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Thoughts

PERSONALITY DIFFERENCES BETWEEN HIGH AND LOW ACHIEVER UNIVERSITY LEVEL FEMALE BASKETBALL PLAYERS

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Short Profile

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ABSTRACT:

On the premise of the accessible narrative confirmations it can well be assumed that since the natural circumstances have an incredible effect on the mental make-up of a person, there is each plausibility that the individuals who take an interest in athletic exercises for a drawn out period develop such mental characteristics which help them in getting to be fruitful competitors in their separate fields of specialization. To the extent the advancement of identity through games is concerned, it is a surely understood truth that, from support to the grave' the individual demonstrations, responds and cooperates with his physical developments and all the while, he gets changed into a certain, taught, forceful and, shrewd social being. To a physical instructor or a coach, it appears to be critical to make them comprehend of why a few people like to or react to specific sorts of exercises while different people may go in for exercises of very diverse sort. It would seem to be of worth to a physical instructor to know all the more about the identity qualities of unique individual in a particular game. Maybe they could be guided into some action to some degree comparable, however in the meantime varying in some admiration, so that a particular sort could be profited. Particular sorts of athletic exercises were connected with trademark identity qualities.

KEYWORDS
Personality, Achievement Motivation, Successful, Unsuccessful.

INTRODUCTION

Olympic and World champion athletes have defined mental toughness as the natural or developed psychological edge that enables them to cope with competitive demands and remain determined, focused, confident, and in control under pressure (Jones et al. 2007). These athletes identify the critical personality responses that represent mental toughness like loving the pressure of competition, adapting to and coping with distractions and sudden changes, channeling anxiety, not being fazed by mistakes in the process, being acutely aware of any inappropriate thoughts and feelings and changing them immediately to perform optimally when needed, using failure to drive yourself, learning from failure, and knowing how to rationally handle success, an impressive list of qualities that we all would like to have as part of a mentally tough personality. Research has identified several differences in personality characteristics between successful and unsuccessful athletes (Krane& Williams 2010). These differences, however, are not based on innate, deeply ingrained personality traits but rather result from more effective thinking and responding in relation to sport challenges as well as higher levels of motivation. Specifically, successful athletes, compared with less successful players, aremore self-confident,better able to cope well with stress and distractions,better able to control emotions and remain appropriately activated,better at attention focusing and refocusing,better able to view anxiety as beneficial, andmore highly determined and committed to excellence in their sport.

In the present study approach has been made to understand psychological make up and level of achievement motivation in high and low achiever university level female basketball players. An attempt has been made to study the difference in terms of personality and achievement motivations of university level female basketball players with regard of personality and achievement motivation scale.

The result of study will help coaches, physical education teachers, and administrators in the selection process, talent identification, placement and training of teams.

Further, this study can help to describe, explain, predict, control and improve the behavior of female sports persons in training and competitive situations. Some personality types have more of a tendency to have impulsive, aggressive behaviors than others. The comparisons between personality characteristics of high and low achievement motivation and personality characteristics of female basketball players further facilitate in developing those characteristics which have some, bearing on success or help an athlete to finish a step ahead in the direction of desired success.

For individual and team sports it can help to select teams, and help team members to grow in their own development as each learns from the skills of the other. This study has focused on sports personality and achievement motivation between high achiever and low achiever female in order to find out what makes them different from each other with regard to their achievement motivation and personality characteristics. This type of analysis may help in selecting the right talent for specific sport event. It may also help in the work of the coaches with athletes who are seriously concerned about molding them to excel in their chosen pursuit.

The strategy took after for the determination of subjects, test things chose and organization of tests and also the factual systems utilized for investigation of information have been depicted in this section.

DESIGN OF THE STUDY:

The spellbinding kind of study has been intended to look at the identity qualities and accomplishment inspiration of female ball players of distinctive universities partnered with PunjabiUniversity, Patiala.

