Methodology

Selection of Subjects

The present study was conducted on 300 Basketball players of India. Keeping in view the objectives, the players were categorized into three main groups: Intercollegiate (100), University (100) and All India (100) Basketball players.

Measurement of Psychological variables:

The selection of proper tools was of importance for the study since the aim was to assess the psychological variables among different levels of participation in basketball players.

It was decided to use questionnaire, the investigator obtained the reflection of psychological variables towards physical education. The validity of responses received greatly depends upon the integrity of the respondents and hence absolute could not be expected however, the anonymous responses ensure the greater validity of the responses.

Administration of the Questionnaire:

Psychological variables among different level of basketball players has been randomly selected for collection of data, in total 300 basketball players. Research Scholar has personally visited to all different level of players for collection of data 300 complete questionnaire has been consider for the present study. All above work has been executed with the consultation of the guide.

Mental Toughness Questionnaire

Purpose:-

The mental toughness questionnaire (Appendix-C) was used to asse the level of mental toughness of the players. The test retest reliability of the questionnaire was reported to be 0.79.

Procedure:-

The questionnaire on mental toughness (Appendix-C) prepared by Alan Goldberg (1995) has sixty items, which has four categories namely: handling pressure (20 questions), concentration (17 questions), mental rebounding (14 questions), and winning attitude (9
questions). A sample statement under handling pressure category read “I think about my opponent’s size, previous performance or reputation before I play a match”.

The subjects were instructed to respond to each item according to how they generally felt in competitive sport situations.

Every statement has two possible responses i.e. True or False.

There was no time limit for the completion of the questionnaire but the subjects were instructed not to ponder too long over any statement and respond to all the statements in the questionnaire independently.

**Scoring:**

Responses obtained from the subjects on each statement of mental toughness questionnaire were recorded for analysis of data.

A total score of 60 was possible on this questionnaire. The classification criterion given by Alan Goldberg is as follows.

<table>
<thead>
<tr>
<th>Raw/Mean Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 – 60</td>
<td>Mentally – Tough</td>
</tr>
<tr>
<td>48 – 54</td>
<td>Pretty Solid Mentally</td>
</tr>
<tr>
<td>40 – 47</td>
<td>Average Mental Toughness</td>
</tr>
<tr>
<td>Below 40</td>
<td>Need Mental Toughness Exercise</td>
</tr>
</tbody>
</table>

The responses of the players in each of the four categories i.e. handling pressure, concentration, mental rebound and winning attitude were recorded for statistical treatment.

**Sport-Confidence Inventory**

**Purpose:**

To measure sport self-confidence Sports Self Confidence Inventory (Appendix -B) prepared by Robin S. Vealy (1986) was used for this study Questions were based on how confident players generally felt when they competed in sports. They compared their self-confidence to the most confident athlete the knew. A reliability quotient of 0.73 was reported for the Sport Confidence Inventory.

**Procedure:**
Sport confidence inventory has thirteen items. There are no rights or wrong answers in the inventory. Every question has nine possible responses, i.e. 1 to 3 low, 4 to 6 medium, 7 to 9 high. The subjects were instructed to respond to each question how they felt by placing a circle on the appropriate response.

**Scoring:**

The scholar scrutinized the completed questionnaires in order to ensure that the subjects respond to every item and there was no question left unanswered. The level of self-confidence depends upon the score obtained. The subjects were assigned to the following categories according to the scores obtained by them:

<table>
<thead>
<tr>
<th>Raw/Mean Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 47</td>
<td>Low Self –Confidence</td>
</tr>
<tr>
<td>48 – 82</td>
<td>Moderate Self-Confidence</td>
</tr>
<tr>
<td>83 – 117</td>
<td>High Self-Confidence</td>
</tr>
</tbody>
</table>

Responses obtained from the subjects on each statement of self confidence inventory were recorded for analysis of data.

**Aggression Test**

The aggression questionnaire prepared by Anand Kumar and P.S. Shukla. This inventory consisted to 25 items in which 13 items were keyed “Yes” and rest of 12 were “No”. The statement which was keyed “Yes” were 1, 4, 5, 6, 9, 12, 14, 16, 18, 21, 22, 24 and 25 and the statement which were keyed “No” were 2, 3, 7, 8, 10, 11, 13, 15, 17, 19, 20 and 23.

**Scoring:**

For each item score was “1”. The maximum score might be 25 and score might be zero.

Score obtained by each subject on each statement was added up which represented one’s total score on Aggression.
**Statistical Procedure**

Mean score and standard deviation of Inter collegiate (N=100), north zone university (N=100), and all India (N=100) and the sample (N=300) were calculated in all the three variables i.e. mental toughness (consisting of four categories handling pressure, concentration, mental rebound and winning attitude), self-confidence and aggression.

One-way analysis of variance was applied to find out the significance of mean difference among intercollegiate (N=100), north zone university (N=100) and all India university (N=100) players in each of the variable. This was followed by Least Significance Difference Test (L.S.D.) of Post-hoc comparison to determine the significance of difference between ordered paired means at 0.05 level.