



ISSN: 2456-0057  
IJPNPE 2019; 4(2): 613-617  
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www.journalofsports.com  
Received: 09-07-2019  
Accepted: 10-09-2019

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## A comparative study on selected psychological variables of time factor games and non-time factor games among university players at Hyderabad

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### Abstract

In an increasing complex society probably the most pressing need of the student is to develop the skills and attitudes necessary for solving problems and coping with everyday stress. Education pattern of today is conceived not merely as vast reservoir of knowledge but also as a source of human development in all aspects leading to the highest achievement. The human search for knowledge has remained unsatisfied the survival of man it would become impossible unless he gained mastery over environment and his inversely, in order to shape his destiny on the earth the process began in the very ancient times, may be accidentally or by mental plan.

**Keywords:** psychological variables, time factor games

### Introduction

In due course, the expanding universe of knowledge laid the foundation for civilizations and cultures. Man's thoughts and have motivated him to examine going through the universe around him and understand the nature of things man's ability to experiences, to retain experiences and to even pass on to others. Today we find the process of knowledge doubling itself in one decade. Man tests and verifies things before he accepts them with the passage of time. The term education means different things to different individuals. One individual will define it as a training process that comes through study and instructions, and another person will say that it is series of experiences that enable person to get understand modern experience. To others it means development through adjustment.

### Statement of the Problem

The purpose of the study was to find out the motivation and anxiety levels of time factor games and non-time factor games. The study also find out whether or not any significant difference found on reaction time, movement time, in relation to their simple visual reaction time and discriminatory auditory reaction time between TFG and NTFG players representing to universities of Hyderabad.

### Significance of the Study

Scientific evidence obtained from different investigations has revealed that apart from somatic and physiological variables, techniques and tactics higher level of performance of a sportsman depend upon his psychological make up and personality development. Different psychic abilities play decisive role in achieving top-level performance. Winning an international sports competition greatly depends on the psychological abilities. Therefore superb psychological fitness and training of the individual are the factors which help in achieving outstanding performance. Among various psychological variables the researcher has chosen four variables i.e., Anxiety, Motivation, Reaction Time and Movement Time

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Stress as a normal physical response to events that make you feel threatened or upset your balance in some way.

### Objectives of the Study

The following objectives were focused in the present study.

1. To find out the existing difference between TFG and NTFG University players at Hyderabad in relation to their reaction time.
2. To find out the existing difference between TFG and NTFG University players at Hyderabad in relation to their movement time.
3. To find out the existing difference between TFG and NTFG University players at Hyderabad in relation to their simple visual reaction time on right hand.
4. To find out the existing difference between TFG and NTFG University players at Hyderabad in relation to their discriminatory visual reaction time on right hand.

### Hypotheses

The following hypotheses were formulated for the study under report.

1. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their reaction time.
2. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their movement time.
3. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their simple visual reaction time on right hand.
4. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their discriminatory visual reaction time on right hand.
5. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their simple auditory reaction time on right hand.
6. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their discriminatory auditory reaction time on right hand.
7. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their simple visual reaction time on left hand.
8. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their discriminatory visual reaction time on left hand.
9. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their simple auditory reaction time on left hand.
10. There may not be any significant difference between TFG and NTFG University players at Hyderabad in relation to their discriminatory auditory reaction time on left hand.

### Limitations

The things concerned to climate conditions, health habits and other psychological variables were beyond the control of the investigator.

### Review of Related Literature

In the previous chapter, the introduction part, that is, the problem was selected, statement of the problem was given, significance of the study was focused, objectives were stated. In the present chapter, the researcher had gone through the literature related to this study to acquire good understanding and for the sake of knowledge about the study.

A serious and scholarly attempt has been made by the scholar to go through the related literature as a brief review of the studies related to the present problem is described in this David Tod, Ken Hodge 1 examined the relationship between moral reasoning and achievement motivation in sport.

