physical Self Presentation (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-23

ANALYSIS OF VARIANCE OF PHYSICAL SELF PRESENTATION
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	13.86	13.58	14.73	B	2	43.078	21.539	2.298	.103
					W	177	1659.250	9.374		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 23 indicates that the calculated f-ratio of 2.298 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Physical Self Presentation among sub-junior, junior and senior football players.

Table 24 shows Analysis of Variance of Social Support (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-24

ANALYSIS OF VARIANCE OF SOCIAL SUPPORT

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	34.13	33.63	33.73	B	2	8.400	4.200	.201	.818
					W	177	3700.600	20.907		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 24 indicates that the calculated f-ration of .201 was much lower than the f-ration required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Social Support among sub-junior, junior and senior football players.

Table 25 shows Analysis of Variance of Coaches Leadership (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-25

ANALYSIS OF VARIANCE OF COACHES LEADERSHIP

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	27.25	25.78	27.65	B	2	115.911	57.956	2.490	.086
					W	177	4119.083	23.272		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 25 indicates that the calculated f-ratio of 2.490 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Coaches Leadership among sub-junior, junior and senior football players.

Table 26 shows Analysis of Variance of Vicarious Experience (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-26

ANALYSIS OF VARIANCE OF VICARIOUS EXPERIENCE

(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	25.3	26.40	26.36	B	2	44.133	22.067	1.219	.298
					W	177	3203.667	18.100		

B = Between group variance

W = Within group variance

 $F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 26 indicates that the calculated f-ratio of 1.219 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Vicarious Experience among sub-junior, junior and senior football players.

Table 27 shows Analysis of Variance of Environmental Comfort (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Tabel-27

ANALYSIS OF VARIANCE OF ENVIRONMENTAL COMFORT
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	19.26	19.15	18.86	B	2	5.078	2.539	.167	.846
					W	177	2688.317	15.188		

B = Between group variance

W = Within group variance

$F_{.05(2,177)} = 3.04$

*Significant at .05 level

In Table 27 indicates that the calculated f-ration of .167 was much lower than the f-ration required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Environmental Comfort among sub-junior, junior and senior football players.

Table 28 shows Analysis of Variance of Situational Favorableness (Sources of Sport Confidence) among Sub-Juniors, Junior and Senior Football Players of Kerala.

Table-28

ANALYSIS OF VARIANCE OF SITUATIONAL FAVORABLENESS
(SUB-JUNIOR, JUNIOR AND SENIOR FOOTBALL PLAYERS OF KERALA)

		Sub- Juniors	Juniors	Seniors	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	9.35	8.75	9.13	B	2	11.078	5.539	.973	.380
					W	177	1007.833	5.694		

B = Between group variance

W = Within group variance

$F_{.05}(2,177) = 3.04$

*Significant at .05 level

In Table 28 indicates that the calculated f-ratio of .973 was much lower than the f-ratio required for significance (3.04) at .05 levels. This indicates that there may not exist significant difference in Situational Favorableness among sub-junior, junior and senior football players.

Figure 4 illustrates the mean scores of Sport Confidence Sources among Sub-Juniors, Junior and Senior Football Players.

Figure-4
MEAN SCORES OF SOURCES OF SPORT CONFIDENCE
AMONG SUB-JUNIORS, JUNIOR AND SENIOR FOOTBALL PLAYERS

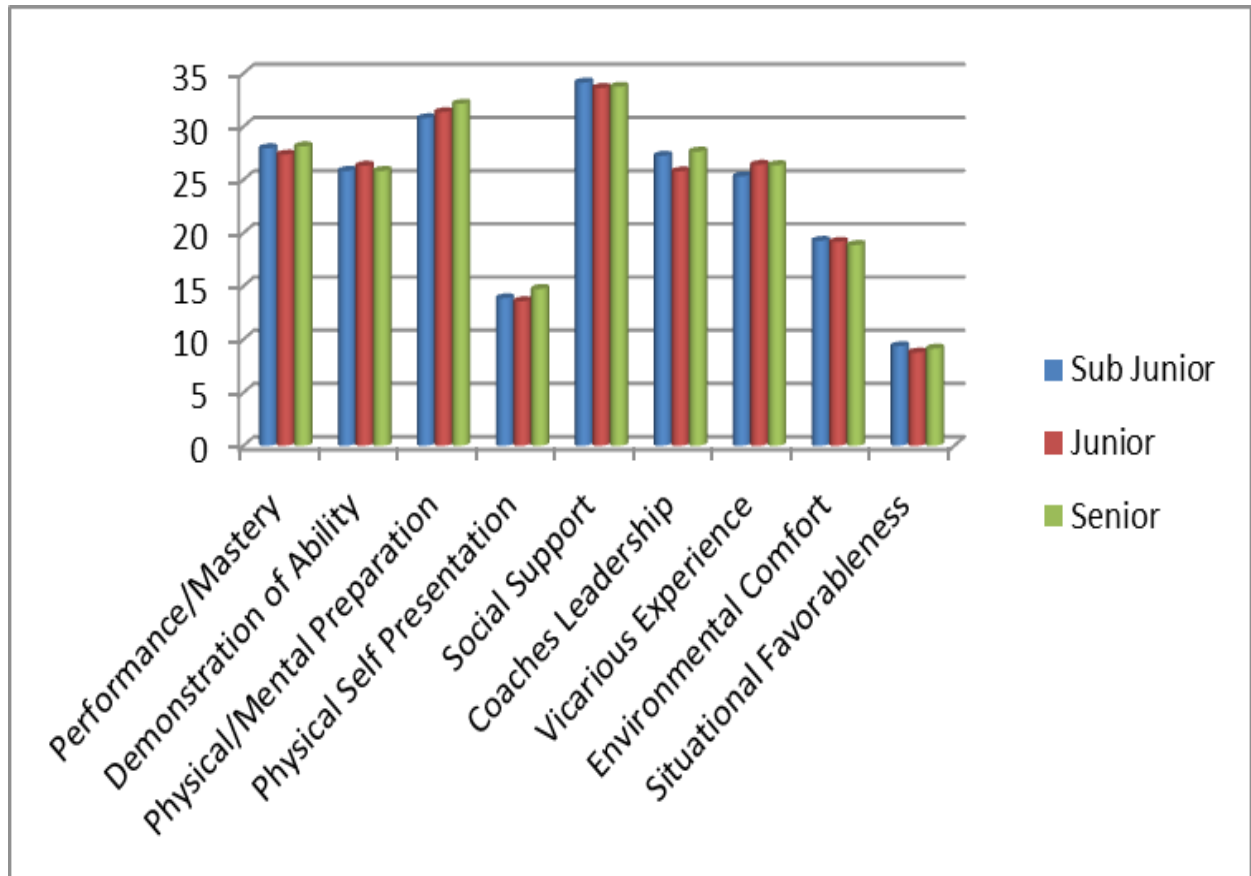


Table 29 shows Analysis of Variance of ego orientation (Goal Orientation) among Professional Football teams of Kerala.

Table-29

ANALYSIS OF VARIANCE OF EGO ORIENTATION

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	22.89	21.22	19.56	B	2	100	50	3.939	.026
					W	51	647.333	12.693		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 29 indicates that the calculated f-ration of 3.939 was higher than the f-ration required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Ego Orientation among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-30

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF EGO
ORIENTATION AMONG VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL
TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
22.89	21.22		1.67	
22.89		19.56	3.33*	2.37
	21.22	19.56	1.66	

Critical difference at .05 level = 2.37

* Significance at .05 levels

Table 30 reveals that there was significant difference between Viva Kerala and Malabar United, as the difference between the means is 3.33 which is much higher than the critical difference of 2.33 required at .05 level. There was no significant difference between Viva Kerala and SBT, as the difference between the means is 1.67 which is much lower than the critical difference of 2.37 required at .05 level. There was no significant difference between SBT and Malabar United, as the difference between the means is 1.66 which is lower than the critical difference of 2.37 required at .05 level.

