

**VALIDATION OF MALAY VERSION OF SPORT COURAGE  
SCALE AND ATHLETIC COPING SKILLS INVENTORY  
AMONG SILAT ATHLETES IN MALAYSIA**

**AIZUDDIN BIN HIDRUS**

**UNIVERSITI SAINS MALAYSIA**

**2017**

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## **LIST OF ABBREVIATIONS**

ACSI	Athletic Coping Skills Inventory
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CFA	Confirmatory Factor Analysis
CFI	Composite Fit Index
CI	Confidence Interval
CIfit	Close Fit
CR	Composite Reliability
EFA	Exploratory Factor Analysis
JEPeM	Jawatankuasa Etika Penyelidikan Manusia
MI	Modification Indices
MLR	Maximum Likelihood Robust
n	Sample size / Total participants
<i>r</i>	Correlation Coefficient
RMSEA	Root Mean Square Error of Approximation
SCS	Sport Courage Scale
SD	Standard deviation
SRMR	Standardised Root Mean Square Residuals
TLI	Tucker-Lewis Index
UPSI	Universiti Pendidikan Sultan Idris

## ABSTRAK

Para jurulatih dan atlit seringkali memberi lebih perhatian kepada bahagian fizikal di dalam suka sehinggakan mereka terlepas pandang dengan kepentingan peranan psikologi dalam

membantu memajukan mutu sukan negara. Oleh itu, bagi meningkatkan kesedaran terhadap psikologi sukan, terdapat beberapa peralatan yang boleh digunakan. Borang soal selidik adalah salah satu alat yang sering digunakan dalam bidang psikologi. Dalam kajian ini, *Sport Courage Scale (SCS)* (Konter & Ng, 2012) dan *Athletic Coping Skills Inventory (ACSI)* (Smith, Schutz, Smoll, & Ptacek, 1995) telah dipilih untuk diterjemahkan ke dalam Bahasa Melayu dan akan disahkan kepenggunaanya. SCS adalah satu alat (boring kaji selidik) yang diciptakan untuk mengukur tahap keberanian para atlit dalam sukan, manakala ACSI pula adalah inventori yang telah dikenali ramai untuk mengukur kebolehan atlit menghadapi tekanan dalam sukan.

Matlamat kajian ini adalah untuk menilai tahap kesahihan dan kebolehpercayaan kedua-dua SCS-M dan ACSI-M yang telah diterjemahkan ke dalam Bahasa Melayu terhadap para alit silat negara dengan menggunakan *confirmatory factor analysis (CFA)*.

Kajian ini telah dijalankan dengan menggunakan reka bentuk kajian yang diberi nama *Cross Sectional*. Pengumpulan data telah dilakukan semasa ‘UPSI International Pencak Silat Championship 2017’ yang telah diadakan di Tanjung Malim, Perak. Data yang telah dikumpul kemudiannya dianalisa melalui *CFA* yang mana *MLR estimator* digunakan dan analisa ini dilakukan di dalam perisian statistik iaitu Mplus versi 7.4. Kedua-dua model telah melalui proses modifikasi berdasarkan keputusan daripada CFA dan sokongan teori bagi mencapai tahap status ‘*model fit*’.

Untuk SCS-M, di peringkat akhir analisa, ia mempunyai tiga factor yang telah dimodifikasikan dan 26 soalan bersama tiga *covariances on items’ residual*, yang memperoleh nilai  $RMSEA = 0.033$ ,  $SRMR = 0.054$ ,  $CFI = 0.932$ , dan  $TLI = 0.932$ . Manakala bagi ACSI-M

pula, analisa berakhir dengan empat factor dan 18 soalan bersama satu *covariance on items'* *residual*. Walaupun nilai bagi  $CFI = 0.898$  dan  $TLI = 0.878$  lebih rendah berbanding nilai yang disarankan, namun untuk  $RMSEA = 0.053$  dan  $SRMR = 0.054$  untuk model terakhir untuk ACSI-M adalah cukup memuaskan. Bagi perkaitan antara faktor-faktor SCS-M dan ACSI-M, *Self-assured (SCS-M)* dengan *Focus on aim (ACSI-M)*, serta *Self-assured (SCS-M)* dengan *Coping with pressure (ACSI-M)* mencatatkan nilai  $r$  tertinggi iaitu  $0.405$  ( $p\text{-value} < 0.001$ ). Walaupun, *Coachability (ACSI-M)* tidak menunjukkan sebarang perkaitan dengan faktor-faktor dalam SCS-M, secara keseluruhan keputusan menunjukkan SCS-M dan ACSI-M adalah berhubung kait. Di akhir kajian, dapat disimpulkan bahawa SCS-M dan ACSI-M versi Bahasa Melayu telah dipastikan kesahihannya dan boleh digunakan terhadap atlit-atlit Malaysia serta telah dikenalpasti bahawa kedua-dua boring kaji selidik ini ada berkait rapat antara satu sama lain.

