



PSYCHOLOGICAL SKILL TRAINING ON MENTAL TOUGHNESS OF COLLEGIATE ATHELETES

*Prof. Dr. Narendra U. Patil

* Director of Physical Education & Sports, Dadasaheb Bidkar Art's, Science & Commerce College, Peth, Tal. Peth, Dist. Nashik, (MH)

Abstract:

Sports permeate practically all aspects of our lives. Many students are presented with opportunities to learn that are new to them and to their previously learned sports. The primary function of sports is to provide a liberal education and encourage the student in the fullest possible development of his capabilities as a person and as a member of society. The fundamental goal is to make an individual intelligent and emotionally, physically and aesthetically a balanced person. The desire to play is one of the strongest instincts of the human race. It is also an essential urge among the young.

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Introduction:

Psychological skill training designed is to improve mental skills of an athlete, such as self-confidence, motivation, the ability to relax under great pressure, and the ability to concentrate. PST takes many forms, but each usually has three phases: the education phase, during which athletes learn about the importance of psychological skills and how they affect performance; the acquisition phase, during which athletes learn about the strategies and techniques to improve the specific psychological skills that they require; and the practice phase, during which athletes develop their psychological skills through repeated practice, simulation, and actual competition.

The physical component involves the tensing and relaxing of muscle groups over the legs, abdomen, chest, arms and face. With the eyes closed and in a sequential pattern, a tension in a given muscle group is purposefully done for approximately 10 seconds and then released for 20 seconds before continuing with the next muscle group. The mental component focuses on the difference between the feelings of the tension and relaxation. Because the eyes are closed, one is forced

to concentrate on the sensation of tension and relaxation.

Mental toughness is having the natural or developed psychological edge that enables you to: 1) Generally, cope better than your opponents with the many demands (competition, training, lifestyle) that sport places on a performer; and, 2) Specifically, be more consistent and better than your opponents in remaining determined, focused, confident, and in control under pressure (Jones, Hanton & Connaughton, 2002). They also identified twelve attributes as keys to mental toughness. These included attributes such as self-belief, an unshakeable focus, high levels of desire and determination (especially at times of distress), and overall consistency of effort and technique despite life and sport stresses.

Material and Method:

The subjects for the study were randomly selected thirty-six athletes of undergraduate level from Dadasaheb Bidkar Art's, Science & Commerce College, Peth, Nashik age ranging between 17-22 years with a mean and SD of 19.05 ± 1.84 . Twelve subjects each were in two experimental groups and one control

group respectively. Psychological Performance Inventory (PPI) by Loehr (1986) and claimed that instrument measured the seven most important psychological factors that reflect mental toughness: self-confidence, motivation, positive energy, and attitude control. The 42-item self-report instrument designed to measure factors that reflect mental toughness. All questions in the PPI were answered using a 6-point Likert type scale, ranging from '1' (False) to '6' (True).

Prior to the administration of the test, the investigator had a meeting with the subjects. The objectives of the test were made clear to the subjects so that they were aware of what they are expected to do. Mental toughness was administered in groups, using a pen and paper version. The scholar has also provided all the necessary items or materials in order to fill the questionnaire by the athletes. After the pre-test they

Analysis and Interpretation

The findings with regard to mental toughness factors such as self-confidence, motivation, positive energy, and attitude control. has been presented in below table.

Table no.1

Descriptive Statistics of Pre- test of Various Groups in Mental Toughness

		N	Mean	Std. Deviation	Minimum	Maximum
Self Confidence	Exp 1	12	22.68	3.96	15.00	30.00
	Exp2	12	21.44	4.38	10.00	30.00
	Control	12	23.04	4.23	17.00	30.00
	Total	36	22.39	4.20	10.00	30.00
Motivation	Exp 1	12	23.08	3.77	14.00	30.00
	Exp2	12	23.16	3.28	15.00	30.00
	Control	12	24.48	4.38	18.00	34.00
	Total	36	23.57	3.84	14.00	34.00
Positive Energy	Exp 1	12	22.48	3.20	17.00	28.00
	Exp2	12	19.80	3.31	11.00	26.00
	Control	12	21.32	3.45	15.00	30.00
	Total	36	21.20	3.46	11.00	30.00
Attitude Control	Exp 1	12	23.56	3.92	16.00	30.00
	Exp2	12	21.76	3.94	15.00	28.00
	Control	12	21.60	5.02	12.00	30.00
	Total	36	22.31	4.36	12.00	30.00

