

E-ISSN: 2709-9369  
P-ISSN: 2709-9350  
[www.multisubjectjournal.com](http://www.multisubjectjournal.com)  
IJMT 2021; 3(2): 221-223  
Received: 07-11-2021  
Accepted: 21-12-2021

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## **A comparative analysis of self-development, value orientation and commitment among athletes**

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### **Abstract**

The aim of this study was to determine the comparative analysis of Self Development, Value Orientation and Commitment among Athletes. Two hundred nine [N=209] male Inter-College level players were chosen as subjects. They were divided into following two groups: Group-A: N<sub>1</sub>=130; Open Skill Athletes and Group-B: N<sub>2</sub>=79; Closed Skill Athletes. Self Development, Value Orientation and Commitment were selected as variables. Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the variable, Self Development, Value Orientation and Commitment. The level of significance was set at 0.05. No significant differences were found between the means of Open Skill Athletes and Closed Skill Athletes with regard to the variable, "Self Development" and "Commitment". However, significant differences were found between the means of Open Skill Athletes and Closed Skill Athletes with regard to the variable, "Value Orientation".

**Keywords:** Self-development, value orientation, commitment, open skill athletes, closed skill athletes

### **Introduction**

Psychology of sport practice," dedicated to psychologically enhancing the context where athletes spend the vast majority of their sport-related time, is underappreciated. The considerable time athletes spend practicing raises questions about the value of psychological skills for optimizing time in practice. Given the primacy of practice in how athletes spend their time, why does the content of mental skills application focus predominantly on competitive readiness, or performance-enhancement centered on competitive events. If scholars hold that high-quality practice, accrued over years of development, is the critical determinant of making a national team or Olympics is there a way to activate mental skills to enhance the psychology of practice [1, 2, 3]. Its purpose is to assess use of identifiable psychological mental skills, for which it does a good job in relation to practice. Yet this survey assumes an entry point to consultancy where athletes get assessed on their use of an inventory of traditional skills [4, 5, 6]. The subscales of the SRSP survey derive from key psychological processes in this cyclical model. As early as extrapolated his perspectives on developing students' personal agency in study habits through SRL to people aspiring to become sport experts. Further work in experimentally-controlled environments linked SRL processes with enhanced practice habits in elite team sport players compared to less-elite players [7]. This is based in the tradition of identifying mental skills related to peak performance [8].

### **Materials and Methods**

#### **Participants**

Two hundred nine [N=209] male Inter-College level players were chosen as subjects. They were divided into following two groups.

- Group-A: N<sub>1</sub>=130; Open Skill Athletes.
- Group-B: N<sub>2</sub>=79; Closed Skill Athletes.

#### **Variables**

- Self-Development.
- Value Orientation.
- Commitment.

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**Table 1:** Distribution of subjects regarding Open Skill Athletes [N<sub>1</sub>=130]

Open Skill Athletes	Sample [N <sub>1</sub> =130]
Volleyball	42
Handball	45
Basketball	43

**Table 2:** Distribution of subjects regarding Closed Skill Athletes [N<sub>2</sub>=79]

Closed Skill Athletes	Sample [N <sub>2</sub> =79]
Archery	39
Gymnastic	12
Shooting	28

**Statistical Analysis**

Unpaired t-test was applied to assess the variation between Open Skill Athletes and Closed Skill Athletes on the

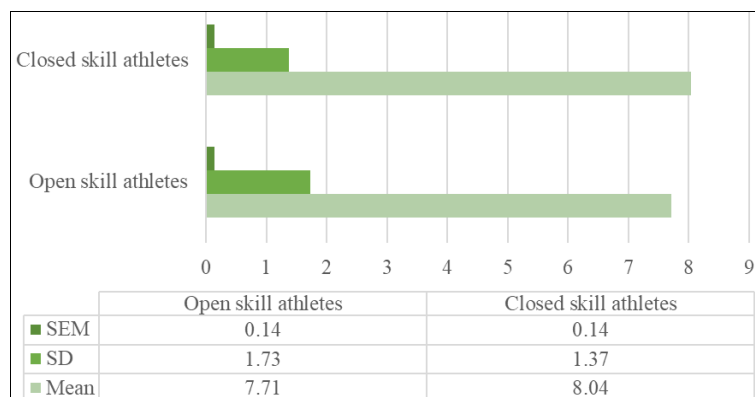
variable, Self Development, Value Orientation and Commitment. The level of significance was set at 0.05.

