

Self-Discipline for Futsal Players

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Abstract--- *The current research aims at building a self-disciplined scale for futsal players in scientific and humanitarian colleges at the University of Mosul. To achieve the aim of the research, the researcher used descriptive method with a survey due to its appropriateness. The society were players of futsal teams in scientific and humanitarian colleges playing at the University championship for the academic year 2017- 2018 reaching (239) from (21) colleges divided into (13) scientific and (8) humanitarian. After excluding (13) players, the sample was (226). Due to the absence of scale of self-discipline for futsal players, the researcher made his own scale. Surface validity of the scale items was found using the expert's opinions. The items that have 75% of agreement were kept and omitting the items of less ratio of agreement. Content validity, discrimination validity were found using extreme groups and internal coordination strategies. (31) Items were omitted, the scale in its final form, after items statistical analysis consisted of (31) items divided into three axes (behavioral knowledge, emotional). Stability was found using Kronbach formula on a Computer reading (0.77) a reliable degree.*

Keywords--- *Self-Disciplin, Kronbach Formula, Futsal Players.*

I. DEFINITION

1.1 Introduction and Importance of the Research

One of the fields of psychology is studying human behavior in his actions in his daily life. This behavior includes some psychological aspects, especially in sports. A certain psychological case overwhelms the player when enrolled in athletic competitions leading to a tangible effect of lack of concentration and stability when performing. Thus psychological aspect is an important element in the process of integrated preparation of athletes. The importance comes from the unbreakable bond between the development in physical, skill, and planning aspects. Athletic activity is intimately connected to the emotions accompanying performance through competition which makes the important base and positive or negative effect on the player's behavior in field. Emotional skill in any sport activity are both pleasant and unpleasant, thus affecting biological and behavior aspects of players. Because of the importance of self – control on controlling the reactions of futsal players before, and during athletic competitions as a factor weighing greatly on the performance of player through competitions. Futsal is one of the games rich in performance-related emotions through the nature of the game and its various emotional conditions and situations shown by the player as reactions of these situations. Thus, most players need to self- control and keep their behavior and performance in the pitch. Self-control is like taming mental behavioral and emotional responses using cognitive styles in different situations a major corner of personality and a vital part of controlling psychological reactions. Its basic function is peruse personality integration so that a person can coincide with his interactive environment to create his distinguished identity. Within this frame, a player will seek the unity and consistence of his personality that distinguish him from others Self-control plays a major role in determining the behaviour of a person with others and with himself to achieve a psychological health . So, Self-control for individuals is a major factor in determining

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his behaviour with others and with himself to reach psychological health. Self-control is like protective psychological fort against a number of extreme reactions and the frailty of falling under the spell of various negative situations and cases (Al-Janabi, 200-206). Considering all what has been mentioned, the importance of the research comes from scaling the degree of Self-control for futsal players taking into consideration the emotional (reactions of players in the field).

1.2. Problem (of the Research)

It is non-disputed fact that reaching a stable pace of performance is a major factor upon athletic level in competitions despite the cases of extreme psychological reactions of players occurring usually through competitions causing lack of concentration and control inside field, poor performance and level eventually leading to failure. Necessity may lead to appropriate solutions that enable the player to regain balance and self-control throughout most situations. Self-control is the corner stone of players balance while performing then comes psychological stability to decrease negative reactions A player having self-control helps to reach self-discipline and aiding extreme psychological side of deriving behavior that throws extra burden on the player to reach advanced stage of the desired performance and because of the absence of a scale measuring self-control of futsal players as far as the researcher knows the researcher built a scale to measure and apply it eventually on self-control.

1.3 Aim of the Research

1-3-1 build a scale of self-control of futsal players in scientific and humanitarian colleges in Mosul University.

1.4. Domains of the Research

1-4-1 Human (domanin): futsal players in scientific and humanitarian colleges teams participating in championship of Mosul University for the academic year 2017-2018.

1-4-2 Time the period from 15-2-2018 until 1-5-2018.

1-4-3 Place: closed arenas at physical education and sport Science University of Mosul.

1.5. Terminology

1-5-1 Self-control: The athlete characterized with self-control can control his emotions clearly in many emotion provoking situations through athletic competition and doesn't lose temper easily through hard times or under pressure (Alawi, 1998-27).