Table 31 shows Analysis of Variance of task orientation (Goal Orientation) among Professional Football teams of Kerala.

Table-31

ANALYSIS OF VARIANCE OF TASK ORIENTATION

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	28.17	29.06	26.33	B	2	69.370	34.685	2.775	.072
					W	51	637.444	12.499		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 31 indicates that the calculated f-ratio of 2.775 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Task Orientation among Viva Kerala, SBT and Malabar United football teams.

Figure 5 illustrates the mean scores of Ego and Task Orientation among Professional Football teams of Kerala.

Figure-5
MEAN SCORES OF TASK AND EGO ORIENTATION AMONG
VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA

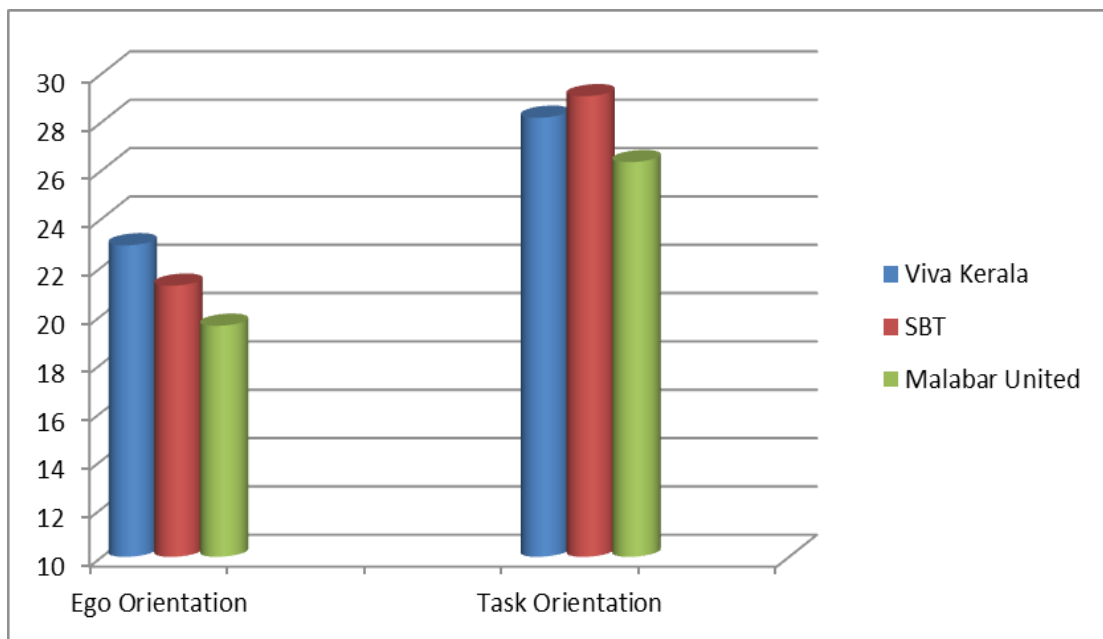


Table 32 shows Analysis of Variance of effort/improvement (Motivational Climate) among Professional Football teams of Kerala.

Table-32

ANALYSIS OF VARIANCE OF EFFORT/IMPROVEMENT

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	46.28	42	43.94	B	2	165.148	82.574	2.494	.093
					W	51	1688.556	33.109		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 32 indicates that the calculated f-ration of 2.494 was lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Effort/Improvement among Viva Kerala, SBT and Malabar United football teams.

Table 33 shows Analysis of Variance of Important Role (Motivational Climate) among Professional Football teams of Kerala.

Table-33

ANALYSIS OF VARIANCE OF IMPORTANT ROLE

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	24.72	16.33	27.61	B	2	1235.444	617.722	27.882	.000
					W	51	1129.889	22.155		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 33 indicates that the calculated f-ratio of 27.882 was much higher than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Important Role among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-34

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF IMPORTANT
ROLE AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
24.72	16.33		8.39*	3.13
24.72		27.61	2.89	
	16.33	27.61	11.28*	

Critical difference at .05 level = 3.13

* Significance at .05 levels

Table 34 reveals that there was significant difference between Viva Kerala and SBT, as the difference between the means is 8.39 which is much higher than the critical difference of 3.13 required at .05 level. There was significant difference between Malabar United and SBT, as the difference between the means is 11.28 which is much higher than the critical difference of 3.13 required at .05 level. There was no significant difference between Viva Kerala and Malabar United, as the difference between the means is 2.89 which is lower than the critical difference of 3.13 required at .05 level.

Table 35 shows Analysis of Variance of Cooperative Learning (Motivational Climate) among Professional Football teams of Kerala.

Table-35

ANALYSIS OF VARIANCE OF COOPERATIVE LEARNING

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	39.78	33.33	39.17	B	2	455.593	227.796	5.065	.010
					W	51	2293.611	44.973		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 35 indicates that the calculated f-ratio of 5.065 was much higher than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Cooperative Learning among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-36

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF COOPERATIVE
LEARNING AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
39.78	33.33		6.45*	4.47
39.78		39.17	0.61	
	33.33	39.17	5.84*	

Critical difference at .05 level = 4.47

* Significance at .05 levels

Table 36 reveals that there was significant difference between Viva Kerala and SBT, as the difference between the means is 6.45 which is much higher than the critical difference of 4.47 required at .05 level. There was significant difference between Malabar United and SBT, as the difference between the means is 5.84 which is much higher than the critical difference of 4.47 required at .05 level. There was no significant difference between Viva Kerala and Malabar United, as the difference between the means is 0.16 which is lower than the critical difference of 4.47 required at .05 level.

Table 37 shows Analysis of Variance of Punishment for Mistakes (Motivational Climate) among Professional Football teams of Kerala.

Table-37

ANALYSIS OF VARIANCE OF PUNISHMENT FOR MISTAKES

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	31.50	32.56	31.89	B	2	10.259	5.130	.152	.859
					W	51	1722.722	33.779		

B = Between group variance

W = Within group variance

$$F_{.05}(2,51) = 3.17$$

*Significant at .05 level

In Table 37 indicates that the calculated f-ration of .152 was much lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Punishment for Mistakes among Viva Kerala, SBT and Malabar United football teams.

Table 38 shows Analysis of Variance of Unequal Recognition (Motivational Climate) among Professional Football teams of Kerala.

Table-38

ANALYSIS OF VARIANCE OF UNEQUAL RECOGNITION

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	24.83	24.94	24.67	B	2	.704	.352	.037	.964
					W	51	491.444	9.639		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 38 indicates that the calculated f-ration of .037 was much lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Unequal Recognition among Viva Kerala, SBT and Malabar United football teams.

Table 39 shows Analysis of Variance of Intra-Team Member Rivalry (Motivational Climate) among Professional Football teams of Kerala.

