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Comparison of the athletic coping skills of fide rated tournament chess players in Kerala

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Abstract
The purpose of the study was to compare the Athletic Coping Skills of FIDE Rated Tournament Chess Players in Kerala, India. 180 Tournament playing Chess Players were selected as the subjects for the study. FIDE International Rating is used in Chess to calculate an estimate of the Chess playing strength of a player. The subjects under the study were equally assigned to six classes based on their FIDE International Ratings. The six Classes are given below: Class A- Players with the Rating of 2100 and above; Class B- Players with the Rating between 1900 and 2099; Class C- Players with the Rating between 1700 and 1899; Class D- Players with the Rating between 1500 and 1699; Class E- Players with the Rating between 1200 and 1499; Class F- Players with the Rating between 1000 and 1199. The Athletic Coping Skills Inventory (ACSI) developed by Smith *et al*. (1994) was used to measure the Athletic Coping Skills of the subjects under the study. ANCOVA& Scheffe's Post Hoc test were used to determine the difference between the different Classes under the study. The findings of the study indicated that highly rated chess players have better Athletic Coping Skills than lower rated chess players.

Keywords: chess, FIDE rating, tournament, athletic coping skills and athletic coping skills inventory

Introduction
Research in Sports Psychology has emphasized the utility of Athletic Coping Skills and it is proposed to be a construct associated with adaptive psychological functioning. Athletic Coping Skills comprise the deliberate use of pre-prepared and structured sequences of specific thoughts and behaviors by athletes and exercisers to regulate their psychological state (e.g., feelings of confidence). The Components of Athletic Coping Skills are: Coping with Adversity, Coachability, Concentration, Confidence and Achievement Motivation, Goal Setting and Mental Preparation, Peaking under Pressure & Freedom from Worry. An athlete must learn to take responsibility for recognizing their own arousal mechanism and to perform with it under control. But it is the athlete's own psychological mindset that controls performance. It takes time to develop and optimize the individual behavioral skills necessary to maximize athletic performance. Psychological strategies focus on mental processes and are used to either calm the athlete's brain activity or to stimulate them. They frequently aim to reduce anxiety in order to allow the brain to relax, but can be used to focus the athlete's thoughts on the upcoming event. Better Athletic Coping Skills enables individuals to resolve past issues and both external as well as internal conflicts, helps them attain emotional power and accomplish their goals at all levels- physical, mental, emotional and spiritual and improve psychological abilities such as memory, clarity of thinking and decision making. Choose and maintain a positive attitude. The Athletic Coping Skills can be improved by maintain a high level of self-motivation, set high, realistic goals, deal effectively with people, use positive self-talk, use positive mental imagery, manage anxiety effectively and manage their emotions effectively [3].
Chess is the most played game in the world today along with Football. Its universality is growing in popularity as chess can be played by people of any age. Inherent chess skills are self-control, the ability to think about different things, active mental activity, will-power, observation, creativity and concentration. Acquired Chess skills include excellent athleticism, unobtrusive temperament, objective thinking ability, high intelligence, high intelligence, self-

confidence and emotion control. The purpose of the study was to compare the Athletic Coping Skills of the FIDE Rated Tournament Chess Players in Kerala, India. 180 FIDE Rated Tournament Chess Players were selected as the subjects for the study. FIDE International Rating is used in Chess to calculate an estimate of the Chess playing strength of a player. 180 FIDE Rated Chess Players were selected as the subjects for the study. The subjects under the study were equally assigned to six classes based on their FIDE International Ratings. The six Classes are given below: Class A- Players with the Rating of 2100 and above; Class B- Players with the Rating between 1900 and 2099; Class C- Players with the Rating between 1700 and 1899; Class D- Players with the Rating between 1500 and 1699; Class E- Players with the Rating between 1200 and 1499; Class F- Players with the Rating between 1000 and 1199.In the light of this the present study focusing on the comparison of the Athletic Coping Skills of the FIDE Rated Tournament Chess Players in Kerala, India.