II. LITERATURE REVIEW AND PREVIOUS STUDIES

2.1.1 Concept of Self-discipline

Self-discipline is one of the most important topics an effective subject on the continuity of human's life in a way to ensure success and development. Human nature look for balance. Human behavioiour organizes human soul in a way to achieve balance of the individual in a way that considers the surrounding environments.

2.1.1.2 Self- control in Sport's Field

Mahmoud (2011) points out that self-control is modern concept affirming that athlete with direct physical

contact has high emotional features related to self-control compared with parallel and light athletic activities. Thus the player with no self – discipline agitates quickly. Self-control is very necessary for the player when training. Competing and outside the arena. The player also must watch himself in abiding rules and regularities of the game. (Mahmoud, 2011- 300)

Alawi (1998) views self-control in athletic field as the state of preparation to develop commit, emerge and perfect playing with enough flexibility to change it this feature represents the ability to maintain game plan as long as it is valid and vice versa. A player self-control plays a major important role to develop player's motive towards athletic performance (Alawi, 1998, 35)

Anan (1995) says that self-control gets more weight in team games Social relations within the team gets more importance through the individual behaviors of team players that can affect other team members On the other hand and through the team achievement scales of players are created and enhance their motive thus reach stability and the ability to correct and psychological change (Anan 1995. 405).

2.2 Previous Studies (Al-Janabi, 2006)

Over confidence in potential judgements and its relation with self-control for physicians.

The research aims to measure over confidence in potential judgments for physicians and balance over confidence and potential judgments according to sex variables, measure self-control for doctors and balance of self-control according to sex variable to Know the relation between over confidence in potentially judgments and self-control according to sex .To achieve these goals, the researcher made two scales to measure over confidence and self-control respectively. Both scales were applied on a sample of (250) physicians chosen randomly level of (9) government hospitals in Baghdad distributed proportional choice according to sex.

After collecting data and treating them statistically using proportional choice formula, karfer, T-test for one and two independent samples , Pearson and spearman conjunction factors the research came with the following results: doctors with over confidence of their potential judgments regarding individual and total trust at (0.05) level, females had it most than males.

The differences were statistically significant at the level of (0.05). As for individual and total trust, the male doctors conceived them. Male doctors have high self-control and statistically significant at the level of (0.05). The differences between males and females in self – control were not statistically significant difference. Joint conjunctions between self confidence in potential judgments and self-control don't have statistically significant difference compared to table values and don't have statistically significant difference when measured in T formula (special equation). The researcher however didn't find literature or previous studies in sport field about self-control.

III. PROCEDURES

3.1. Principle of research descriptive survey method was applied due to its appropriateness.

3.2. Society and Sample: The society of the research included members of teams of futsal of scientific and humanitarian colleges participating in Mosul University championship for the academic year 2017-2018 reaching (239) from (21) colleges: (13) scientific and (8) humanitarian. After excluding (13) players due to incomplete

answers, the sample consisted of (226) and the statistics at students activities department / Mosul University as shown in table (1)

Table 1

No.	Mosul Uni. Colleges	Classification	No. players	Excluded
1.	Physical edu. & sport sciences	Scientific	12	2
2.	Basic education	Humanitarian	12	1
3.	Mosul medicine	Scientific	11	--
4.	Engineering	Scientific	10	--
5.	Pure Science education	Scientific	11	2
6.	Pure humanitarian	Humanitarian	12	--
7.	Science	Scientific	12	2
8.	Management & economy	Scientific	11	3
9.	Law	Humanitarian	10	--
10.	Agriculture & forestry	Scientific	11	1
11.	Political Sciences	Humanitarian	11	1
12.	Pharmaceutical	Scientific	9	--
13.	Veteranion	Scientific	11	1
14.	Math & computer Sciences	Scientific	12	--
15.	Nursery	Scientific	10	--
16.	Fine Arts	Humanitarian	10	--
17.	Arts	Humanitarian	12	--
18.	Dentistry	Scientific	10	--
19.	Islamic Sciences	humanitarian	6	--
20.	Heritage	humanitarian	13	--
21.	Environment Sciences & technics	Scientific	14	--
	Total	21	226	13

3.3. Search Tool

3-3-1 Self-control Scale: Due to the absence of such a scale the researcher built an appropriate scale.

3-3-1-1 Defining Scale Aspects: through literature reviews and previous studies and viewing some self-control scales in educational psychology the researcher noticed some aspects and fields of self-discipline used to build the scale that coincide with the literatures of athletic field. The (3 main fields are behavioral cognitive and emotional).