Table-39

ANALYSIS OF VARIANCE OF INTRA-TEAM MEMBER RIVALRY

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	15.67	13.33	15.61	B	2	63.815	31.907	4.348	.018
					W	51	374.278	7.330		

B = Between group variance

W = Within group variance

$F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 39 indicates that the calculated f-ratio of 4.348 was much higher than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Intra-Team Member Rivalry among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-40

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF INTRA-TEAM
MEMBER RIVALRY AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
15.67	13.33		2.34*	1.80
15.67		15.61	0.06	
	13.33	15.61	2.28*	

Critical difference at .05 level = 1.80

* Significance at .05 levels

Table 40 reveals that there was significant difference between Viva Kerala and SBT, as the difference between the means is 2.34 which is much higher than the critical difference of 1.80 required at .05 level. There was significant difference between Malabar United and SBT, as the difference between the means is 2.28 which is much higher than the critical difference of 1.80 required at .05 level. There was no significant difference between Viva Kerala and Malabar United, as the difference between the means is 0.06 which is lower than the critical difference of 1.80 required at .05 level.

Figure 6 illustrates the mean scores of Motivational Climate among Professional Football teams of Kerala.

Figure-6

MEAN SCORES OF MOTIVATIONAL CLIMATE AMONG
VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA

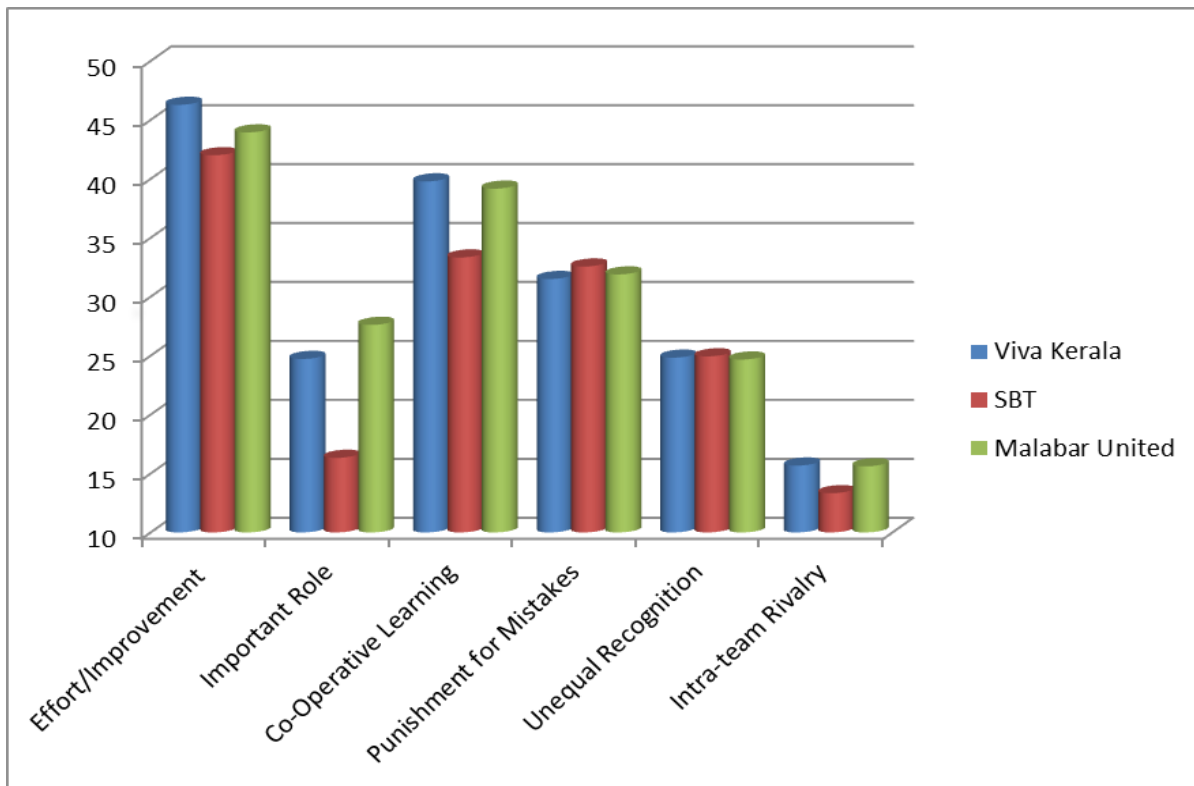


Table 41 shows Analysis of Variance of Locus of Causality (Causal dimension) among Professional Football teams of Kerala.

Table-41

ANALYSIS OF VARIANCE OF LOCUS OF CAUSALITY

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	14.05	13.22	12.83	B	2	14.037	7.019	.474	.625
					W	51	754.556	14.795		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 41 indicates that the calculated f-ratio of .474 was much lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Locus of Causality among Viva Kerala, SBT and Malabar United football teams.

Table 42 shows Analysis of Variance of Stability (Causal dimension) among Professional Football teams of Kerala.

Table-42

ANALYSIS OF VARIANCE OF STABILITY

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	10.50	7.39	10.11	B	2	103.444	51.722	2.872	.066
					W	51	918.556	18.011		

B = Between group variance

W = Within group variance

$F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 42 indicates that the calculated f-ratio of 2.872 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Stability among Viva Kerala, SBT and Malabar United football teams.

Table 43 shows Analysis of Variance of Personal control (Causal dimension) among Professional Football teams of Kerala.

Table-43

ANALYSIS OF VARIANCE OF PERSONAL CONTROL

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	20.33	19	15.78	B	2	197.481	98.741	5.432	.007
					W	51	927.111	18.179		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 43 indicates that the calculated f-ratio of 5.432 was much higher than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Personal control among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-44

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF PERSONAL
CONTROL AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
20.33	19		1.33	
20.33		15.78	4.55*	2.84
	19	15.78	3.22*	

Critical difference at .05 level = 2.84

* Significance at .05 levels

Table 44 reveals that there was significant difference between Viva Kerala and Malabar United, as the difference between the means is 4.55 which is much higher than the critical difference of 2.84 required at .05 level. There was significant difference between SBT and Malabar United, as the difference between the means is 3.22 which is higher than the critical difference of 2.84 required at .05 level. There was no significant difference between Viva Kerala and SBT, as the difference between the means is 1.33 which is lower than the critical difference of 2.84 required at .05 level.

Table 45 shows Analysis of Variance of External control (Causal dimension) among Professional Football teams of Kerala.

Table-45

ANALYSIS OF VARIANCE OF EXTERNAL CONTROL

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	16.06	12.44	11.39	B	2	215.593	107.796	7.199	.002
					W	51	763.667	14.974		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 45 indicates that the calculated f-ratio of 7.199 was much higher than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in External control among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-46

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF EXTERNAL
CONTROL AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
16.06	12.44		3.62*	2.57
16.06		11.39	4.67*	
		11.39	1.05	
	12.44			

Critical difference at .05 level = 2.57

* Significance at .05 levels

Table 46 reveals that there was significant difference between Viva Kerala and SBT, as the difference between the means is 3.62 which is much higher than the critical difference of 2.57 required at .05 level. There was significant difference between Viva Kerala and Malabar United, as the difference between the means is 4.67 which is higher than the critical difference of 2.57 required at .05 level. There was no significant difference between SBT and Malabar United, as the difference between the means is 1.05 which is lower than the critical difference of 2.57 required at .05 level.

Figure 7 illustrates the mean scores of Causal Dimension among Professional Football teams of Kerala.