SAMPLE:

The purposive system was utilized as a part of which aggregate fourty six female ball players were incorporated who secured first to fourth places in the Punjabi University Inter College Basketball Championship. Twenty three high achiever female b-ball players were tried from Shaheed Kanshi Ram College of Physical Education, BhagooMajra, Kharar, and Lal BhadurShastri College, Barnala, who were victors and runner ups in the Punjabi University Inter College Basketball Championship, Dec. 2008. The same quantities of low achiever female ball players were taken as test from National College of Physical Education, Chupki; and Prof. Gurusewak Singh Govt. Physical Education College, Patiala, who put at third and forward position in the same title. Their age was gone from 18-25 years as per the Eligibility Performas put together by the universities amid title.

TOOLS USED :

1.16 PF, Scale, (Cattell 1970) was utilized to quantify Personality of the subjects.
2.Achievement Motivation of the subject was evaluated by Achievement Motivations
Scale grew by Dr. M.L. Kamlesh.

PROCEDURE OF DATA COLLECTION

Cattell's 16PF poll for measuring identity and accomplishment inspiration test grew by DrM.L.Kamlesh for measuring level of accomplishment inspiration were administrated to every one of the subjects.

ACHIEVEMENT MOTIVATION SCALE – KAMLESH

Accomplishment Motivation Scale by Kamlesh has been found as unitary and mentally, sociologically and instructively important substances in numerous explores in different Institution circumstances and natural conditions. Accomplishment Motivation Scale is the complete and thorough rundown of understudy's inspiration, fields and test things relying on numerous examination laborer's close to home and social characteristics and circumstance tests. By this scale Kamlesh would have liked to guarantee far reaching estimation of the entire zone of understudies in accomplishment inspiration. It is specified by Kamlesh that the scale outfits best data about the understudy's inspiration to different parts of school and general life as far as their attributes, conduct and sentiments in and about the life. This test is untimed however regularly takes fifteen to twenty minutes to finish it. In the present study the english variant of the scale was utilized. For Administrations, guidelines for fulfillment, system for scoring, and meanings of Achievement Motivation, the test manual was entirely taken after.

UNWAVERING QUALITY: -

The unwavering quality of the scale was controlled by Test-rested strategy. For this reason, the test was directed to a gathering of 10 arbitrarily chose female ball players. The dependability co-proficient was discovered to be 0.90 and the interim consistency was discovered to be 0.70 this demonstrates the unwavering quality of the test is high for undergrads.

LEGITIMACY OF THE SCALE:

The co-proficient of legitimacy with different scales are high which shows that the scale is substantial to gauge accomplishment and inspiration of the subjects. Henceforth the test was utilized as a part of the present study.

SCORING:

The scoring of the filled polls was done by directions specified in the test manual for the reason. One score was granted to each compose answer and zero to the wrong reply as specified in the scoring key. To acquire aggregate score for the complete test every one of the scores for diverse things were recorded in the predetermined space gave in the survey of the scale.

PERSONALITY QUESTIONNAIRE CATTELL'S 16 P.F :

Since the way of identity has been differently clarified along diverse measurements by therapists, distinctive identity inventories, for example, Cattell's 16 P.F. Poll, Minnasota Multiphasic Personality Inventory (MMPI), Guliford-Zimmerman Temperament Survey (GZTS) and Comreys identity Scale (CPS) are accessible to gauge identity and its particular perspectives. The examiner was keen on measuring the entire circle of identity of female Basketball Players.

The decision fell on Cattell's 16 P.F. surveys in light of the fact that this poll, pretty much, fulfilled the conditions set by Stephenson furthermore because of the accompanying reasons:-

The 16 P.F. Survey is produced by fundamental research in brain science to give practically finish scope to identity in a brief time. Vernon additionally expressed (1963) that elements measured by 16 P.F. Survey are not only unconventional to this test and have been set up as unitary, mentally significant elements in numerous explores in different life circumstances.