## **ABSTRACT**

Coaches and athletes are often focusing on the physical parts in sports and often overlooked the importance of psychological role in advancing our national sports level. Therefore, in order to promote the awareness regarding sport psychology, there are several tools that could be utilised. Questionnaire is one of the important tools used in sport psychology field. In this present study, the Sport Courage Scale (SCS; Konter & Ng, 2012) and the Athletic Coping Skills Inventory (ACSI; Smith, Schutz, Smoll, & Ptacek, 1995) were translated into Malay version and were validated. SCS was developed to measure the level of sport courage among athletes, while ACSI is a well-known inventory to measure the athletes' coping level.

The purpose of this present study was to assess the construct validity and reliability of Malay-version of both SCS and ACSI models among Malaysian Silat athletes by using the confirmatory factor analysis (CFA) and to assess the correlation between them. This study employed the cross-sectional study design. Data collection was done during the 8<sup>th</sup> UPSI International Pencak Silat Championship 2017 which was held in Tanjung Malim, Perak. The collected data were analysed using CFA with MLR estimator in Mplus statistical software version 7.4. Both models went through some modifications based on CFA results, theoretical support and expert opinions, to fulfil and achieve the model fit status.



For SCS-M model, at the end of the analysis, it consisted of three modified latent variables and 26 observed variables with three covariances on items' residual, yielded RMSEA, SRMR, CFI, and TLI values of 0.033, 0.054, 0.932, and 0.925 respectively. While for ACSI-M, analysis was ended with four latent variables and 18 observed variables with a single covariance on items' residual. Although the CFI and TLI values were lower than recommended values, 0.898 and 0.878 respectively, yet the RMSEA = 0.053 and SRMR = 0.054, for the last model of ACSI-M were satisfactory. As for the correlation between factors of SCS-M and ACSI-M, the highest significant correlated factors were between Self-assured (SCS-M) with Focus on aim (ACSI-M), as well as Self-assured (SCS-M) with Coping with pressure (ACSI-M) by which the  $r$  value was 0.405 ( $p$ -value < 0.001). Although Coachability (ACSI-M) did not show any significant correlation with any factors from SCS-M, overall result of correlation analysis showed that both SCS-M and ACSI-M were correlated to each other.

At the end of the present study, it was concluded that the Malay-version of the SCS-M and ACSI-M models were ascertained to be a valid as well as reliable among Malaysian athletes and also noticed there were correlated to each of the subscales.

# CHAPTER 1:Introduction

## 1.1 Background

The word ‘sports’, is always interpreted by the community as physical related activities. It not only generally interpreted by the general understanding of most community; even the coaches and athletes themselves commonly pointing their intentions towards sports as physical training (Dosil, 2006). Quoted from the latest version of *Oxford English Dictionary*, the definition of sport is, “an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment”. According to Brittion et al. (2009), they defined sport as “considered a primarily physical endeavour, involving the marshalling of bodily resources to complete a variety of specialised and demanding physical tasks. Irrefutable that sport has a high correlation with physical action and exertion”. Nevertheless, there is another part of sports that most of the time, even the sportsman had overlooked or had assumed that psychological factors are not as one of the main pillars in sports.

Psychological factors had been accepted through all over the world as one of the influential factors in sports performance (Brittion et al., 2009). Ragab (2015) stated that “it is widely accepted that sport performance is also influenced in great measure by psychological factors”. These two important factors had been consolidated since the early 1980s when psychologists, William James, who taught psychology in Havard University and physical educators, Luther Gulick who taught physical education in YMCA training school, started their co-operation in sport psychology (Kornspan, 2009).