3-3-1-2 Forming: After setting scale domains, a prototype has to be made. A number of items were made coincides with scale domains as well as the nature of the research. With the help of literature reviews and related previous studies, the prototype of the scale items was formed consisting of (51) items distributed on the previous three set domains.

3-3-1-3 Validity: was found through surface and content validity.

3-3-1-3-1: Scale's surface validity: To realize the items validity it underwent a panel of experts in its initial kind consisting of (51)² items. The experts were specialized in athletic psychology. Measurement and evaluation.

²Experts:

Prof. Dr.Maki Mohmoud Hussein / Measurement & evaluation / Physical education and sport sciences college / Mosul University.
 Prof. Dr.Walid Khalid Rejab/ Measurement & evaluation / Physical education and sport sciences college / Mosul University.
 Assist.Prof.Dr. Nagham Mahmoud Salih/Physical Psychology/Physical Education and sport sciences college / Mosul University.
 Assist.Prof. Dr. Walid Thanoon Yonus / Physical Psychology/Physical Education and Sport Sciences College / Mosul University.
 Assist.Prof. Dr.Ali Hussein Tbeel /Measurement and evaluation / Physical education & Sport Sciences College/ Mosul University.
 Assist.Prof. Dr.Rafi' Idris Abdulghafor / Physical Psychology/college of Physical Education and Sport Sciences / Mosul University.
 Assist.Prof. Firas Mahmoud / Measurement and evaluation / college of Physical Education and Sport Sciences / Mosul University.

they were asked to give their opinion about the validity of domains and items of the scale to evaluate and judge the domain it serves, to take any necessary adjustments (omitting rephrasing or adding items) that coincide with the society of the research as well as the validity of the suggested response alternatives renew or limit response alternatives renew or limit response alternatives that suits the scale .It's the appropriate way to ensure the reliability of the scale as shown on appendix (1)

After analyzing the responses and notes of experts, the ratio of experts reliability was extracted about the validity of scale items. The items of (75%) of experts agreement were kept while unagreed items were omitted according to the fields: behavioural (15-18-19) cognitive (7-10), emotional (9-10). Thus, the omitted items were (7) the ratio of experts agreement on the validity of items, the possibility of adjustment was (75%) or more of experts agreement in this kind of reliability (Bloom et al 1983, 126). Thus the items remained to measure self-control were (44) used to get distinction reliability (items statistical analysis).

3.3.2.3 Pilot Experiment (Test the Clarity of Regulations and Items)

This experiment was done to reveal

- Clarity of items.
- Obstacles facing researcher.
- Answering inquiries and questions if there are any and the time to answer.
- Take the necessary procedures through linguistic form to create the scale to be appropriate for the players to answer. The scale was shown on a panel of (10) players representing Mosul university in football for the academic year 2017-2018

The result showed that all items are clear .Allocated time was (10-15) minutes to answer scale items.

3.3.1.3.2 Content Reliability of the Scale

The content reliability of the test depend heavily on the possibility of representing the test of the contents of its elements as well as situations and sides measuring them in a sincere and coordinated way (Al-hakim, 2004, 23).

3.3.1.4 Discrimination Reliability (Items Statistical Analysis)

Extreme groups method was done to find discrimination reliability.

3.3.1.4.1 Extreme groups Style

A good scale must do statistical analysis of its items to know the ability of the suggested test to discriminate between individuals having a high degree of feature on one hand and the ones who have low degree of the same feature on the other hand (Radwan, 2006, 244). The statistical analysis was done using extreme groups style to reveal the distinctive items in building self – control scale. Ratio of 27% was used of highest degrees and 27% of lowest degrees with the total of (61) answers representing extreme groups, a ratio supported by test experts as the best means to put both groups in their best regarding volume and difference. Calculated T. test value was used to know the significance of variance between the means of responses of high and low groups on every test item. Table (2) explains that each group in high and low groups included (61) survey out of (226) of discrimination sample. After arranging their grades descendently regarding their responses on scale items of (44) using (SPSS) on

computer, the calculated (T) value was used to measure the difference significance between the means of the grade of answers of high and low groups for every scale item it was shown that some distinctive items (32) and the non-distinctive ones were (10). They are (11-14-28-33-34-37-38-40-42-43). They were known through comparing the calculated (T) value with its tabled value reaching (1, 98) as shown in table (2).