The sixteen measurements of 16 P.F. are free, that is, the connection between one and another is discovered to be little. Accordingly, having a certain position on one does not keep the individual having any position at all on whatever other. In this way, each of the sixteen variable scales brings a completely new bit of data about the individual, a condition not found in numerous claimed multidimensional scales. Not just this it can be scored unbiasedly. The test is accessible in two parallel structures and either may be utilized. There are ten to thirteen things for every element (characteristics) in every structure. The test is untimed, yet subjects for the most part take forty---**minutes to an hour to finish one type of the test. A duplicate of the Cattell's Questionnaire is put in supplement 2.

One popular personality test is the 16 P.F. questionnaire which came to be known for brevity, as the 16 P.F. test. It is a multi-dimensional set of 16 omnibus forms. It is designed to make available feasible testing duration, information about an individual's standing on the majority of primary personality factors.

The 16P.F. as indicated by Cattell et.el. (1970) has a few properties from which draw its suitability for diverse mental employments. Its first essential property is the unordinary thoroughness of the scope of identity measurements (from the identity circle establishment). Its second component is the introduction of the size of useful estimation, which implies that the scales are not situated up as far as subjective guesses but rather are coordinated to already found normal identity structures identified with the way identity really creates. Thirdly, as it manages essential identity ideas, the estimation turns out to be progressively identified with a sorted out and incorporated assortment of down to earth and hypothetical learning in the clinical, instructive, mechanical and fundamental exploration fields.

As the reason for this study was to figure out the identity contrasts in the middle of high and low

achiever female ball players by utilizing an identity test, which covers an extensive variety of attributes. The investigator utilized 16 P.F. from "A" Hindi expansion (V.S.J. 1970) in the present study.

PERSONALITY FACTORS:-

A: - Reserved (Sizothymia) V/s Outgoing (Affectothymia)
B: - Lower-Scholastic mental capacity V/s High Scholastic.
C: - Emotionally less stable V/s Emotionally stable.
E: - Humble V/s Assertive.
F: - Sober (Resurgence) V/s Happy-go-lucky.
G: - Expedient V/s Conscientious.
H: - Shy V/s Venturesome.
I: - Tough-minded V/s Tender minder.
L: - Trusting (Alexia) V/s Suspicious (Pretension).
M: - Practical (Prexsmie)   V/s Imaginative (Antis).
N: - Artless-ness V/s Shrewdness.
O: - Untroubled adequacy V/s Guilt Proneness.
Q1: - Conservatism V/s Radicalism.
Q2: - Group adherence V/s Self-sufficiency.
Q3: - low Integration V/s High Self-concept control.
Q4: - Low Ergic Tension V/s High Argic Tension.

SCORING OF 16 P. F.:

The scoring of 16 P.F. Test answer sheet was finished with the assistance of two scoring keys. One key spreads characteristics A, C, F, H, L, N, Q1, Q3, and alternate spreads qualities B, E, G, I, M, O, Q2, and Q4. Every answer scored 0, 1 or 2 focuses. The aggregate score for each of the sixteen characteristics was recorded on the answer sheet at the space indicated for it. The crude score was changed over to sten scores. The sten scores for every characteristic were recorded on the score sheet. A score of 1 to 3 is low, 8 to 10 is high, score 4 to 7 is inside of the normal extent. These scores have been utilized as a part of section IV with the end goal of between pretation of comman variables.

PROCEDURE USED IN THE DATA COLLECTION:

The investigator gathered the information on the subjects of both the gathering of forty six female b-ball players fit in with distinctive partnered universities PunjabiUniversity, Patiala. To look for the participation from the specimen the specialist asked for the group supervisors of high and low achievers.

The test organization was done in the room in the foundation where there was no commotion. The subjects were familiar with the motivation behind the test and that of the examiner before the real test was controlled. This was done to set up compatibility and to make them feel quiet amid the filling of a test. They were educated as to the general nature, the motivation behind every test furthermore guaranteed that the data gathered from them would be kept entirely secret.