Methodology

Subjects

Kerala was taken as the universe for the present study. 180 the FIDE Rated Tournament Chess Players were selected as the subjects for the study. FIDE International Rating is used in Chess to calculate an estimate of the Chess playing strength of a player. The subjects under the study were equally assigned to six classes based on their FIDE International Ratings. The six Classes are given below: Class A- Players with the Rating of 2100 and above (N=30); Class B- Players with the Rating between 1900 and 2099 (N=30); Class C- Players with the Rating between 1700 and 1899 (N=30); Class D- Players with the Rating between 1500 and 1699 (N=30); Class E- Players with the Rating between 1200 and 1499 (N=30); Class F- Players with the Rating between 1000 and 1199 (N=30).

Tool

The athletic coping skills inventory (ACSI)

The Athletic Coping Skills Inventory (ACSI) developed by Smith *et al*. was used to measure the Athletic Coping Skills of the subjects under the study. The inventory consists of 28 statements that athletes have used to describe their experiences. Please read each statement carefully, and then recall as accurately as possible how often you experience the same thing. There is no right or wrong answers. The scale is scored manually. Determine your score on the following subscales by adding the scores on the question numbers identified. Also, note the following numerical scales associated with your ratings.

0 = Almost never
1 = Sometimes
2 = Often
3 = Almost always

1. Coping with adversity: This subscale assesses if an athlete remains positive and enthusiastic even when things are going badly, remains calm and controlled, and can quickly bounce back from mistakes and setbacks. (Sum scores on questions 5, 17, 21, and 24.)
2. Coachability: Assesses if an athlete is open to and learns from instruction, and accepts constructive criticism without taking it personally and becoming upset. (Sum scores on questions 3*, 10*, 15, and 27.)
3. Concentration: This subscale reflects whether an athlete becomes easily distracted, and is able to focus on the task at hand in both practice and game situations, even when adverse or unexpected situations occur.(Sum scores on questions 4, 11, 16, and 25.)
4. Confidence and achievement motivation: Measures if an athlete is confident and positively motivated, consistently gives 100% during practices and games, and works hard to improve his or her skills. (Sum scores on questions 2, 9, 14, and 26.)
5. Goal setting and mental preparation: Assesses whether an athlete sets and works toward specific performance goals, plans and mentally prepares for games, and clearly has a game plan for performing well.(Sum scores on questions 1, 8, 13, and 20.)
6. Peaking under pressure: Measures if an athlete is challenged rather than threatened by pressure situations and performs well under pressure. (Sum scores on questions 6, 18, 22, and 28.)
7. Freedom from worry: Assesses whether an athlete puts pressure on him- or herself by worrying about performing poorly or making mistakes; worries about what others will think if he or she performs poorly. (Sum scores on questions 7*, 12*, 19*, and 23*.) The Scores range from a low of 0 to a high of 12on each subscale, with higher scores indicating greater strengths on that subscale.

Total score is the sum of the scores obtained in the seven subscales. The score for the total scale ranges from a low of 0 to a high of 84, with higher scores signifying greater strength.

Procedure

The subjects under the study were equally assigned to six classes based on their FIDE International Ratings. The six Classes are given below: Class A- Players with the Rating of 2100 and above (N=30); Class B- Players with the Rating between 1900 and 2099 (N=30); Class C- Players with the Rating between 1700 and 1899 (N=30); Class D- Players with the Rating between 1500 and 1699 (N=30); Class E- Players with the Rating between 1200 and 1499 (N=30); Class F- Players with the Rating between 1000 and 1199 (N=30). Prior to the test, a meeting of all the selected subjects were held and they were explained regarding the objectives of the study, test procedure and effort they had to put in. The necessary data were collected by administering The Athletic Coping Skills Inventory (ACSI) and the data pertaining to selected variable was collected.

Statistical analysis

The data were analyzed by ANCOVA & Scheffe's Post Hoc test to determine the difference between the different Classes of the FIDE Rated Tournament Chess Players under the study.

Results

The data pertaining to the Athletic Coping Skills of the six classes of the FIDE Rated Tournament Chess Players were analyzed by ANCOVA & Scheffe's Post Hoc test with the help of SPSS version 17.