The sport psychology history was divided into not less than 6 periods (Weinberg & Gould, 2015), which were summarised in the table below together with important key persons and milestones that happened in each period.

Table 1.1: The development history of sports psychology

Period	Important person	Milestones
1: Early Years (1893-1920)	Norman Triplett	Conducted the first social psychology and sport psychology experiment (the effect of mental training on cyclists' performances)
2: The Development of Laboratories and Psychological Testing (1921-1938)	Coleman Griffith	Published 25 research articles on sport psychology
3: Preparation for the Future (1939-1965)	Franklin Henry	Established a graduate program in the psychology of physical activity
4: Establishment of Academic Sport Psychology (1966-1977)	Bruce Ogilvie	<p>-Written <i>Problem Athletes and How to Handle Them</i> and begin to consult athletes and teams</p> <p>-First NASPSPA conference was held</p>

5: Multidisciplinary Science and Practice in Sport and Exercise Psychology (1978-2000)	Dorothy Harris	<ul style="list-style-type: none"> <li>-Helped to establish the PSU graduate program in sport psychology</li> <li>-Journal of Sport Psychology (now known as Sport and Exercise Psychology) established.</li> <li>-AASP was established</li> </ul>
6: Contemporary Sport and Exercise Psychology (2001-Present)	Tony Morris	<ul style="list-style-type: none"> <li>-The Journal <i>Psychology of Sport and Exercise</i> developed and established in Europe</li> <li>-International Society of Sport Psychology Conference in China and had over 700 participants from 70 countries</li> </ul>

Nowadays, sports psychology has become substantial as a scientific discipline in many universities across the world (Kornspan, 2009). Also, the escalation of sport psychologists from different continents who were vigorously focusing on teaching and research could prove the importance of sport psychology and how it acted as one of the major roles in the sports development.

In line with the discussion above, sport psychology has various attributes that nowadays many sport psychologists have been conducting in-depth research. Sport courage is one of the major attributes in sport psychology. Over the years, numerous researchers had come out with different ideas in order to propose the exact meaning on the view of courage (Lopez, 2007). After conducted a review on the meaning courage in sports, Kilmann, O'Hara, and Strauss (2010) implied that "courageous actions in organisation consisted of 5 essential properties: 1) free choice for deciding whether to act (versus being coerced), 2) significant risk of being harmed, 3) assessment that risk is a reasonable and contemplated act which is considered justifiable (not foolhardy), 4) the pursuit of worth, and 5) proceeding with mindful actions despite fear". According to Martin (2011), courage is defined as the "perseverance in the face of academic difficulty and fear". Besides, a more explicit meaning of sport courage was recently defined by Konter, Ng, and Bayansalduz (2013), as the "natural and developed, interactional and perceptual concept between person and situation, and the task at hand that enables person to move competence, mastery, determination, assertiveness, venturesome and sacrificial (altruistic) behaviour on voluntary basis and in danger circumstances". However, despite the importance of applying courage for athletes' success in the applied field, generally, there is still a lack of research on sport courage among athletes.

Another attribute in sports psychology which had often overlooked by many athletes and coaches, yet can yield major positive impact on athletes' performance is coping skills. According to Pearlin and Schooler (1978) that cited by Green and Weinberg (2001), "Coping refers to behaviour that protects people from being psychologically harmed by problematic social experience, a behaviour that importantly mediates the impact that societies have on their members". The coping skills were divided into two processes, which are, emotion-focused

coping that regulate emotional responses to the problem, and problem-focused coping that manage or modify the problem which induced the distress (Lazarus & Folkman, 1984). In the hospital settings, research on coping skills had been conducted, such as for cancer patients (Telch & Telch, 1985) and hearing-impaired adolescents (Kluwin, Blennerhassett, & Sweet, 1990). Noticed that coping skills have not entered into sports field just latterly by researchers and sport psychologists (Green & Weinberg, 2001).

Green and Weinberg (2001) added that “the majority of previous research on coping skills in sport has explored the effect of coping skills on the vulnerability of an athlete to injury”. Study on the effectiveness of coping skills that mostly used as one of the athletes’ strategy in handling stress situation together for enhancing their performance and showmanship during competition was started in early 90’s (Cresswell & Hodge, 2001; Dugdale, Eklund, & Gordon, 2002; Eubank & Collins, 2000; Gould, Eklund, & Jackson, 1993; Haney & Long, 1995). These previous studies generate more attraction for furthering the research on the ability of coping to reinforce efforts in the advancement of athletic performance.

