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Effects of An Eight-Week Programme for Developing Psychological Skills on A Few Psychological Aspects of Intercollegiate Athletes

Neeraj Pandey[*] and Dr. Vishal Singh[**]
[*]*Physical Education Teacher, KVS, Maharajganj (U.P.)*
[**]*Assistant Professor, Department of Physical Education and Sports, Pondicherry University, Pondicherry*

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Abstract: The study aimed to determine how a psychological skill training programme (PST) affected goal-setting, self-confidence, imagery, stress management, and relaxation in male college students from Uttar Pradesh, Gorakhpur district. Purposive sampling of 48 guys with the following measurements was done for the study: age (21.21+1.18), height (166.97*3.92) and weight (61.40+3.66). The PST programme was given to the subjects for eight weeks, and data were collected twice—prior to and following the PST programme administration. The OMSAT-3 Questionnaire was used to measure the chosen psychological factors.Pre-post scores were produced with means for statistical analysis and analysisof the impact of the PST programme on the individuals' selected psychological variables. The paired-sample "t" test in SPSS 25 was used to analyse the standard deviation and the training impact. In each group comparison, the significance level has been held constant at 0.05 levels of significance. Results: Additionally, the chosen variables (goal setting, self-confidence, imagery, stress management, and relaxation) exhibit a significant difference between the pre-and post-groups at the 0.05 level of significance; therefore, we can conclude that the PST program significantly affects the chosen variables.

Keywords: Goal Setting, Self-confidence, Imagery, Stress Control, Relaxation, Psychological Skill Training and OMSAT-3 Questionnaire.

Introduction

In today's competitive environment, psychological team building is just as crucial as training the various game abilities along scientific lines. The teams are ready to play the game and win as well. The players' attitude with which they play and perform at their best during the tournament is more significant than skill competency in bringing victory.

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The foundation for psychological training is built on the psychological requirements of the specific sport, personality types, and competitive experience that set athletes apart. Sport psychology, to put it simply, is the study of how psychological and emotional aspects affect how well people perform in sports as well as how involvement in sports affects these factors. An athlete's performance on-the-field and general psychological and emotional makeup can benefit from fine-tuning and learning these psychological and emotional aspects (Richard, 2002).

Sports performance is heavily influenced by psychology, and elite athletes must have a high degree of numerous psychological factors like stress, anxiety, goal-setting, imagery, stress management, relaxation, and self-confidence. Setting goals helps athletes enhance their motivation and dedication to training and performance, which is crucial for the development of both their physical and psychological talents. An objective, a standard, and an aim of a certain level of performance proficiency are all examples of goals. A desire to achieve a particular average performance on the task, usually within a specific time frame, is an objective aim. Three types of goals are established: process goals, performance goals, and outcome goals (Brobst, 2002).

Self-confidence is the credence of an athlete that he can marvellously achieve a favoured item or comportment. Additionally, confident athletes believe in their capabilities to be talented to knob any problematic circumstances to a satisfactory assumption under the slight circumstance. (Grobbelaar, 2006)

An effective tool for mental preparation is imagery. The process of mentally creating or revising an understanding in mind by utilising images and a variety of senses is known as imaging. The process entails retrieving from memory details that were stored during experiences to create meaningful images. A sportsperson might mentally prepare for the enactment by using visualisation skills to duplicate previous positive experiences or pictures into different situations. It is a mental approach that can be helpful when a sportsperson is worn out, wounded, or in overtraining stations, but it is not a replacement for physical training. (Blumenstein, 1995).

An organism's overall reaction to demands or pressure from the environment is referred to as stress. The term "stress" was used to describe both the pressures that caused it and its actual effects when stress was first investigated in the 1950s. (Mabasis, 2004). Insofar as it actually entails a lack of thought and conscious bodily relaxation, mental relaxation is fundamentally distinct from ordinary relaxation. (Gould, 1992).

For selected athletes from various sports, a systematic psychological skill training programme (PST) is created to help them develop a variety of psychological skills. The athlete's self-evaluation and the coach's and sports psychologist's observations of them

throughout practice and competition will be the basis for ongoing monitoring and evaluation.

Researchers have found that the most effective way to increase sports performance is through mental training (Greenspan, and Feltz, 1989; Vealey, 1994; Weinberg, and Comar, 1994). Sports psychology focuses on imparting practical knowledge to athletes so they can advance their mental as well as physical abilities. Another study indicated that training in psychological skills could enhance athletes' performance and have a good impact on their cognitive and flectional moods (Williams and Crane, 2001). Moreover, Fournier et al. (2005) examined how a ten-month PST package affected the performance of female gymnasts and discovered that the PST programme is effective in increasing psychological traits.

In our study, we hypothesised that the PST programme would significantly affect the five psychological variables we chose, namely goal setting, self-confidence, imagery, stress control, and relaxation. The majority of prior research has demonstrated that the PST programme positively affects various psychological variables and is very helpful in enhancing sports performance.