Findings pertaining to the data pertaining to selected variable of the FIDE Rated Tournament Chess Players which were subjected to analysis of covariance have been presented in the table 1.

Table 1: Difference in means of the six classes of the fide rated chess players in various dimensions of emotional intelligence and subjective well-being

SI. No.	Variables	Sources of variance	df	Sum of square	Mean square	'F' value
1.	Athletic coping skills	Within group between	173	142.61	0.824	51.33 *
		Classes	5	211.56	42.31	

* Significant at 0.05 level of confidence, F0.05 (5,173) = 2.21

As the 'F' value was found to be significant in the case of the selected variables, the Scheffe's Post Hoc test was applied to test the significance of the difference between the paired means separately for different classes of FIDE Rated Chess Players which was presented in table 2 & figure 1.

Table 2: Difference between the paired means separately for different classes of the FIDE rated FIDE rated tournament chess players in athletic coping skills

Class A	Class B	Class C	Class D	Class E	Class F	Mean difference
51.83	51.13					0.70
51.83		50.30				1.53*
51.83			49.33			2.50 *
51.83				49.07		2.76*
51.83					48.97	2.86 *
	51.13	50.30				0.83 *
	51.13		49.33			1.80 *
	51.13			49.07		2.06 *
	51.13				48.97	2.16 *
		50.30	49.33			0.97 *
		50.30		49.07		1.23 *
		50.30			48.97	1.33 *
			49.33	49.07		0.26
			49.33		48.97	0.36
				49.07	48.97	0.10

* Significant at 0.05 level of confidence. The computed value of critical difference at 0.05 level is 0.78.

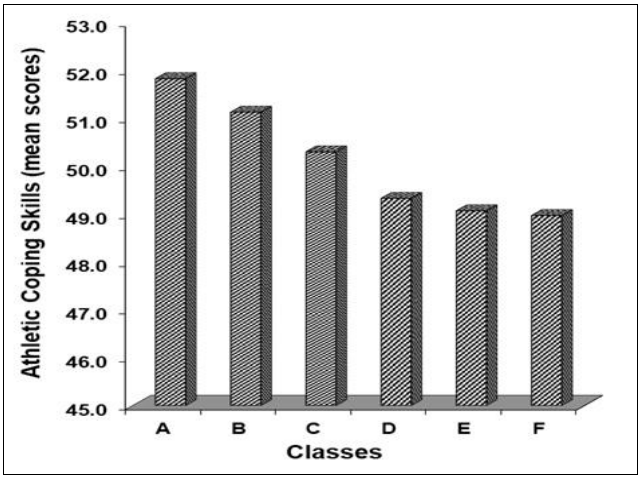

Fig 1: Athletic coping skills for different classes of the FIDE rated tournament chess players in Kerala

Discussion

The analysis of the results revealed that highly rated chess players are better strengths the Athletic Coping Skills than lower rated chess players. After achieving higher FIDE rating, the highly rated chess players may see a tangible achievement in their goals, they feel better and they develop a sense of competence that in turn provides them with feelings of mastery and control. Certain psychological states are considered more facilitative to performance than others [3]. They learn to understand emotions helps to predict how opponents will react to different situations arouse during the Competitions such as: Anxiety or Energy Management, Attention and Concentration Control (focusing), Communication. Goal Setting, Imagery, Visualization, Mental Practice, Self-talk, Team Building & Time Management/Organization [5].

From table 1, it is clear that there are significant differences between the six classes of chess players in the Athletic Coping Skills. Most of the lower rated chess players are not free from the mental tensions and conflicts, which negatively influence their tournament playing strength [8]. Many of them have frustrations, self-derogation and anxiety. All these caused by low level of the Athletic Coping Skills in the lower rated chess players. Obviously the low level of the Athletic Coping Skills for the lower rated chess players reflects the fact that they did not have proper emotional development and maturity. They have less ability to read correctly the mental state of others and regulate one's own behavior in accordance with it, they have lower goal orientation, less ability to create and maintain social relations and personal relations [4].

Conclusion

It is concluded that the higher rated chess players show better strength in the Athletic Coping Skills than the lower rated chess players.

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