In Malaysia, numerous facilities and infrastructures are available for Malaysian to get involved in many kinds of sports. Nowadays, Malaysians treat sports as one of our culture and lifestyles. The most popular sports in Malaysia include football (futsal), soccer, archery, sepak takraw, badminton, marathon, martial arts, swimming, hockey, cycling, diving, and basketball. These kinds of sports are inculcated among Malaysians since primary school. There are tournaments and competitions where students represent their school competing with each other.

This is one of the ways to seek for talented athletes in Malaysia. In line with well sports development, Malaysia has been hosting grand sports events such as Commonwealth Games, SEA Games, BWF World Championship, ASEAN Para Games, and ATP Malaysian Open. For the past 20-30 years, numbers of Malaysian sports icons were born, for example, Dato' Mokhtar Dahari, Tan Sri Dr. Jegathesan Manikavasagam, Dato' Misbun Sidek, Dato' Lee Chong Wei, Dato' Nicole David, and Pandalela Rinong; are the names who brought Malaysia sports higher and well-known in the international arenas.

## **1.2 Problem Statement**

Although validation of both scales, Sports Courage Scale (SCS) (Konter & Ng, 2012) and Athletic Coping Skills Inventory (ACSI) (Smith et al., 1995) have been done, yet that were only for English version. The present study was mainly to validate the translated Malay version of both SCS and ACSI among Malaysian athletes who competed at national/international level. As sports psychology is relatively new in Malaysia, there was no validated Malay version for both scales yet. Therefore, the validity and reliability of the both scales among Malaysian athletes are still unknown. Besides, the correlation between both scales is also yet to be discovered. Although in competitions, some athletes all around the world possessed high courage with high coping skills, and some, possess high courage with low coping skills, or vice versa; understand the characteristics of Malaysian athletes would give advantages for coaches on talent identification or talents scouting. As for Malaysian athletes in general, by answering those scales, we might be able to compose a conclusion on which type of athletes' characters Malaysian should process to be selected as national athletes and representing Malaysia in competing at the international arenas.



### **1.3 Rationale**

As sport psychology is still in the process of expansion in our national sports, examining the level of sport courage, and coping skills among Malaysian athletes are relatively less and facing less attention. By knowing the level of athletes' courage and coping skills, this could actually help them to improve their confidence and boost their spirit while competing on the big stage such as competitions, games or tournaments. As mentioned before, some successful Malaysian athletes such as Tan Sri Dr. Jegathesan Manikavasagam, Dato' Misbun Sidek, Dato' Lee Chong Wei, Dato' Nicole David, and Pandalela Rinong had been utilised the skills of sport psychology into their training for enhancing their performance in the international arena.

### **1.4 Significance**

A well-developed model on the psychological variables commonly utilised in sport (i.e., sport courage and coping skills) in enhancing the athletes' performance is crucial, this information will be a helpful resource for sport psychologists, sport ministry and coaches for improving the sport development in our country. As sport is one of the social activities where kids and teenagers tend to get involved with, it is possible to replicate a new sports icon who will be able to compete well in the international level.

# **CHAPTER 2: Objectives, Research Questions, Research Hypotheses**

## **2.1 Research Questions**

1. Are the Malay version of SCS-M and ACSI-M valid and reliable questionnaire for assessing the levels of courage, and coping among Silat athletes in Malaysia?
2. Is there any correlation between subscales of SCS-M and ACSI-M among Silat athletes in Malaysia?

## **2.2 Research Hypothesis**

1. The Malay version of SCS-M and ACSI-M are valid and reliable questionnaires for assessing the levels of courage, and coping among Silat athletes in Malaysia.
2. There is a significant correlation between subscales of SCS-M and ACSI-M among Silat athletes in Malaysia.

## **2.3 General Objective**

- To validate the Malay version of SCS-M and ACSI-M questionnaires and to determine the correlations between subscales of SCS and ACSI-M among Silat athletes in Malaysia.

## **2.4 Specific Objective**

1. To assess the validity and reliability of the translated Malay version of SCS-M and ACSI-M among Silat athletes in Malaysia using confirmatory factor analysis.
2. To examine the correlation between subscales of SCS-M and ACSI-M among Silat athletes in Malaysia.