Eight male under-21 year old rugby union players were interviewed three times across a six-month rugby season. During these interviews individuals were presented with a series of four moral dilemmas and were asked open-ended questions with regard to their moral reasoning and achievement goals in each dilemma. Results revealed that an individual achievement goal orientation profile appeared to influence the level of moral reasoning used. Individuals whose goal profiles were dominated by an ego orientation tended to use a less mature level of moral reasoning that was influenced by self-centeredness and a win-at-all costs attitude. In contrast, individuals whose goal profiles consisted of a combination of task and ego goal orientations tended to use more mature levels of moral reasoning. Their moral reasoning was characterized by a concern for all the people involved in the moral dilemma. However all participants moral reasoning was influenced by situational variables such as significant

1 David Tod, Ken Hodge, "Moral Reasoning and Achievement Motivation in

Sport : A Qualitative Inquiry", 1989 others. The results of this study complement previous quantitative research and indicate that future research should more fully explore the interactions between individual differences (i.e., goal profiles) and situational factors (i.e., motivational climate) on moral reasoning in sport. A popular belief among people who eulogize sport is that it automatically builds moral character (Hodge, 1989; Shields & Bredemeier, 1995). However, there are those who disagree with this belief, including advocates who maintain that sport is simply sport and should not be expected to contribute to moral development (Bunk, 1993). Given these conflicting beliefs it is imperative that the relationship between moral development and sports participation is examined empirically if sport is to be promoted as a medium for developing moral character (Hodge, 1989; Hodge & Tod, 1993; Shields & Bredemeier, 1995). Indeed, considerable research has examined the influence that sport has on character and moral reasoning (Blair, 1985; Jantz, 1975; Johnson, 1969; Kleiber & Roberts, 1981; Lakdie, 1964; Vallerand, Deshaies & Cuerrier, 1997). Reviews of this research conclude that while it is clear that sport does not automatically build moral character, a more complete understanding has been restricted because much of the early

research had methodological limitations and was a theoretical in nature (Shields & Bredemeier, 1995; Stevenson, 1975, 1985). In an attempt to address these deficiencies, Bredemeier and Shields (Bredemeier, 1985; Bredemeier & Shields, 1984, 1986) used moral development theory to conduct research that has provided considerable insight into the role that moral reasoning plays in the sporting domain. Motivation is a psychological, sociological and physiological

phenomenon motives initiate, sustain, give direction to and govern the intensity of action. They also control, inhibit and stop certain kinds of behaviour. The human organism has a natural tendency to maintain in 'constant', 'internal environment'. This tendency to return to body equilibrium is 'Homeostasis'. Any external/internal stress (e.g. Trauma, Heat, Fear, Anger, will e stimulate/prompt th body/organism to act. Fear may cause the individual to avoid/get out of a situation, anger (Pugnacity) to fight, and shock (Trauma) to move away from the area of danger. The need of reduce tension and return to state of "equilibrium" is an important motivator for 'Relaxation Action'. Current trends in motivational theory include various cognitive explanations and for why students select sport or reject competition. As the child matures, many variables combine to mould the child's tendency to participate in sport. Harter 2 suggests that children's feeling about effectiveness emerge within three dimensions, which include, in addition to physical capacities and skills, competencies in the social as well as in the intellectual realm. Orlick 3 found the parental attitude about sports, together with their recreational interests and the time spend engaging in 2 S. Harter, "Developmental Perspectives on the Self System in M. Heterington", Social Development, Manual on Child Psychology., New York, 1984.. 3 T. D. Orlick, "family Sports Environment and Early Sports Participation", Paper presented at the Psychomotor Learning and Sports Psychology Symposium, Waterloo, Ontario. recreational activity and observing sports, were highly predictive of whether young boys decided to participate in competitions. Snyder and Spreitzer concluded that explicitly parental encouragement evidenced strong relationship, reflecting participation by both males and females in later life. Cratty 4 obtained data for children participate in sports, he is of the opinion that Genetic qualities inherited from parents may be powerful influencers of youngsters inclination to participate in sport.

According to Deci & Ryan rewards are believed to motivate not only to participation in sports but also for good performance obvious improvement, rewards are more likely thus enhance performance.

The studies of Lewin 5 are concerned motivation changing needs of the child during this development and with the effect these changes have on behaviour, their studies on 4. B. J. Cratty, "A comparison of Fathers & Sons in Physical Ability", Research Quarterly, 31 (1960).

5 K. Lewin, "Level of Aspiration", Hand book of the Behaviour Disorders, New York, 1944.7.level of aspiration and the effects of success and failure are

directed towards understanding of the emergence of the personality pattern and the subject's recognition of self.