Table 2: T-test Results of Discriminating Force Scale Items

No.	highest group		Lowest		Calculated T value
	Means	Standard deviation	Means	Standard	
1.	3,704	1,308	2,934	1,167	3,43
2.	3,524	1,331	2,688	1,408	3,39
3.	4,082	1,058	3,131	1,244	4,36
4.	4,163	0,986	2,852	1,077	7,01
5.	4,147	1,013	3,606	1,099	2,82
6.	3,918	1,084	2,704	1,145	6,00
7.	4,131	1,117	3,573	1,146	2,71
8.	4,606	0,613	3,688	0,940	6,63
9.	4,475	0,622	3,672	0,995	5,34
10.	4,662	0,873	3,901	0,869	2,28
11.	4,925	0,715	4,098	0,907	1,33*
12.	3,016	1,420	2,327	1,207	2,88
13.	4,016	0,865	3,491	0,829	3,41
14.	4,016	0,991	3,672	1,028	1,86
15.	4,524	0,828	4,000	1,169	2,85
16.	4,508	0,868	3,093	1,049	3,29
17.	4,459	0,828	3,262	1,515	5,41
18.	4,606	0,689	3,852	0,997	4,85
19.	4,114	0,950	3,524	1,016	3,32
20.	3,475	1,298	2,737	1,289	3,14
21.	4,405	0,807	3,950	1,174	4,76
22.	3,983	1,117	3,327	1,261	3,03
23.	3,737	1,377	3,065	1,470	2,60
24.	4,058	0,787	3,950	1,296	2,86
25.	4,229	0,883	3,655	1,078	3,21
26.	4,180	1,008	3,541	0,848	3,79
27.	3,967	0,930	3,491	0,993	2,72
28.	3,803	1,249	3,393	1,037	1,97 *
29.	4,065	0,853	3,704	1,069	2,05
30.	4,344	0,655	3,475	1,232	4,86
31.	4,557	0,922	3,114	1,156	7,61
32.	3,819	1,008	3,213	1,235	2,96
33.	3,016	1,396	2,623	1,250	1,63 *
34.	3,573	1,270	3,131	1,297	1,90 *
35.	4,803	0,510	4,163	0,962	4,55
36.	4,508	0,808	3,360	0,913	7,34
37.	3,065	1,108	2,786	1,097	1,39 *
38.	3,180	1,176	2,918	1,037	1,30 *
39.	4,084	1,087	3,360	0,940	3,89
40.	3,278	1,279	3,032	1,168	1,10
41.	4,426	1,592	3,885	1,068	3,02
42.	2,950	1,270	2,934	1,209	0,07 *
43.	3,114	1,141	3,262	1,342	-0,65 *
44.	4,918	1,276	4,147	1,152	5,07

(*) weak discrimination item.

Significant at the level of (0,05) \geq and in front of degree of (224) , table (T) value equals (1,98).

3-3-4- Style of internal coordination factor: Internal coordination factor was extracted to know discrimination force of the items. This style gives us an integrated scale in items. Each item measures the same behavioural dimension as the scale as well as its ability to show coordination between scale items (kadim, 1990, 101) coordination degree of each item with the sum of scale items was measured as shown in table (3).

Table 3: Conjunction Factor between Scale Items and Total Degree of the Scale Using Internal Coordination Style

<i>No.</i>	<i>Conjunction factor</i>	<i>No.</i>	<i>Conjunction factor</i>
1.	0,22	23	0,21
2.	0,27	24	0,26
3.	0,35	25	0,26
4.	0,45	26	0,31
5.	0,16	27	0,18
6.	0,38	28	0,22
7.	0,21	29	0,27
8.	0,35	30	0,33
9.	0,31	31	0,40
10.	0,27	32	0,24
11.	*0,099	33	*0,11
12.	0,16	34	0,18
13.	0,18	35	*0,80
14.	0,17	36	0,26
15.	0,26	37	0,38
16.	0,24	38	0,17
17.	0,46	39	*0,04
18.	0,35	40	0,30
19.	0,32	41	0,16
20.	0,21	42	0,58
21.	0,29	43	*0,01
22.	0,25	44	0,03

(*) weak discrimination factor.

Significant at the level of $(0,05) \geq$ and freedom degree of (224), table (R) value equals (0,13).