## 2.5 Operational Definitions

### 1. Sport

Sports is defined as, an athletic activity demanding skill or physical prowess which usually of a competitive nature, as racing, baseball, football, golf, bowling, wrestling, martial arts, hunting, fishing, etc.

### 2. Courage

Courage is the ability to do something that frightens one; bravery. Courage also can be defined as a trait that require an ardent desire and dare to face anything in front of the one who hunting glory in any parts of the one's life.

### 3. Cope

Cope as, to struggle or deal, especially on fairly even terms or with some degree of success / to face and deal with responsibilities, problems, or difficulties, especially successfully or in a calm or adequate manner

### 4. Skill

Skill is the ability to use one's knowledge effectively and readily in execution or performance / dexterity or coordination especially in the execution of learned physical tasks.

5. Sport courage

Sport courage is the trait of athletes who are able to emphasize their inner courage to accomplish their goal to be a champion in competition.

6. Coping skills

Coping skills are the ability of athletes to build and structuring their own strategies to handle their stressful situation either before, during, or after the competition.

## **CHAPTER 3:Literature Review**

### **3.1 Literature Search**

In the initial part of the study, the researcher went through numbers of online and offline databases findings the suitable and related articles to get an idea about the study. Online databases like EBSCOhost, ISI Web of Knowledge, Psychology and Behavioural Sciences Collection, PsyArticles, PsycInfo, ScienceDirect, Wiley Online Library, PubMed and sometimes Google Scholar were the common online databases that the researcher doing the literature search. As for offline, Perpustakaan Hamdan Tahir, Kampus Kesihatan, USM was the main place for the researcher to get the right literature related to the current study. Sports, Psychology, Courage, and Coping were the main keywords that used by the researcher. All details on the articles were keyed in the EndNote software for the purpose of citation.

### **3.2 Introduction**

Athletes' performance is affected by various psychological factors, which should be taken seriously as one of the way to ensure that they are able to offer their finest performance. Sport courage and coping skills are the psychological attributes that became the most commonly discussed among sport psychologists nowadays, especially in the area of their major influence on athletic performance. Performer or athlete who has high level of sport courage or mental toughness or coping skills is expected to show a better performance compared to the one's with low level of these three psychological attributes.

Though it is infrequent to obtain articles on sport courage, but there are numbers of studies on courage in general had been done. According to Woodard and Pury (2007), courage is “the voluntary willingness to act, with or without varying levels of fear, in response to a threat to achieve an important, perhaps moral, outcome or goal”. Other than that, Kilmann et al. (2010) stated that, “acts of courage might have a dramatic impact on employees and the long-term success of an organization”. Based on these positive impacts, courageous had been linked into sports and focused towards athletes’ development and success.

Same as sport courage, coping skills also one of the well-known study in sport psychology. As one of the famous sport psychologists, Lazarus and Folkman (1984) defined coping as “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” and divided coping skills into two processes or strategies that frequently used by athletes nowadays to handle stressors. The two strategies are emotion-focused coping and problem-focused coping. Moreover, a systematic review by Nicholls and Polman (2007) spawned more strategies that had been used by athletes in which produced significant implication to other psychological parameters.

From the previous studies, arise a question of what will be the acceptance of Malaysian athletes towards sports psychology in which most of the researchers, sports psychologists, and coaches acknowledged the importance of sports psychology for the development of sports. Reviews on literature and studies of sport courage and coping skills in relation to sports in general had been done in order to gain better information, interpretation and comprehension.

### **3.3 Sport Psychology**

According to Kontos and Feltz (2008), the definition of sport psychology can be translated into “psychological kinesiology” or “the study of the psychological aspects of human movement”. From other perspective, sport psychology defined by Cherry (2016) as “the study of how psychology influences sports, athletic performance, exercise, and physical activity”. Another definition in which considered as a broad definition was given by European Federation of Sport Psychology (FEPSAC), where FEPSAC defined sport psychology as, ‘Sport psychology is the study of the psychological basis, processes and effects of sport’ (Jarvis, 2006). Sport psychology has shown the importance of it to the world as its assisted numerous athletes all around the world to become legends in sports field. As itself promoting improvement in performance for athletes, as matter of course, athletes as well need to put endeavours following the available psychological interventions.