According to Howell, Maxwell 6 Motivational Motor learning has one advantage that of results being fairly obvious in most instances. Knowledge of results has long been believed

to be an incentive.

Practice Test or more formal achievement Tests have been used on the premise that knowledge of results is a Motivator. Knowledge of the time-force factor of a racing start

improved learning rate above that for a control group which did

not have this information.

The study of Cratty 7 that the concepts of drive and motive are usually expanded to refer not to factors that initiate some facts of behaviour but also to conditions that sustain and

direct

actions once they have been started. Thus motives and dries are factors that underline and support the general motivational 6 L. Howell, Maxwell, "Use of Force-time Graphs for Performance Analysis in Facilitating, Learning", Research Methodology.

7 J. Cratty, Bryant, "Movement behaviour and Motor Learning", 3 rd Edition Published in Great Briatain by Henry Kimpton, London, 1975.

## Methodology

### Design of the Study

The samples were collected from Osmania University and JNTU of Hyderabad. The investigator has divided the games into Time Factor and Non Time Factor games.

The subjects were chosen from different degree and engineering colleges of Hyderabad who have represented "All India Inter University level" in various sports and games.

The number of subjects was from ten different games that are five time factor games and five non-time factor games consisting of boys (50 time factor and 50 non time factor games).

The following table illustrate the break up particulars of subjects selected from different games from the universities of Hyderabad.

**Table 1:** Showing the game wise subjects (Time factor and non time factor games)

Sl. No.	Nature of the game	Name of the game	Number of subjects	Total
1.	Time factor games	1. kabaddi	10	50
		2. hockey	10	
		3. foot ball	10	
		4. kho kho	10	
		5. hand ball	10	
2.	Non-time factor games	1. soft ball	10	50
		2. volley ball	10	
		3. lawn tennis	10	
		4. chess	10	
		5. carroms	10	

### Tools Used

Three scale questionnaire methods were adapted to measure anxiety and motivation variables and reaction and movement time was also measured among the boys of the university (i) Scat Anxiety Test, (ii) Motivation inventories, (iii) Chronometer (reaction time), (iv) Nelson speed of movement test. The questionnaire was constructed with 30 standard statements for motivation and 15 standard statements for anxiety. The sample subject should answer to the questions in 1, 2 & 3 rating according to his choice

### Data Collection Procedure

As explained earlier the sample of the study was contained the players who have participated in university level in time factor and non time factor games. The researcher collected the data from different degree colleges of players who have represented university in various games. The researcher administered the psychological variables which include motivation, anxiety, reaction time and movement time among the players.

### Statistical Techniques Used

The data collected in this study was subjected to statistical

analysis with appropriate tools. The descriptive statistics was used to find out the means and standard deviations and t-test was computed. For graphical presentation excel package of MS-office was eused for better complianc.

**Results and Discussion**

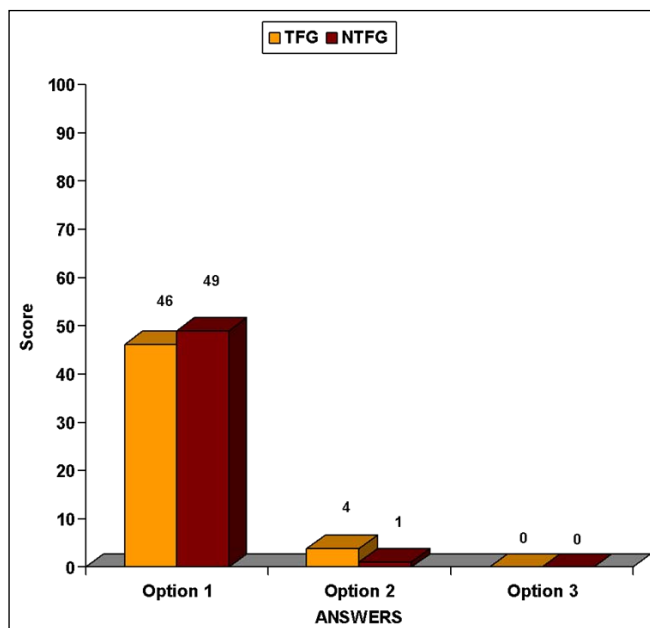
The results pertaining to the hypotheses and the discussions held were shown in the following paragraphs.