Figure-7

MEAN SCORES OF CAUSAL DIMENSION AMONG
VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA

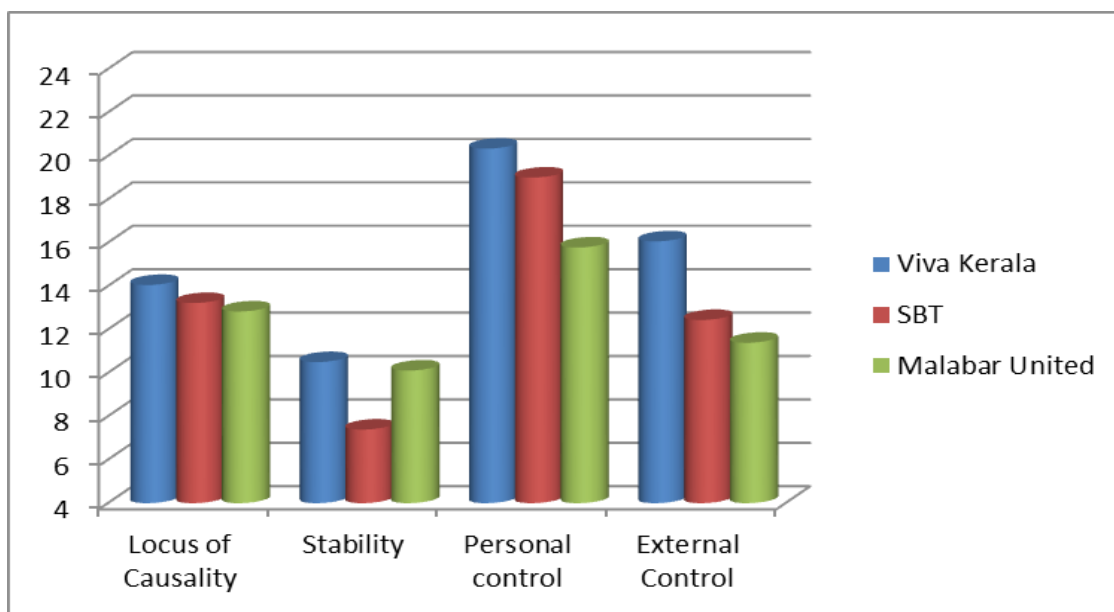


Table 47 shows Analysis of Variance of Performance/Mastery (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-47

ANALYSIS OF VARIANCE OF PERFORMANCE/MASTERY

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	28.94	29.39	27.11	B	2	52.481	26.241	1.540	.224
					W	51	869	17.039		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 47 indicates that the calculated f-ratio of 1.540 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Performance/Mastery among Viva Kerala, SBT and Malabar United football teams.

Table 48 shows Analysis of Variance of Demonstration of Ability (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-48

ANALYSIS OF VARIANCE OF DEMONSTRATION OF ABILITY

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	29	26.89	28.72	B	2	47.370	23.685	1.419	.251
					W	51	851.389	16.694		

B = Between group variance

W = Within group variance

$F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 48 indicates that the calculated f-ratio of 1.419 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Demonstration of Ability among Viva Kerala, SBT and Malabar United football teams.

Table 49 shows Analysis of Variance of Physical/Mental Preparation (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-49

ANALYSIS OF VARIANCE OF PHYSICAL/MENTAL PREPARATION
(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	33.67	33.94	32.78	B	2	13.370	6.685	.425	.656
					W	51	802.056	15.727		

B = Between group variance

W = Within group variance

$F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 48 indicates that the calculated f-ration of .425 was lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Demonstration of Ability among Viva Kerala, SBT and Malabar United football teams.

Table 50 shows Analysis of Variance of Physical Self Presentation (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-50

ANALYSIS OF VARIANCE OF PHYSICAL SELF PRESENTATION

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	15.72	13.83	15.06	B	2	33.037	16.519	3.178	.050
					W	51	265.056	5.197		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 50 indicates that the calculated f-ration of 3.178 was equal to the f-ration required for significance (3.17) at .05 levels. This indicates that there may exist significant difference in Physical Self Presentation among Viva Kerala, SBT and Malabar United football teams. Therefore it was subjected to post hoc test of LSD to find out the significant difference between the paired means.

Table-51

DIFFERENCE BETWEEN THE ORDERED PAIRED MEAN VALUE OF PHYSICAL SELF
PRESENTATION AMONG VIVA KERALA, SBT AND MALABAR UNITED
FOOTBALL TEAMS OF KERALA

VIVA KERALA,	SBT	MALABAR UNITED	MEAN DIFFERENCE	CRITICAL DIFFERENCE
15.72	13.83		1.89*	1.51
15.72		15.06	.66	
		15.06	1.23	
	13.83			

Critical difference at .05 level = 1.51

* Significance at .05 levels

Table 51 reveals that there was significant difference between Viva Kerala and SBT, as the difference between the means is 1.89 which is higher than the critical difference of 1.51 required at .05 level. There was no significant difference between Viva Kerala and Malabar United, as the difference between the means is .66 which is lower than the critical difference of 1.51 required at .05 level. There was no significant difference between SBT and Malabar United, as the difference between the means is 1.23 which is lower than the critical difference of 1.51 required at .05 level.

Table 52 shows Analysis of Variance of Social Support (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-52

ANALYSIS OF VARIANCE OF SOCIAL SUPPORT

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	36.61	34.67	35.44	B	2	34.481	17.241	.877	.422
					W	51	1002.72	19.661		

B = Between group variance

W = Within group variance

F.05(2,51) =3.17

*Significant at .05 level

In Table 52 indicates that the calculated f-ration of .877 was much lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Social Support among Viva Kerala, SBT and Malabar United football teams.

Table 53 shows Analysis of Variance of Coaches Leadership (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-53

ANALYSIS OF VARIANCE OF COACHES LEADERSHIP

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	26.61	30.61	27.61	B	2	156	78	2.919	.063
					W	51	1362.833	26.722		

B = Between group variance

W = Within group variance

 $F_{.05}(2,51) = 3.17$

*Significant at .05 level

In Table 53 indicates that the calculated f-ratio of 2.919 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Social Support among Viva Kerala, SBT and Malabar United football teams.

Table 54 shows Analysis of Variance of Vicarious Experience (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-54

ANALYSIS OF VARIANCE OF VICARIOUS EXPERIENCE

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	26.72	27.17	26.56	B	2	3.593	1.796	.086	.918
					W	51	1068.556	20.952		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 54 indicates that the calculated f-ration of .086 was much lower than the f-ration required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Vicarious Experience among Viva Kerala, SBT and Malabar United football teams.

Table 55 shows Analysis of Variance of Environmental Comfort (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-55

ANALYSIS OF VARIANCE OF ENVIRONMENTAL COMFORT

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F-ratio	Sig.
Football Players	Mean	21	19.50	20.61	B	2	21.815	10.907	.329	.721
					W	51	1688.778	33.113		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

*Significant at .05 level

In Table 55 indicates that the calculated f-ratio of .329 was much lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Vicarious Experience among Viva Kerala, SBT and Malabar United football teams.

Table 56 shows Analysis of Variance of Situational Favorableness (Sport Confidence Sources) among Professional Football teams of Kerala.