Procedure and Methodology

A study has been conducted using a purposive sample of 48 guys with the following measurements: age (21.21+1.18), height (166.97+3.92), and weight (61.40+3.66). The PST programme was given to the subjects for eight weeks, and data were collected twice—previous to and following the PST programme administration. The OMSAT-3 Questionnaire was used to measure the chosen psychological factors. Pre-post scores were obtained with mean and standard deviation for statistical analysis and quantifying the impact of the PST programme on the subjects' chosen psychological variables. The training effect was examined using the paired-sample "t" test in SPSS 25. In each of the group comparisons, the level of significance has been held constant at 0.05 levels of significance.

Administration of test

Before gathering data, the research assistant met with the participants in front of their coaches to explain the study's goals and ask for their assistance in completing the questionnaire. It was encouraging to see that the players and coaches gave favourable feedback and pledged complete cooperation with the study's data collecting. The individuals received their questionnaires one day before the actual data collection so that

they may read them and familiarise themselves with the various statements contained within. A few of the participants did contact the researcher to ask for clarification on a few of the claims.The subjects were once more gathered in a classroom/ground the next day, where they completed the questionnaire and gave it to the research assistant. The questionnaire was received, and it was assessed in accordance with the manual's specified grading scheme.

Results and Findings

The findings of the study are as follows:

Table 1: Descriptive Statistics of pre and post scores of PST program

Sr. No.	*Variable Name N=48*	*Pre*	*Post*
		Mean ± SD CV	*Mean ± SD CV*
1	Age	21.21±1.18 5.6	21.21±1.18 5.6
2	Height	166.97±3.92 2.17	166.97±3.91 2.34
3	Weight	61.40±3.66 5.96	62.64±3.72 5.94
4	Goal Setting	16.98±2.15 12.66	22.95±1.73 7.54
5	Self Confidence	16.12±2.16 13.40	23.22±1.90 8.18
6	Imagery	16.30±2.10 12.88	23.61±1.80 7.62
7	Stress Control	16.06±2.30 14.32	23.20±1.86 3.71
8	Relaxation	16.20±2.35 14.51	23.21±1.85 7.97

The Descriptive Statistics of all the psychological variables (goal setting, self-confidence, imagery, relaxation, stress control) reveal that following the PST program, on average, all the five variables' scores have increased, and their variability has decreased.

Goal-setting abilities were found to be significantly higher in post-test scores (M=22.95, SD = 1.73) than in pre-test scores (M = 16.98, SD = 2.15) after conducting paired t-tests of pre and post-test scores of all five psychological variables, including self-confidence, imagery, stress control, and relaxation. Following the PST programme, the respondents' self-confidence was significantly higher, as seen by post-test scores (M = 23.22, SD = 1.90) compared to pre-test scores (M = 16.12, SD = 2.16), t (47) = -40.500, p .05, and r = 0.99. Moreover, the PST programme had a favourable impact on imagery, as seen by the post-test results (M = 23.61, SD = 1.80) being considerably higher than the pre-test results (M = 16.30, SD = 2.10),t (47) = -59.421, p.05, r= 0.99). PST had a similar impact on the final two factors (stress management and relaxation).

Table 2: Paired t-test of pre and post-scores of the PST program

Sr. No.	Pre-Post Group Differences	Paired Differences Effect Size Mean SD SE (t) (df) (r)
Pair 1	GS-Pre GS-Post	-6.520 1.515 .2187 -29.853* 47 0.97
Pair 2	Confi-Pre Confi-Post	-7.136 1.221 .1762 -40.500* 47 0.99
Pair 3	Img-Pre Img-Post	-7.291 .850 .1227-59.421* 47 0.99
Pair 4	SC-Pre SC-Post	-7.148 1.254 .1810 -39.462* 47 0.99
Pair 5	Relax-Pre Relax-Post	-7.145 1.398 .2018 -35.406* 47 0.98

*=significant at 0.05 levels of significance

GS= Goal Setting, Confi= Self Confidence, Img= Imagery, SC= Stress Control, Relax= Relaxation Pre= Pre-test, Post=Post-test score

They have also considerably improved from their pre-test scores of M= 16.06, SD=2.30 and M=16.20, SD=2.35 to M=23.20, SD=1.86 and M= 23.21, SD=1.85 and t(47)= -39.462, p.05, r=.0.99 and t(47)= -35.406, p.05, r=.098 respectively, which represent their post-test scores.

Discussion of the Findings

The results of this study show that the PST programme significantly increases people's psychological talents by improving their capacity to create better goals, improve their creativity, boost their self-confidence, improve their capacity to deal with stress, and improve their level of relaxation. The results of this study support other studies' findings that PST is a valuable tool for boosting a person's psychological talents (Williams and Krane, 2001); (Fournier et. al.2005).

Conclusion

The PST programme was found to be a valuable tool for improving a sportsperson's and anyone's psychological skills in general.

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