Table (3) shows that a reference must be taken to the table of Significant of coordination factor at the level of (0,05) and freedom degree (224) we find that tabled (R) value is (0,13) given these information , it becomes obvious that non distinctive items are (11-33-34-35-39-43-44) were known by comparing calculated (R) value with its table value . Since calculated (R) value is less than its table value, weak discrimination items were omitted. On this basis a number of scale items omitted with extreme groups style and internal coordination factor are (13) items for both styles. The scale in its final form after statistical analysis of data of items includes (31) items (see appendix2)

3-3-5-Stability: Stability was found using Alpha cronbach derived from cronbach generally for stability factor on the basis of (Kiyord – Richardson). This kind of stability calculates the factor of question coordination (i.e. linking force between scale items).

To extract stability this way (30) surveys were taken from the basic sample after excluding non-distinctive items to know the impact of this on stability using Cronbach formula through computer. The stability reached (0.77) a reliable stability factor.

3-3-6 Describing and Correcting the scale: The scale consisted of (31) items in three axes (behavioral-cognitive emotional) The answer is one of (5) alternatives (always- mostly- often- rarely – never) with the degrees (5-4-3-2-1) of positive items and from (1-5) for negative items (3-510-17-28) and the total degree of the scale is (155) and the lowest degree (31) and the more the tested degree approaches the highest degree indicated a case of self-control.

3.3.7 Statistical Means

- Mathematical means.
- Standard deviation.
- Ratio.
- T-test of independent samples.
- Simple Pearson conjunction factor.
- Alpha conjunction.

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Appendix 1

Mosul University / college of physical education and sport sciences

Dear Professor

Subject / closed Survey (to state the validity of items) Best regards: the researcher wants to write the following research entitled (self- control for futsal players). To measure self-control there was a need to build a scale of self – discipline where we divided the items of self- control on the following axes behavioural cognitive, emotional . The researcher used (Rabee 1998) definition of self- control which states "it is a process of control on behavioural cognitive and emotional responses in different various situations where a positive self-reinforcement results "due to

your expert and academic knowledge in psychological physiology, measurement and evaluation, following are the items gained from the literature reviews and resources in this field. Thus, I hope that you would kindly.

Tick every item and appropriate alternative (right-not right right after adjustment) with stating the adjustment as well as positive and negative statements.

The appropriateness of the item to the axis:

The answer on the scale items is one of the following alternatives (5-4-3-2-1) and weighs (always, usually, often, rarely, never) respectively. Tick the items pointing positively to raise self-control and the negative aspect to decrease self-control. Best wishes

Name
 Academic title and date
 Specialization
 Date
 Signature

Researcher

Behavioural Side

No.	Item	good	not	adjustments	Pos.	Neg.
1.	I have my time when I get foul from opposing team					
2.	I don't participate my fellows when rage on ground					
3.	I find difficulty in dealing with colleagues					
4.	I don't keep secrets on friend					
5.	I go by plan and don't mind others					
6.	I don't pay attention to the opposing team even expert					
7.	I don't hesitate in correcting my mistakes in training and competition					
8.	I keep my physique					
9.	I consult the trusted people before doing an important job in my life					
10.	Avoid repeating my mistakes					
11.	I think before talking					
12.	I haste in doing my tasks					
13.	I open up with others					
14.	Don't hesitate in taking my important decisions					
15.	Don't hesitate in going to unknown places					
16.	I play only when the crowd is huge					
17.	I take the coach as my role model					
18.	I run after my goals no matter what cost or effort					
19.	I ask others for help in doing my jobs					
20.	I apologize when wrong immediately					
21.	I keep stable system at drills or plays					
22.	I haste to move from performance into another trying to improve my self					

Cognitive Side

No.	Item	good	not	Sugadj	Pos.	Neg.
1.	I do whatever comes first to my mind and don't care for consequences					
2.	When the benefit of my team crisscross mine I drop my benefit heart fully					
3.	I evaluate my athletic achievements by myself					
4.	I criticize the player who laughs a lot					
5.	Academic achievement matters to me					
6.	When faced with a problem in look for multiple answers					
7.	I foresee results before doing any job					
8.	I care more for moral rewards					
9.	When facing a problem with the team , I take my time to reach an answer					
10.	When feeling blue I think of happy things					
11.	I don't put myself in a compare with my colleagues					
12.	I plan ahead before I do any thing					
13.	I take lessons from others					
14.	I think of playing plan before the match					
15.	I use improvise					
16.	I am clueless until the game begins					