Table-56

ANALYSIS OF VARIANCE OF SITUATIONAL FAVORABLENESS

(VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA)

		Viva Kerala	SBT	Malabar United	Sources of Variance	df	Sum of Squares	Mean Sum of Squares	F- ratio	Sig.
Football Players	Mean	10.06	8.72	9.94	B	2	19.70	9.85	2.570	.086
					W	51	195.50	3.83		

B = Between group variance

W = Within group variance

 $F_{.05(2,51)} = 3.17$

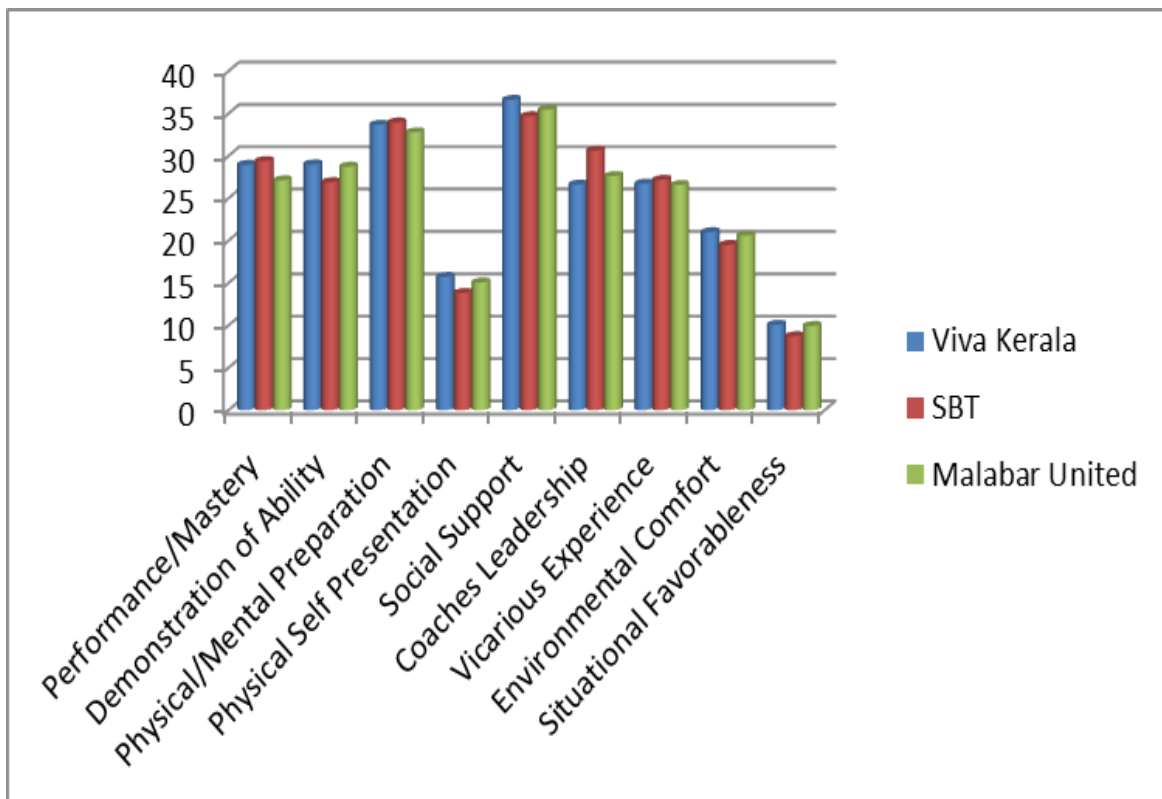
*Significant at .05 level

In Table 56 indicates that the calculated f-ratio of 2.570 was lower than the f-ratio required for significance (3.17) at .05 levels. This indicates that there may not exist significant difference in Vicarious Experience among Viva Kerala, SBT and Malabar United football teams.

Figure 8 illustrates the mean scores of Sport Confidence Sources among Professional Football teams of Kerala.

Figure-8

MEAN SCORES OF SPORT CONFIDENCE SOURCES AMONG
VIVA KERALA, SBT AND MALABAR UNITED FOOTBALL TEAMS OF KERALA



4.3 Discussion of findings

4.3.1 Discussion of findings of sub-junior, junior and senior players

4.3.1.1 Discussion of finding of Goal Orientation

The goal orientation consists of two sub variables ego and task orientation. The findings of the study reveal that in ego orientation there was no significant difference among sub-junior, junior and senior football players. The findings of task orientation reveal that there was no significant difference among sub-junior, junior and senior football players.

4.3.1.2 Discussion of finding of Perceived Motivational Climate

The perceived motivational climate consists of six sub variables effort/improvement, important role, cooperative learning, punishment for mistakes, unequal recognition, and intra-team member rivalry. The findings of the study reveal that in Effort/Improvement there was no significant difference among sub-junior, junior and senior football players. The finding of Important Role discloses that there was no significant difference among sub-junior, junior and senior football players. The findings of Co-operative Learning expose that there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior, junior and senior and no significant difference between sub-junior and junior.

The findings of the study reveal that in Punishment for mistakes that there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and junior, sub-junior and senior and junior and senior. The findings of the study reveal that in Unequal Recognition there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior, junior and senior. There was no significant difference between sub-junior and junior. The findings of the study reveal that in Intra-team Rivalry there was no significant difference among sub-junior, junior and senior football players.

4.3.1.3 Discussion of finding of Causal Dimension

The causal dimension consists of four sub variables locus of causality, stability, personal control, external control. The findings of the study reveal that in Locus of Causality there was no significant difference among sub-junior, junior and senior football players. The findings of the study indicate that there was significant difference in Stability among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior. There was no significant difference between sub-junior and junior, and junior and senior. The findings of the study reveals that there no significant difference in Personal control among sub-junior, junior and senior football players. The findings indicate that there was significant difference in External Control among sub-junior, junior and senior football players. When considering different categories there was significant difference between sub-junior and junior, and junior and senior. There was no significant difference between sub-junior and senior.

4.3.1.4 Discussion of finding of Sport Confidence Sources

The Sources of Sport Confidence consists of nine sub variables performance/mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. The findings of the study indicate that there was no significant difference in Performance/Mastery among sub-junior, junior and senior football players. The findings reveal that that there was no significant difference in Demonstration of Ability among sub-junior, junior and senior football players. The findings reveal that there was no significant difference in Physical/Mental Preparation among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Physical Self Presentation among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Social Support among sub-junior, junior and senior football players. The findings indicate that there was no significant difference in Coaches Leadership among sub-junior, junior and senior football players. The results of the study indicate that there was no significant difference in Vicarious Experience among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Environmental Comfort among sub-junior, junior and

senior football players. The findings indicate that there was no significant difference in Situational Favorableness among sub-junior, junior and senior football players.

4.3.2 Discussion of findings of Viva Kerala, SBT and Malabar United football teams

4.3.2.1 Discussion of finding of Goal Orientation

The findings of the study reveal that in ego orientation there was significant difference among Viva Kerala, SBT and Malabar United. The results reveal that there was significant difference between Viva Kerala and Malabar United. There was no significant difference between Viva Kerala and SBT, and SBT and Malabar United. The findings of task orientation reveal that there was no significant difference among Viva Kerala, SBT and Malabar United football teams.

4.3.2.2 Discussion of finding of Perceived Motivational Climate

The perceived motivational climate consists of six sub variables effort/improvement, important role, cooperative learning, punishment for mistakes, unequal recognition, and intra-team member rivalry. The findings of the study reveal that in Effort/Improvement there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The finding of Important Role discloses that there was significant difference among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United. The findings of Co-operative Learning expose that there was significant difference among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United.

The findings of the study reveal that in Punishment for mistakes that there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that in Unequal Recognition there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that in Intra-team Rivalry there was significant difference among Viva Kerala, SBT and Malabar United

football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United.

4.3.2.3 Discussion of finding of Causal Dimension

The causal dimension consists of four sub variables locus of causality, stability, personal control, external control. The findings of the study reveal that in Locus of Causality there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study indicate that there was no significant difference in Stability among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that there was significant difference in Personal control among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and Malabar United, and SBT and Malabar United. There was no significant difference between Viva Kerala and SBT. The findings indicate that there was significant difference in External Control among Viva Kerala, SBT and Malabar United football teams. When considering different teams there was significant difference between Viva Kerala and SBT, and Viva Kerala and Malabar United. There was no significant difference between SBT and Malabar United.