The total 45 statements i.e., 30 on motivation and 15 on anxiety were tested and the responses from the players of time factor games (TFG) and non-time factor games (NTFG) represented to different universities at Hyderabad. The scores and graphical presentation for each statement was given in the following Tables

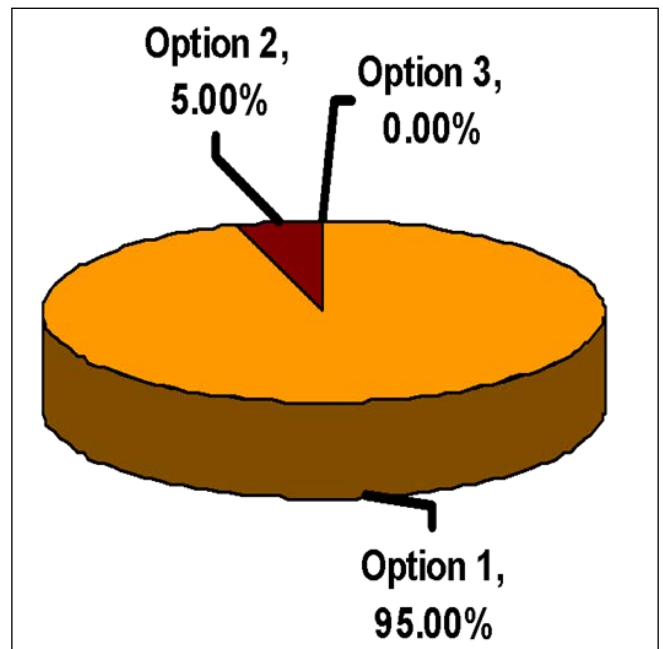
Table 4.1.1 Showing the scores on the statement 1 – “I want to improve my skills” Options: (1) Important (2) Somewhat important (3) Not at all important

**Table 2**

St. No.	Option	TFG	NTFG	Total
1	Option 1	46	49	95
	Option 2	04	01	05
	Option 3	00	00	00
	Total	50	50	100



**Graph 1**



**Fig 1**

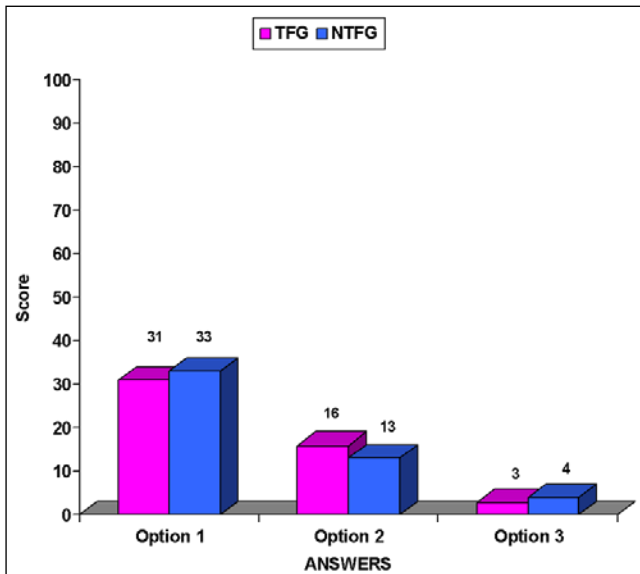
**Discussion**

The Table 4.1.1 has shown the opinion on the statement “I want to improve my skills” with 3 options. The options were (1) Important (2) Somewhat important and (3) Not at all important. In Time Factor Games, the majority of players have chosen the option 1 (46%) as the answer for this question, it was followed by option 2 (4%) and the least option is 3 (0%). In Non Time Factor Games, the majority of players have opted option 1 (49%) as the answer for this statement, it was followed by option 2 (1%) and the least option is 3 (0%). It was evident from the table and graph that the majority respondents opted option 1 (95%) as answer for this statement and followed by option 2 (5%) and option 3 (0%) respectively.

Table 4.1.2

Showing the scores on the statement 2 - “I want to be with my friends” Options: (1) Important (2) Somewhat important (3) Not at all important

St. No.	Option	TFG	NTFG	Total
2	Option 1	31	33	64
	Option 2	16	13	29
	Option 3	03	04	07
	Total	50	50	100



Graph 2

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