The dialect utilized by the test overseer for offering guidelines to the example was as straightforward, beautiful and well mannered as could be expected under the circumstances so that the specimen ought to have the capacity to see obviously what was needed.

Analyst had a supply of pencils with herto meet any crisis circumstance in such manner. Yet, it was guaranteed that each specimen had a pen or a pencil. In the wake of guaranteeing full participation they

were regulated the test to gather data needed to finish the examination.

At the outset, they were requested that fill in their particulars in the space left for it on the spread page of the test in a readable penmanship, particularly, their move numbers, classes, names, ages, and location.

Understudies were likewise asked for not to compose whatever else on the poll till the specialist requesting that you do as such. The specialist weighed the particulars filled in by the subjects. The directions were elucidated to the subjects as indicated by the test manual. The example was prompted not leave any it After filling the "Accomplishment Motivation Scale" the 16 PF Scale was given to the players and the directions were rehashed as in the above case. In the wake of finishing the structures the same was gathered from the understudy. A hole of 30 minutes as a rest was given to the players in the middle of the fruition of both the tests.

Toward the end, they were said thanks to for their collaboration and help. The totally filled in polls were scored entirely with the assistance of scoring key and directions specified in the test manual

The information aggregated in the study were utilized for factual investigation and calculation, stamping translation and reaching out derivations and determinations as indicated by the outline of the plan and necessity of the study.

Statistical Techniques

The information acquired through purposive examining were aggregated, arranged variable savvy. The estimations of mean, standard deviations of the considerable number of variables were figured and 't' test was connected to discover importance of mean contrasts between the scores of high achiever and low achiever female ball players.

TABLE
SIGNIFICANCE OF MEAN DIFFERENCES IN SCORES OF VARIOUS PERSONALITY FACTORS BETWEEN HIGH AND LOW ACHIEVER UNIVERSITY LEVEL FEMALE BASKETBALL PLAYERS

PERSONALITY TRAITS	LEVEL	Mean	S.D	S.E	't'
A	High Achiever	9.5652	2.1283	.4438	-.416
	Low Achiever	9.8261	2.1246	.4430	
B	High Achiever	5.0435	3.1691	.6608	-.057
	Low Achiever	5.0870	1.8808	.3922	
C	High Achiever	12.3478	2.1021	.4383	.383
	Low Achiever	12.0870	2.5030	.5219	
E	High Achiever	13.4348	2.5906	.5402	.779
	Low Achiever	12.8264	2.7078	.5646	
F	High Achiever	12.6957	1.9408	.4047	.125
	Low Achiever	12.6087	2.7260	.5684	
G	High Achiever	9.0435	1.8458	.3849	-.667
	Low Achiever	9.4783	2.5203	.5255	

H	High Achiever	12.7826	1.9761	.4121	-.348
	Low Achiever	13.0000	2.2563	.47.5	
I	High Achiever	10.0435	2.1422	.4467	-.221
	Low Achiever	10.1739	2.0594	.4294	
L	High Achiever	10.2609	1.8394	.3835	.630
	Low Achiever	9.8696	2.3414	.4882	
M	High Achiever	13.0000	2.0226	.4217	1.081
	Low Achiever	12.6909	2.5799	.5380	
N	High Achiever	9.6957	2.1624	.4509	-.268
	Low Achiever	9.8696	2.2422	.4675	
O	High Achiever	13.0435	2.2458	.4683	-.616
	Low Achiever	13.5217	2.9675	.6188	
Q1	High Achiever	9.4348	2.5375	.5291	-1.498
	Low Achiever	10.4783	2.1715	.4528	
Q2	High Achiever	9.8261	1.4664	.3058	1.784
	Low Achiever	8.9565	1.8210	.3797	
Q3	High Achiever	10.3478	2.0138	.4199	.000
	Low Achiever	10.3478	2.1236	.4428	
Q4	High Achiever	11.6522	2.9172	.6083	-2.251
	Low Achiever	13.4783	2.5738	.5367	