4.3.2.4 Discussion of finding of Sport Confidence Sources

The Sources of Sport Confidence consists of nine sub variables performance/mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. The findings of the study indicate that there was no significant difference in Performance/Mastery among Viva Kerala, SBT and Malabar United football teams. The findings reveal that that there was no significant difference in Demonstration of Ability among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was no significant difference in Physical/Mental Preparation among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was significant difference in Physical Self Presentation among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT. There was no significant difference between Viva Kerala and Malabar United, and SBT and Malabar United. The findings indicate

that there was no significant difference in Social Support among Viva Kerala, SBT and Malabar United football teams. The findings indicate that there was no significant difference in Coaches Leadership among Viva Kerala, SBT and Malabar United football teams. The results of the study indicate that there was no significant difference in Vicarious Experience among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was no significant difference in Environmental Comfort Viva Kerala, SBT and Malabar United football teams. The findings indicate that there was no significant difference in Situational Favorableness among Viva Kerala, SBT and Malabar United football teams.

4.4 Discussion of Hypothesis

4.4.1 Discussion of Hypothesis I

The hypothesis I stated in chapter 1 has been accepted in some cases and rejected in some other cases. The goal orientation consists of two sub variables ego and task orientation. There was no significant difference between the means of ego and task orientation among sub-junior, junior and senior level football players, therefore the hypothesis was accepted.

The perceived motivational climate consists of six sub variables effort/improvement, important role, cooperative learning, punishment for mistakes, unequal recognition, and intra-team member rivalry. The hypothesis of Effort/Improvement among sub-junior, junior and senior football players was accepted as there was no significant difference between the means. The hypothesis of Important Role among sub-junior, junior and senior football players was accepted as there was no significant difference between the means. There was significant difference in Cooperative Learning between sub-juniors and seniors, juniors and seniors, therefore the hypothesis was rejected. Whereas there was no significant difference between sub-junior and junior thus the hypothesis was accepted.

There was significant difference in Punishment for mistakes between sub-juniors and juniors, sub-juniors and seniors, and juniors and seniors therefore the hypothesis was rejected. There was significant difference in Unequal Recognition between sub-juniors and seniors, juniors and seniors, therefore the hypothesis was rejected. Whereas there was no significant difference between sub-junior and junior thus the hypothesis was accepted. There was no

significant difference between the means of Intra-team Rivalry among sub-junior, junior and senior level football players, therefore the hypothesis was accepted.

The causal dimension consists of four sub variables locus of causality, stability, personal control, external control. There was no significant difference between the means of Locus of Causality among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was significant difference in Stability between sub-juniors and seniors, therefore the hypothesis was rejected. Whereas there was no significant difference between sub-junior and junior, and junior and senior thus the hypothesis was accepted. There was no significant difference between the means of Personal control among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was significant difference in External Control between sub-junior and junior, and junior and senior, therefore the hypothesis was rejected. Whereas there was no significant difference between sub-junior and senior, thus the hypothesis was accepted.

The Sources of Sport Confidence consists of nine sub variables performance/mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. There was no significant difference between the means of Performance/Mastery among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Demonstration of Ability among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Physical/Mental Preparation among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Physical Self Presentation among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Social Support among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Coaches Leadership among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Vicarious Experience among sub-junior, junior and senior level football players, therefore the hypothesis was accepted. There was no significant difference between the means of Environmental Comfort sub-junior, junior and senior level football players, therefore the

hypothesis was accepted. There was no significant difference between the means of Situational Favorableness sub-junior, junior and senior level football players, therefore the hypothesis was accepted.

4.4.2 Discussion of Hypothesis II

The hypothesis II stated has been accepted in some cases and rejected in some other cases. The goal orientation consists of two sub variables ego and task orientation. There was significant difference between the means of ego orientation between Viva Kerala and Malabar United, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and SBT, and SBT and Malabar United, thus the hypothesis was accepted.

There was no significant difference between the means of task orientation of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted.

The perceived motivational climate consists of six sub variables effort/improvement, important role, cooperative learning, punishment for mistakes, unequal recognition, and intra-team member rivalry. There was no significant difference between the means of Effort/Improvement of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was significant difference between the means of Important Role between Viva Kerala and SBT, and Malabar United and SBT, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and Malabar United, thus the hypothesis was accepted. There was significant difference between the means of Co-operative Learning between Viva Kerala and SBT, and Malabar United and SBT, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and Malabar United, thus the hypothesis was accepted.

There was no significant difference between the means of Punishment for mistakes of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Unequal Recognition of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was significant difference between the means of Intra-team Rivalry between Viva Kerala and SBT, and Malabar United and SBT, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and Malabar United, thus the hypothesis was accepted.

The causal dimension consists of four sub variables locus of causality, stability, personal control, external control. There was no significant difference between the means of Locus of Causality of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Stability of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was significant difference between the means of Personal control between Viva Kerala and Malabar United, and SBT and Malabar United, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and SBT, thus the hypothesis was accepted. There was significant difference between the means of External Control between Viva Kerala and SBT, and Viva Kerala and Malabar United, therefore the hypothesis was rejected. Whereas there was no significant difference between SBT and Malabar United, thus the hypothesis was accepted.

The Sources of Sport Confidence consists of nine sub variables performance/mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness. There was no significant difference between the means of Performance/Mastery among Viva Kerala, SBT and Malabar United football teams of Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Demonstration of Ability among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Physical/Mental Preparation among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was significant difference between the means of Physical Self Presentation between Viva Kerala and SBT, therefore the hypothesis was rejected. Whereas there was no significant difference between Viva Kerala and Malabar United, and SBT and Malabar United, thus the hypothesis was accepted. There was no significant difference between the means of Social Support among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Coaches Leadership among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Vicarious Experience among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted. There was no significant difference between the means of Environmental Comfort among Viva Kerala, SBT and Malabar United

football teams, therefore the hypothesis was accepted. . There was no significant difference between the means of Situational Favorableness among Viva Kerala, SBT and Malabar United football teams, therefore the hypothesis was accepted.

CHAPTER – 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.2 Conclusion

5.3 Recommendations

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of the study is to compare the subcomponents of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence. This study was also attempts to analyse the interaction or the relation between the subcomponents of goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence. The subcomponents of this research were task orientation, ego orientation, mastery climate, performance climate, locus of causality, stability, personal control, external control, performance/mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, coach's leadership, vicarious experience, environmental comfort, and situational favorableness.

This study requires examining the goal orientation, perceived motivational climate, causal dimensions and sources of sports confidence among Kerala football players. Two hundred and thirty four (N = 234) male football players were primarily selected for the study. The samples were taken from selected football teams competing in the sub-junior, junior and senior level tournaments and also from professional teams competing in the inter-club tournaments. Sixty (N = 60) players each selected for sub-junior, junior and senior category from different districts and apart from these fifty four (N = 54) professional players belonging to different professional teams were also comprised for the samples of the study. The age group of this study ranges from twelve years to thirty years.

Four tools were used for this study, namely: To assess the goal orientation, Task and Ego Orientation in Sport Questionnaire (TEOSQ) of Duda and Nicholls (1992) has used. To assess the motivational climate, Perceived Motivation Climate in Sport Questionnaire – 2 (PMCSQ) of Newton, Duda, & Yin (2000) has used. To assess locus of causality, Causal Dimension Scale – 2 (CDS-2) of McAuley, Duncan and Russel (1992) has used. To assess sources of sports confidence, Sources of Sport Confidence Questionnaire (SSCQ) of Vealey, Hayashi, Holman and Giacobbi (1998) has used.