Emotional Side

No.	Item	good	not	Sug adj	Pos.	Neg.
1.	I can't control my emotions inside					
2.	I feel happy when I achieve in sport					
3.	I feel guilty when I under achieve					
4.	I feel anger when I can't find a quick solution for the problem					
5.	I am embarassed to reveal my athletic fears for others					
6.	I get annoyed when my team mate does inappropriate athletic behaviour					
7.	I lose control when losing					
8.	I celebrate after achieving a big athletic win					
9.	I don't feel upset when things go wrong					
10.	I enjoy a comic play					
11.	I don't get embarrassed when joking with training staff					
12.	My nervousness affects my performance					
13.	I feel nervous when the referee calls afoul against me					
14.	I feel over joy when winning a major game					

Appendix 2

No.	Item	always	usually	often	rare	Never
1.	I take my time when I undergo a foul					
2.	I don't join my fellow mates in their anger in the field					
3.	I have difficulty in dealing with fellow team					
4.	I don't hesitate in letting go a secret					
5.	I stick to plan and don't care to others					
6.	I am not intimidated by other team even if it was expert					
7.	I am not embarrassed of correcting my mistakes in training and competing					
8.	I keep my smart athletic outlook in front of other					
9.	I go to my consultants before taking a major move in my life					
10.	I avoid making the same mistakes again					
11.	I think every word before uttering					
12.	I haste before doing my field chorus					
13.	I expel my wishes to others					
14.	I don't hesitate in taking important decisions in my life					
15.	I play best when there is huge crowd					
16.	I take the coach as my role model					
17.	I apologize when I make mistake					
18.	I keep a schedual whether in training or games					
19.	I haste from one performance to another to improve my self					
20.	I do whatever I think of with no consideration of consequences					
21.	Whenever there is a conflict between the bigger interest and mine I sacrifice mine					
22.	I evaluate my own performance					
23.	I criticize the player who laughs a lot					
24.	Academic achievement is good for me					
25.	I think of multiple solutions to a problem					
26.	I weigh moral reward than material					
27.	When facing a problem with the team I take my time to find a solution					
28.	I don't put myself in compare					
29.	I plan ahead					
30.	I learn from my peers					
31.	I think of a plan before the game					
32.	I improvise without any playing plan					
33.	I don't know what to do until the game begins					
34.	I lose control inside the field					
35.	I feel happy when I achieve athletically					
36.	I feel guilty when I slack in my performance inside the field					
37.	I get angry when I Can't find a quick solution for my problem					
38.	I am embarrassed when a fellow team member misbehaves athletically					
39.	I Can't express my athletic fears publically					
40.	I lose control when losing					
41.	I celebrate when I achieve something important					
42.	I am at ease when I joke with the crew					
43.	My nerves affects my performance					
44.	I get angry when I get a foul					

Appendix 3 Find From

No.	Item	always	Usually	Often	rare	Never
1.	I take my time when team makes a foul against me					
2.	I don't participate in the anger with my fellow team mates					
3.	I find difficulty in dealing with team mates					
4.	I do as the plan and disregard others					
5.	I am not intimidated by the expert of the other team					
6.	I am not ashamed of correcting my mistakes in training or competition					
7.	I keep my athletic uniform clean					
8.	I consult with my trustee's before anything big					
9.	I avoid repeating the same mistakes					
10.	I haste in doing my duties at the field					
11.	I express my desires in front of others					
12.	I like to play in front of big audience					
13.	I consider the coach as my role- model					
14.	I apologize when mistaken					
15.	I keep a steady routine in training or games (A stable system is required in training or matches)					
16.	I move quickly from one performance to another to improve my level					
17.	I do whatever comes in my mind without considering the consequences					
18.	When the interest of the team conflicts with mine, I put team first					
19.	I evaluate my achievements by myself					
20.	I criticize the player who laughs a lot					
21.	Academic achievement matters more to me					
22.	I think of more than a solution for the problem I face					
23.	I care more for moral reward than material					
24.	I take my time to find the answer for the problem that faces the team					
25.	I plan ahead (I plan to be accepted before it)					
26.	I learn from the mistakes of other players					
27.	I think of play plan before the game					
28.	I improvise when I play					
29.	I feel happy when I achieve athletically					
30.	I feel guilty when I slack in my performance					
31.	I celebrate when I achieve something big athletically					