In general, there are three levels of psychological interventions, which include; 1) Solution of athletes’ problem, 2) Basic mental skills training, and, 3) Mental peak performance, (Dosil, 2006). On the other hand, Singer and Anshel (2006) summarized that interventions could be; 1) athlete-centred, 2) team-centred, or 3) coach or family-centred. They also comprehend that interventions could implement required skills for athletes, such as, performance enhancement skills, learning improvement skills, life adjustment skills, and team-building skills.

### **3.3.1 Methods and Approaches within Sport Psychology**

In order to train athletes to reach the peak of their psychological strength, a sport psychologist requires a good blueprint to complete the task. There are few methods that could be utilized by sport psychologists. As one of the example, it is called ‘psychological skills training’, which a combination of goal-setting, relaxation, imagery, and self-talk (Brittton, 2009). For goal-setting, it is collaboration between both sport psychologists and athletes themselves. Sport psychologists urge athletes to establish their goal-setting in which athletes are recommended to form their goal-setting on a paper to show them out by categorized it into long and short term goal-setting. Guiding athletes to freely reduce their muscle contraction, soothing their minds and emotions, and lowering their autonomic vital signs such as heart rate, respiratory rate, and blood pressure, are procedures that involved in relaxation training.

Imagery is a flexible technique which requires athletes to involve multiple senses where sport psychologist will offer their guides allowing athletes to generate mental images. As for self-talk, it is referring to the athletes who practically having some inner chat to themselves, which can be utilized to clout their thought, feeling, and behaviour. All these methods are commonly used by sport psychologists where each of them has their own style of approach over athletes. Singer and Anshel (2006) engendered three coordinated approaches that could be used by sport psychologists: 1) problem identified by the athlete or the coach, 2) problem determined by the sport psychologist through interviews and discussion with the athlete, and 3) problem determined by the sport psychologist through the use of a standardised psychological test.



These methods and approaches should be applied on our Malaysian athletes as it is proven that many countries where been utilizing these kinds of methods and approaches within sport psychology produced many great athletes.

### **3.3.2 Benefits of Sport Psychology**

As been discussed before on the significance of the present study, in this subtopic, listed more elaboration about the significance or benefits that will be yielded from the practice and exposure of sport psychology on our Malaysian athletes. Of course, in general, sport psychology offers all athletes to transform themselves into a great performer (athletes). However, before they reach to the improvement phase, there are more benefits that athletes could earn. For example, sport psychology could improve athletes' positive outlook on their specific sport, taught athletes to handle pressure from both internal and external criticism, and help athletes to create a healthy self-image in which could avoids the risks of overtraining (AllAboutConseling, 2017). In more wider opinion, according to BelievePerform (2015), "Sport psychology can be about teaching athletes transferable skills that they can use in not only sport but also in work and family life". He added, "Sport psychology can be about helping athletes to manage transitions and deal with issues associated with retirement". From different perspective, Cohn (2008) stated that, "Sports Psychology is about improving your attitude and mental game skills to help you perform your best by identifying limiting beliefs and embracing a healthier philosophy about your sport". From that statement, Cohn (2008) listed 10 guidelines on how to make sports psychology beneficial:

1. “Improve focus and deal with distractions”
2. “Grow confidence in athletes who have doubts”
3. “Develop coping skills to deal with setbacks and errors”
4. “Find the right zone of intensity for your sport”
5. “Help teams develop communication skills and cohesion”
6. “To instil a healthy belief system and identify irrational thoughts”
7. “Improve or balance motivation for optimal performance”
8. “Develop confidence post-injury”
9. “To develop game-specific strategies and game plans”
10. “To identify and enter the “zone” more often”

### **3.3.3 Psychological Characteristics of Elite Athletes**

An elite athlete absolutely possessing and showing different qualities of characters compared to the other regular athletes. With these positive characteristics, ordinarily, elite athletes will display an excellence performance. Orlick and Partington (1988) stated nine psychological characteristics: 1) Commitment, 2) Coping with pressure, 3) Focus and distraction control, 4) Goal-setting, 5) Imagery, 6) Planning and organizational skills, 7) Quality practice, 8) Realistic performance evaluations, 9) Self-awareness, in which newly rise athlete could practice to develop excellence in performance. Other than that, MacNamara, Button, and Collins (2010) summarized five psychological characteristics which could aid athletes to show an excellence performance. The characteristics are: 1) Required a lot more dedication, 2) Self-direction and goal-setting, 3) Prioritized sport over other activities, 4) Physical attributes no longer enough to succeed, 5) Ability to deal with setbacks.