To compare among the sun-junior, junior and senior levels and different professional clubs the ANOVA has done. Analysis of variance is a technique to compare more than two

groups with a number of items in each group. In the present study ANOVA and post-hoc (LSD) tests has employed to compare the scores among the sub-junior, junior, and senior level players. It also used to compare the score of different professional teams.

5.2 CONCLUSION

The present study concludes on the basis of following results:

1. The studies on sub-variables of goal orientation in different categories of players reveal that in ego orientation there was no significant difference among sub-junior, junior and senior football players. The findings of task orientation reveal that there was no significant difference among sub-junior, junior and senior football players.
2. The studies on sub-variables of perceived motivational climate in different categories of players reveal that in Effort/Improvement there was no significant difference among sub-junior, junior and senior football players. The finding of Important Role discloses that there was no significant difference among sub-junior, junior and senior football players. The findings of Co-operative Learning expose that there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior, junior and senior and no significant difference between sub-junior and junior. The findings of the study reveal that in Punishment for mistakes that there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and junior, sub-junior and senior and junior and senior. The findings of the study reveal that in Unequal Recognition there was significant difference among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior, junior and senior. There was no significant difference between sub-junior and junior. The findings of the study reveal that in Intra-team Rivalry there was no significant difference among sub-junior, junior and senior football players.
3. The studies on sub-variables of causal dimension in different categories of players reveal that in Locus of Causality there was no significant difference among sub-junior, junior and senior football players. The findings of the study indicate that there was significant

difference in Stability among sub-junior, junior and senior football players. Among the different categories there was significant difference between sub-junior and senior. There was no significant difference between sub-junior and junior, and junior and senior. The findings of the study reveals that there no significant difference in Personal control among sub-junior, junior and senior football players. The findings indicate that there was significant difference in External Control among sub-junior, junior and senior football players. When considering different categories there was significant difference between sub-junior and junior, and junior and senior. There was no significant difference between sub-junior and senior.

4. The studies on sub-variables of Sources of Sport Confidence in different categories of players indicate that there was no significant difference in Performance/Mastery among sub-junior, junior and senior football players. The findings reveal that that there was no significant difference in Demonstration of Ability among sub-junior, junior and senior football players. The findings reveal that there was no significant difference in Physical/Mental Preparation among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Physical Self Presentation among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Social Support among sub-junior, junior and senior football players. The findings indicate that there was no significant difference in Coaches Leadership among sub-junior, junior and senior football players. The results of the study indicate that there was no significant difference in Vicarious Experience among sub-junior, junior and senior football players. The results reveal that there was no significant difference in Environmental Comfort among sub-junior, junior and senior football players. The findings indicate that there was no significant difference in Situational Favorableness among sub-junior, junior and senior football players.
5. The studies on sub-variables of goal orientation in different football teams reveal that in ego orientation there was significant difference among Viva Kerala, SBT and Malabar United. The results reveal that there was significant difference between Viva Kerala and Malabar United. There was no significant difference between Viva Kerala and SBT, and

SBT and Malabar United. The findings of task orientation reveal that there was no significant difference among Viva Kerala, SBT and Malabar United football teams.

6. The studies on sub-variables of perceived motivational climate in different football teams reveal that in Effort/Improvement there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The finding of Important Role discloses that there was significant difference among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United. The findings of Co-operative Learning expose that there was significant difference among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United. The findings of the study reveal that in Punishment for mistakes that there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that in Unequal Recognition there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that in Intra-team Rivalry there was significant difference among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT, and Malabar United and SBT. There was no significant difference between Viva Kerala and Malabar United.
7. The studies on sub-variables of causal dimension in different football teams reveal that in Locus of Causality there was no significant difference among Viva Kerala, SBT and Malabar United football teams. The findings of the study indicate that there was no significant difference in Stability among Viva Kerala, SBT and Malabar United football teams. The findings of the study reveal that there was significant difference in Personal control among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and Malabar United, and SBT and Malabar United. There was no significant difference between Viva Kerala and SBT. The findings indicate that there was significant difference in External

Control among Viva Kerala, SBT and Malabar United football teams. When considering different teams there was significant difference between Viva Kerala and SBT, and Viva Kerala and Malabar United. There was no significant difference between SBT and Malabar United.

8. The studies on sub-variables of Sources of Sport Confidence in different football teams indicate that there was no significant difference in Performance/Mastery among Viva Kerala, SBT and Malabar United football teams. The findings reveal that there was no significant difference in Demonstration of Ability among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was no significant difference in Physical/Mental Preparation among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was significant difference in Physical Self Presentation among Viva Kerala, SBT and Malabar United football teams. Among the different teams there was significant difference between Viva Kerala and SBT. There was no significant difference between Viva Kerala and Malabar United, and SBT and Malabar United. The findings indicate that there was no significant difference in Social Support among Viva Kerala, SBT and Malabar United football teams. The findings indicate that there was no significant difference in Coaches Leadership among Viva Kerala, SBT and Malabar United football teams. The results of the study indicate that there was no significant difference in Vicarious Experience among Viva Kerala, SBT and Malabar United football teams. The results reveal that there was no significant difference in Environmental Comfort Viva Kerala, SBT and Malabar United football teams. The findings indicate that there was no significant difference in Situational Favorableness among Viva Kerala, SBT and Malabar United football teams.

5.3 RECOMMENDATIONS

In the light of the conclusion drawn, the following recommendations are made:

1. Similar study can be conducted by selecting other sports discipline, which is not included in this study.
2. Similar study can be conducted for football players of other state.
3. Similar study can be conducted for other professional teams of other state.
4. Similar study can be conducted for professional teams, which is not included in this study.
5. Similar study can be conducted on female players and teams.

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APPENDIX-A**PLAYERS DATA**

Age :

District :

Playing Position : Goal Keeper/Defense/Midfield/Forward

Playing Category : Sub Junior/Junior/Senior/Professional

Name of your team :

APPENDIX-B

Task And Ego Orientation In Sport Questionnaire

Directions: Please read each of the statements listed below and indicate how much you personally agree with each statement by circling the appropriate response. Please be honest - your answers will be kept completely confidential.

When do you feel most successful in sport? In other words, when do you feel a sport activity has gone really good for you?

I feel most successful in sport when ...

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | I'm the only one who can do the play or skill. | 1 | 2 | 3 | 4 | 5 |
| 2. | I learn a new skill and it makes me want to
practice more. | 1 | 2 | 3 | 4 | 5 |
| 3. | I can do better than my friends. | 1 | 2 | 3 | 4 | 5 |
| 4. | The others can't do as well as me. | 1 | 2 | 3 | 4 | 5 |
| 5. | I learn something that is fun to do. | 1 | 2 | 3 | 4 | 5 |
| 6. | Others mess up and I don't. | 1 | 2 | 3 | 4 | 5 |
| 7. | I learn a new skill by trying hard. | 1 | 2 | 3 | 4 | 5 |
| 8. | I work really hard. | 1 | 2 | 3 | 4 | 5 |
| 9. | I score the most points/goals/hits, etc. | 1 | 2 | 3 | 4 | 5 |
| 10. | Something I learn makes me want to go and
practice more. | 1 | 2 | 3 | 4 | 5 |
| 11. | I'm the best. | 1 | 2 | 3 | 4 | 5 |
| 12. | A skill I learn really feels right. | 1 | 2 | 3 | 4 | 5 |
| 13. | I do my very best. | 1 | 2 | 3 | 4 | 5 |

APPENDIX-C

Perceived Motivational Climate in Sport Questionnaire-2

Directions: Please read each of the statements listed below and indicate how much you personally agree with each statement by circling the appropriate response.