$t_{.05}(44) = 2.074$

Above table showes that there were insignificant differences between high and low achievers on all the personality factors namely A (Cool, Reserved, impersonal, formal aloof V/s Out gain, get going, participation, likes people), B (Concrete thinking and less intelligent V/s obstruct thinking more intelligent), C (Affected by feeling less stable V/s emotionally stable, mature), E (Submissive V/s Dominant), F (Sober V/s enthusiastic), G (Expedient V/s Conscious), H (Shy V/s Bold), I (Tuff-minded V/s Tender minder), L (Trusting V/s Suspicious), M (Practical V/s Imaginative), N (Forth right V/s Shrewdness), O (Self assured V/s Apprehensive), Q1 (Un-conservative V/s Experimenting), Q2 (Group oriented V/s Self-sufficient), Q3 (Undisciplined self conflict V/s Follow self image) and Q4 (Relaxed V/s Tensed), as the 't' values of -.416, -.057, .383, .779, .125, -.667, -.348, -.221, .630, 1.081, -.268, -.616, -1.498, 1.784, .000 and -2.251 respectively were less than the table value of 't'=2.074, required to the significant at 0.05 level.
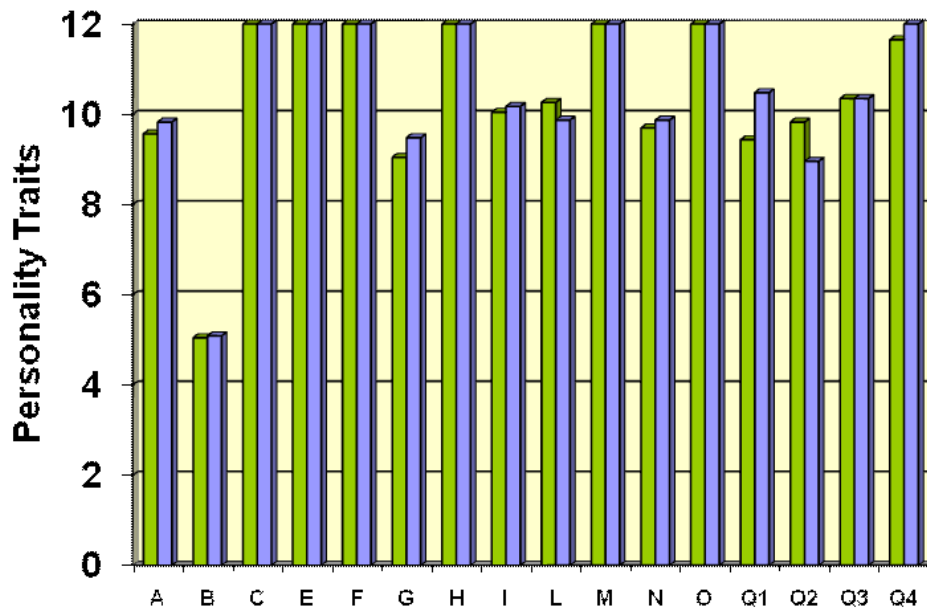
Figure: Mean Differences in Scores of Personality Traits between High and Low Achiever University Level Female Basketball Players.

DISCUSSION OF FINIDINGS

From the analysis of results it has been observed that there were no significant differences between high achiever and low achiever university level female basketball players in achievement motivation and personality traits. High achiever groups obtained higher mean values in the scores of achievement motivation and personality traits. It may be attributed to the fact that they may have better and more experiences.

Thus, the hypothesis that there would be significant differences between high achiever and low achiever university level female basketball players has been rejected. The findings of this study are also inline with the findings of Kroll (1967).

CONCLUSION:

1.On the premise of the outcomes it was presumed that there were no huge contrasts between high achiever and low achiever college level female b-ball players in accomplishment inspiration.
2. It was additionally presumed that there were no huge contrasts between high achiever and low achiever college level female b-ball players in identity attributes.

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