Table no.2
Descriptive Statistics of Post- test of Various Groups in Mental Toughness

		N	Mean	Std. Deviation	Minimum	Maximum
Self Confidence	Exp 1	12	23.44	2.87	18.00	28.00
	Exp2	12	23.76	3.17	17.00	28.00
	Control	12	19.12	3.35	14.00	27.00
	Total	36	22.11	3.76	14.00	28.00
Motivation	Exp 1	12	24.28	3.33	18.00	30.00
	Exp2	12	24.60	2.64	19.00	29.00
	Control	12	20.36	3.43	13.00	28.00
	Total	36	23.08	3.67	13.00	30.00
Positive Energy	Exp 1	12	21.76	3.32	16.00	28.00
	Exp2	12	22.52	3.22	14.00	30.00
	Control	12	18.40	3.05	11.00	25.00
	Total	36	20.89	3.63	11.00	30.00
Attitude Control	Exp 1	12	23.04	3.62	18.00	29.00
	Exp2	12	24.24	3.33	16.00	29.00
	Control	12	19.48	4.00	12.00	28.00
	Total	36	22.25	4.14	12.00	29.00

LSD post-hoc test of multiple comparisons is presented and discussed below.

Table no. 3
Multiple Comparisons of Mental Toughness Factors among Various Groups (a) LSD

Dependent Variable	(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
Self-Conf	Exp 1	Exp2	-.3200	.88904	.720
		Control	4.3200*	.88904	.000
	Exp2	Exp 1	.3200	.88904	.720
		Control	4.6400*	.88904	.000
	Control	Exp 1	-4.3200*	.88904	.000
		Exp2	-4.6400*	.88904	.000
Motivation	Exp 1	Exp2	-.3200	.89368	.721
		Control	3.9200*	.89368	.000
	Exp2	Exp 1	.3200	.89368	.721
		Control	4.2400*	.89368	.000
	Control	Exp 1	-3.9200*	.89368	.000
		Exp2	-4.2400*	.89368	.000
Positive Energy	Exp 1	Exp2	-.7600	.90603	.404
		Control	3.3600*	.90603	.000
	Exp2	Exp 1	.7600	.90603	.404
		Control	4.1200*	.90603	.000
	Control	Exp 1	-3.3600*	.90603	.000
		Exp2	-4.1200*	.90603	.000
Attitude Control	Exp 1	Exp2	-1.2000	1.03589	.251
		Control	3.5600*	1.03589	.001
	Exp2	Exp 1	1.2000	1.03589	.251
		Control	4.7600*	1.03589	.000
	Control	Exp 1	-3.5600*	1.03589	.001
		Exp2	-4.7600*	1.03589	.000
Based on observed means.					
The error term is Mean Square (Error) = 3.819.					

Discussion:

The proposed hypothesis, that there would be significant difference in effect of psychological skill training on mental toughness of collegiate athlete is hereby accepted.

These methods require time to understand and learn them. The present finding is an effort to understand the effect of PST training and a preliminary survey which requires more in-depth work to be undertaken.

The present research is an eye-opener for all level of athletes as well as for the coaches, regarding the role of PST techniques. As per the feedback obtained from the athletes it was noted that they have gained lot on their

mental preparation aspect through this training. This type of mental training should be incorporated in the regular training schedule so as to enhance the performance.

Conclusions:

Significance differences were seen in the factors of mental toughness as the calculated f values respectively is higher than the tabulated f value of 3.13 (2, 34) df in self-confidence, motivational level, positive energy and attitude control.

LSD post-hoc test for multiple comparisons indicates that there is significant differences between Exp-1 & Exp 2 and control group in self-confidence,

motivational level, positive energy, attitude control. It was seen that the experimental groups have improved upon, which may be attributed to the training given to them.

The proposed hypothesis, that there would be significant difference in effect of psychological skill training on cognitive coping strategies and mental toughness of collegiate athlete is hereby accepted.

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