## **3.4 Sport courage**

### **3.4.1 What is courage?**

Research on courage is relatively limited despite it is can be considered as one of the most popular trait in which many frequently reviewed (Woodard & Pury, 2007). Courage is defined as “the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear; bravery” (Dictionary.com, n.d.). While Oxford Dictionary, define courage as “The ability to do something that frightens one; bravery”. Another definition for courage is, “the ability to do something difficult even when there's risk” which given by (Dictionary.com (n.d.); Media). There are four components of courage that were nominated by Shelp (1984): 1) free choice to accept or not accept the consequences of acting, 2) risk or danger, 3) a worthy end, and 4) uncertainty of out-come. He also implied that the one with courageous act might or might not have fear. Thus, Shelp (1984) defined courage as “the disposition to voluntarily act, perhaps fearfully, in a dangerous circumstance, where the relevant risks are reasonably appraised, in an effort to obtain or preserve some perceived good for one self or others recognizing that the desired perceived good may not be realized”.

### 3.4.2 Types, Attributes, and Examples of Courage

There are several types of courage from different perspective which been proposed by many psychologists. Peterson and Seligman (2004) defined courage as “Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal”. They then introduced the four types of courage, which are: 1) *Bravery* [valour]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it, 2) *Perseverance* [persistence, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks, 3) *Honesty* [authenticity, integrity]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretexts; taking responsibility for one’s feelings and actions, and 4) *Zest* [vitality, enthusiasm, vigour, energy]: Approaching life with excitement and energy; not doing things halfway or half-heartedly; living life as an adventure; feeling alive and activated.

From different perspective, another four types of courage given by winningadventure (2013) are: 1) *Physical courage* is doing something despite the potential physical harm, 2) *Emotional courage* is acting on something that defies your fears, 3) *Spiritual courage* is how you follow your beliefs, despite the opposition, and 4) *Moral Courage* is the ability to act ethically in spite of negative influences. Greenberg (2012) implied that courage is “an attribute of good character that makes us worthy of respect” in which every human being wish to possess it in them. In the same article, Greenberg (2012) also listed six attributes of courage that person could possessed, there are; 1) Feeling fear, yet choosing to act, 2) Following your hear, 3) Persevering in the face

of adversity, 4) Standing up for what is right, 5) Expanding your horizons; Letting go of the familiar, 6) Facing suffering with dignity or faith. Person who wants to build courage, those 6 attributes should be adopted. Courage also vary from smaller to bigger scale in our daily basis life (Dictionary, 2017). There are examples of courage given by Dictionary (2017) which classified into '*Grand Acts of Courage*' such as: 1) The American revolutionaries fighting for their freedom against Britain, 2) All those who fought in the Civil War to end slavery, 3) People working for peace with global movements such as the Red Cross, UNICEF and the Peace Corps, and '*Courage on a Daily Basis*': 1) Engaging in a new experience, 2) Trying a food that you've never tried before, 3) Leaving a job that you don't like and trying to find a new one, 4) Making a public presentation about something you believe in. Hence, it is possible for each living life, animals or humans, kids or adults, a slave or a King, all of us have the ability to build our own self-courage as it is one of our natural trait that sometimes need us to force it out.

### **3.4.3 Applications of Courage in Sports**

There was a time when controversial issue arises about minimal discussion on courage to be used as a remedy for treating fear in sport (Corlett, 1996). Inspired by ancient Greek philosophers such as Plato and Aristotle, Corlett (1996) stated that “courage was a part of virtuous living”. In the same article, also stated “courage came easily to this ancient because their very notion of living included courage”. It was believed that traditional courage which originated and used as emblem of virtue in ancient Greek vanished in the modern sport (Corlett, 1996). Therefore, Corlett (1996) suggested two ways to the sport pedagogists on how to utilize courage as an effective cure to the athletes’ fear, which are, 1) sport need to be urged “as a social practice worthy of true courage”, and 2) an overall review in handling athletes’ fear with classic psychological way must be done. With this single in-depth review, it depicts on how courage could give a major impact in sport advancement.