**Results**

**Table 3:** Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Self Development

Variables	Open Skill Athletes			Closed Skill Athletes			t-value
	Mean	SD	SEM	Mean	SD	SEM	
Self-Development	7.71	1.73	0.14	8.04	1.37	0.14	1.42

No significant differences were found between the means of Open Skill Athletes and Closed Skill Athletes with regard to the variable, "Self Development".

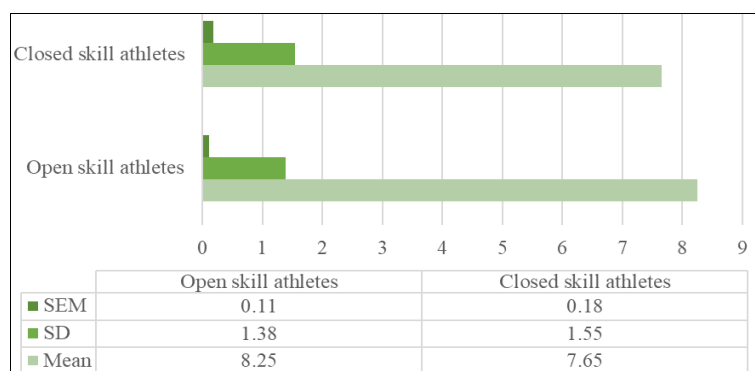


**Fig 1:** Graphical illustration of independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Self-Development

**Table 4:** Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Value Orientation

Variables	Open Skill Athletes			Closed Skill Athletes			t-value
	Mean	SD	SEM	Mean	SD	SEM	
Value Orientation	8.25	1.38	0.11	7.65	1.55	0.18	2.89*

Significant differences were found between the means of Open Skill Athletes and Closed Skill Athletes with regard to the variable, "Value Orientation".

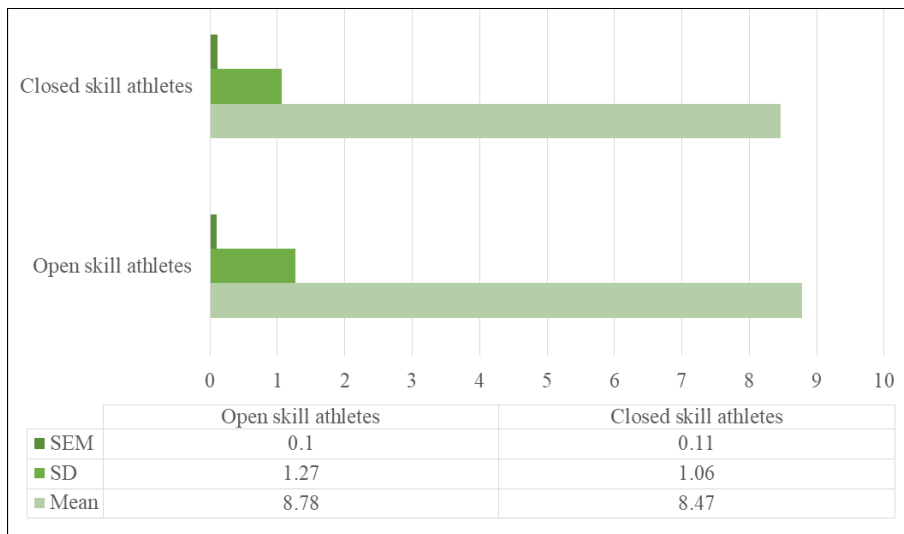


**Fig 2:** Graphical illustration of independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Value Orientation

**Table 5:** Independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Commitment

Variables	Open Skill Athletes			Closed Skill Athletes			t-value
	Mean	SD	SEM	Mean	SD	SEM	
Commitment	8.78	1.27	0.10	8.47	1.06	0.11	1.89

No significant differences were found between the means of Open Skill Athletes and Closed Skill Athletes with regard to the variable, “Commitment”.



**Fig 3:** Graphical illustration of independent samples t-test comparing Open Skill Athletes and Closed Skill Athletes on the variable, Commitment

**Conclusion**

No significant differences were found between the means of Open skill athletes and closed skill athletes with regard to the variable, “Self Development” and “Commitment”. However, significant differences were found between the means of Open skill athletes and closed skill athletes with regard to the variable, “Value Orientation”.

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