On this team...

Strongly Disagree	Strongly Agree
----------------------	-------------------

1.	The coach wants us to try new skills	1	2	3	4	5	6	7
2.	The coach gets mad when a player makes a mistake	1	2	3	4	5	6	7
3.	The coach gives most of his/her attention to the stars	1	2	3	4	5	6	7
4.	Each player contributes in some important ways	1	2	3	4	5	6	7
5.	The coach believes that all of us are crucial to the success of the team	1	2	3	4	5	6	7
6.	The coach praises players only when they outplay team-mates	1	2	3	4	5	6	7
7.	The coach thinks only the starters contribute to the success of the team	1	2	3	4	5	6	7
8.	Players feel good when they try their best	1	2	3	4	5	6	7
9.	Players are taken out of a game for mistakes	1	2	3	4	5	6	7
10.	Players at all skill levels have an important role on the team	1	2	3	4	5	6	7
11.	Players help each other learn	1	2	3	4	5	6	7
12.	Players are encouraged to outplay the other players	1	2	3	4	5	6	7
13.	The coach has his/her favourites	1	2	3	4	5	6	7
14.	The coach makes sure players improve on skills they're not good at	1	2	3	4	5	6	7
15.	The coach yells at players for messing up	1	2	3	4	5	6	7
16.	Players feel successful when they improve	1	2	3	4	5	6	7
17.	Only the players with the best 'statistics' get praise	1	2	3	4	5	6	7
18.	Players are punished when they make a mistake	1	2	3	4	5	6	7
19.	Each player has an important role	1	2	3	4	5	6	7
20.	Trying hard is rewarded	1	2	3	4	5	6	7
21.	The coach encourages players to help each other	1	2	3	4	5	6	7

22.	The coach makes it clear who he/she thinks are the best players	1	2	3	4	5	6	7
23.	Players are 'psyched' when they do better than their team-mates in a game	1	2	3	4	5	6	7
24.	If you want to play in a game you must be one of the best players	1	2	3	4	5	6	7
25.	The coach emphasises always trying your best	1	2	3	4	5	6	7
26.	Only the top players 'get noticed' by the coach	1	2	3	4	5	6	7
27.	Players are afraid to make mistakes	1	2	3	4	5	6	7
28.	Players are encouraged to work on their weaknesses	1	2	3	4	5	6	7
29.	The focus is to improve each game/practice	1	2	3	4	5	6	7
30.	The coach favours some players more than others	1	2	3	4	5	6	7
31.	The players really 'work together' as a team	1	2	3	4	5	6	7
32.	Each player feels as if they are an important team member	1	2	3	4	5	6	7
33.	The players help each other to get better and excel	1	2	3	4	5	6	7

APPENDIX-D
Causal Dimension Scale II

Instructions: The items below concern your impressions or opinions of the cause or causes of your performance. Circle one number for each of the following questions.

Is this cause(s) something:

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-------------------------------------|
| 1. That reflects an aspect of yourself | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | reflects an aspect of the situation |
| 2. Manageable by you | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | not manageable by you |
| 3. Permanent | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | temporary |
| 4. You can regulate | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | you cannot regulate |
| 5. Over which others have control | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | over which others have no control |
| 6. Onside of you | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | outside of you |
| 7. Stable over time | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | variable over time |
| 8. Under the power of other people | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | not under the power of other people |
| 9. Something about you | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | something about others |
| 10. Over which you have power | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | over which you have no power |
| 11. Unchangeable | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | changeable |
| 12. Other people can regulate | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | other people cannot regulate |

APPENDIX-E

Sources of Sport Confidence Questionnaire

Listed below are some things that may help athletes feel confident in sport situations. For each statement, circle the number which indicates HOW IMPORTANT THAT IS IN HELPING YOU FEEL CONFIDENT IN YOUR SPORT. Please respond to every question even though they may seem repetitive. There are no right or wrong answers because every athlete is different.

I gain self-confidence in my sport when I.....

		Not at all Impor tant	Not very Impo rtant	Slig htly Impo rtant	of ave rage Impo rtance	Very Impo rtant	Extrm ely Impo rtant	Of high est Impo rtance
1	Get positive feedback from my teammates and/or friends	1	2	3	4	5	6	7
2	Keep my focus on the task	1	2	3	4	5	6	7
3	Psych myself up	1	2	3	4	5	6	7
4	Master a new skill in my sport	1	2	3	4	5	6	7
5	Get breaks from officials or referees	1	2	3	4	5	6	7
6	Perform in an environment (gym, pool, stadium, etc.) that I like and in which I feel comfortable	1	2	3	4	5	6	7
7	Feel good about my weight	1	2	3	4	5	6	7
8	Believe in my coach's abilities	1	2	3	4	5	6	7
9	Know I have support from others than are important to me	1	2	3	4	5	6	7
10	Demonstrate that I am better than others	1	2	3	4	5	6	7
11	See successful performances by other athletes	1	2	3	4	5	6	7
12	Know that I am mentally prepared for the situation	1	2	3	4	5	6	7
13	Improve my performance on a skill in my sport	1	2	3	4	5	6	7
14	See the breaks are going my way	1	2	3	4	5	6	7
15	Feel I look good	1	2	3	4	5	6	7
16	know my coach will make good decisions	1	2	3	4	5	6	7

17	Am told that others believe in me and my abilities	1	2	3	4	5	6	7
18	Show my ability by winning or placing	1	2	3	4	5	6	7
19	Watch another athlete I admire perform successfully	1	2	3	4	5	6	7
20	Stay focused on my goals.	1	2	3	4	5	6	7
21	Improve my skills	1	2	3	4	5	6	7
22	Feel comfortable in the environment (gym, pool, stadium, etc.) in which I'm performing	1	2	3	4	5	6	7
23	Feel that everything is "going right" for me in that situation	1	2	3	4	5	6	7
24	Feel my body looks good	1	2	3	4	5	6	7
25	Know my coach is a good leader	1	2	3	4	5	6	7
26	Am encouraged by coaches and/or family	1	2	3	4	5	6	7
27	Know I can outperform opponents	1	2	3	4	5	6	7
28	Watch a teammate perform well	1	2	3	4	5	6	7
29	Prepare myself physically and mentally for a situation	1	2	3	4	5	6	7
30	Increase the number of skills I can perform.	1	2	3	4	5	6	7
31	Like the environment where I am performing	1	2	3	4	5	6	7
32	Have trust in my coach's decisions	1	2	3	4	5	6	7
33	Get positive feedback from coaches and/or family	1	2	3	4	5	6	7
34	Prove I am better than my opponents	1	2	3	4	5	6	7
35	See a friend perform successfully	1	2	3	4	5	6	7
36	Believe in my ability to give maximum effort to succeed	1	2	3	4	5	6	7
37	Receive support and encouragement from others	1	2	3	4	5	6	7
38	Show I'm one of the best in my sport	1	2	3	4	5	6	7
39	Watch teammates who are at my level perform well	1	2	3	4	5	6	7
40	Develop new skills and improve	1	2	3	4	5	6	7
41	Feel my coach provides effective leadership	1	2	3	4	5	6	7

Papers published/presented from the Project

‘Effect of Team Cohesion Intervention Programme on Players of Indian Football League’, Paper
Published in International Online Journal of Current Research, Vol. 3, Issue, 7, pp.173-176, 2011

‘Analysis of Sources of Sport Confidence among Kerala Football Players’, Presented paper in
the national seminar on Sport Psychology on the cross roads of theory and application sponsored
by UGC organized by Christ college, Irnjalakuda, Thrissur Dt, Kerala-690121.