For example, extreme sports are considered as recreational activities with highly risk on fatal outcome whenever a blunder or calamity is failed to be handled properly (Brymer, 2005). It can be considered as one of the sport in the limelight among adolescents and adults nowadays. With a question of “what can the experience of extreme sports tell us about courage and humility?”, Brymer and Oades (2009) did a research on it. In this study, Brymer and Oades (2009) did a deep focused interview to the participants who get involved in extreme sports regarding their opinions and experiences about extreme sports. At the end of the study, Brymer and Oades (2009) believe that, “courage might not just be about how one copes with events that are not searched for but might also be involved in activities that are searched out”, which prove

that courage is one of the important element for one who actively involved in any physical activities or sport.

Despite there are numerous number of studies have been conducted about courage in different fields, yet there are still lack of meaningful study of sport courage to be found (Konter & Ng, 2012). According to Konter and Ng (2012), “athletes have been known to display many forms of courage by virtue of their basic human behaviour, intellectual, cognitive, physical, emotional and social fortitude, and resolve while taking care of their opponents (sportsmanship)”. Hence, after did reviews on the importance of sport courage, Konter and Ng (2012) then developed the Sport Courage Scale. This scale was done by recruiting 843 athletes from different sport clubs and schools for the purpose of data collection. All collected data were then analysed by three different stages of statistical test, which are EFA, CFA then test-retest reliability (ICC) to create a newly formed sport courage scale (SCS). Based on this study, Konter and Ng (2012) conclude that, “initial efforts to develop a sport courage scale are encouraging”, and finally they came up with a scale compiled of five main factors: 1) Mastery (Self-Confidence), 2) Determination, 3) Assertiveness, 4) Venturesome (Coping with Fear, Risk Taking), and 5) Self-Sacrifice Behaviour (Altruism).

Thus, with this newly developed Sport Courage Scale (SCS), it will be more convenient to conduct a study on sport courage. As for martial arts athletes who will perform individually and maximum body contacts with their opponent (1 vs 1), determining their courage level will be more convenient by adopting Sport Courage Scale (SCS). The one with low courage will require a proper training to ensure a great performance could be produced.

## **3.5 Coping Skills**

### **3.5.1 What is coping skills?**

The word ‘coping’ defined by Merriam-Webster, 2017 dictionary as “the covering course of a wall usually with a sloping top”, in which almost the same as the definition given by Oxford Dictionary as “the top row of bricks or stones, usually sloping, on a wall”. From other perspective, coping is commonly applied in alarming situations where we utilize all our mental and physical to handle it (Stress, 2017). Coping also defined in Cope, a simple article, as “how we deal with stress, pain, conflict, change, loss or trauma in our lives”. As for coping skills, according to Occupation (2012), in their article stated that “Coping skills are ways in which we learn to deal with various stressors”. Based on this idea, we can realize how coping skills are important to be as one of the main foundation for someone who hunting their dreams, someone who aspired to success in their career, and someone who already recognized as a successful person.



### 3.5.2 Strategies and Examples of Coping

As been mentioned before, coping has two different types of strategies, which are, Problem-Focused Strategy and Emotion-Focused Strategy (Lazarus & Folkman, 1984; Stress, 2017). Although Lazarus and Folkman (1984) have discussed in detail about these two strategies back then, it is more advisable to point out the latest discussion regarding these two strategies revealed by Stress (2017). According to Stress (2017):

1. Problem-Focused Strategy relies on using active ways to directly tackle the situation that caused the stress: you must concentrate on the problem. For example:
  - Analyse the situation (pay attention, avoid taking on more responsibility than you can manage.
  - Work harder (stay up all night to study for an exam)
  - Apply what you have already learned to your daily life (you lose your job for the second time, - you now know the steps to apply for a new job
  - Talk to a person that has a direct impact to the situation (talk directly to your boss to ask for an extension to the project that is due in one week)
2. Emotion-Focused Strategy are used to handle feelings of distress, rather than the actual problem situation. You focus on your emotions:
  - Brood (you accept new task, instead of saying 'no', but you keep complaining and saying it is unfair).
  - Imagine/Magic thinking (you dream about a better financial situation).
  - Avoid/Deny (you avoid everything that is related to this situation or you take drugs and/or alcohol to escape from this situation.