



Effects of Twelve Weeks Psychological Skill Training Program on selected psychological variables of College Aged Delhi (NCR) males

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Abstract

The purpose of the study was to measure the effect of Psychological Skill Training Program (PST) on the selected psychological variables including Goal setting, Self-confidence, Imagery, Stress Control and Relaxation. In college aged Delhi-NCR males. For conducting the study purposive sampling of 48 males with age (21.22 ± 1.17), height (166.96 ± 3.90) and weight (61.41 ± 3.65) have been done. The subjects received PST program for 12 weeks and the collection of data has been done two times, before and after giving the PST program. The selected psychological variables were measured with the help of OMSAT-3 Questionnaire. For statistical analysis and measuring the effect of the PST program on the selected psychological variables of the subjects, pre-post scores were computed with mean, standard deviation and the training effect was analyzed through the paired-sample "t" test in SPSS 22. The level of significance has been kept at 0.05 levels of significance in each of the group comparisons. Results: All the selected variables (Goal setting, Self-confidence, Imagery, Stress Control, Relaxation) show a significant difference at 0.05 level of significance between pre and post groups hence we can conclude that PST program has a significant effect on the selected variables.

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

1. Introduction:

In this modern era of competition, the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play the game but to win. It is not only the proficiency in the skills, which bring victory, but more important is the spirit of the players with which they play and perform at their optimum level in the competition. The starting point for psychological preparation is based on the psychological demands of the particular sport, personality structure and competitive experience of the sportspersons.

In simple terms sport psychology is the study of the effect of psychological and emotional factors on sport performance, and the effect of sport involvement on psychological and emotional factors. These psychological and emotional factors can be fine-tuned and learnt and that can have a positive effect on athlete's performance in sport and his overall psychological and emotional makeup (Cox, H. Richard 2002).

Psychology plays a vital role in sports performance and optimum level of various psychological variables such as stress, anxiety, goal setting, imagery, stress control, relaxation, and self-confidence etc. are very necessary for elite sports persons.

Goal setting is important for sportspersons for development of both physical and psychological skills as it improves motivation and commitment of sportsperson toward training and performance. Goal is defined as an objective, a standard, and an aim of some level of performance or proficiency. An unbiased goal is the wish to attain a specific average of performance on the assignment, typically within a specific period. Three forms of goals are set namely outcome goals, performance goals and process goals. (Brobst, 2002)

Self-confidence is a belief of a sportsperson that he can magnificently achieve a preferred act or comportment. Further, a confident sportsperson believes in his abilities to be able to handle any difficult situation to a satisfactory conclusion under any circumstance. (Grobelaar, 2006)

Imagery is a powerful skill to be used for mental preparation. Imagery can be described as the process of mentally forming or re-forming an understanding in the mind by using images and a variety of senses. The progression involves eliciting from memory parts of information put in storage from experiences too making meaningful images. Through imagery skill a sportsperson can recreate former optimistic experiences or image in to different events and set up mentally for the enactment. It is not a substitute for physical training but a mental technique useful when a sportsperson is tired, injured or in over training situations. (Blumenstein, 1995)

Stress is defined as an organism's total response to environmental demands or pressure. When stress was first studied in 1950's the term was used to denote both the cause and the experienced effects of these pressures. (Mamassis, 2004)

Mental relaxation is of an entirely different kind in as much as it means in fact, an absence of thinking, of conscious physical relaxation. (Gould D. E., 1992).

A systematic Psychological Skill Training (PST) is planned to develop various psychological skills for selected sportspersons of different sports. Regular monitoring and constant assessment will be done on the basis of self-evaluation by the sportsperson and observation by the coach and sport psychologist during training as well as in competition.

It has been observed in previous studies as researchers discovered that mental training is the utmost effective way to improve sport performance (Greenspan, M.J.; also D.L. Feltz, 1989; Vealey, R.S., 1994; Weinberg, R.S. and W. Comar, 1994). Sport psychology focuses on teaching practical skills to athletes to enable them to develop their mental abilities to the same level as their physical abilities. In another study it has been found that psychological skills training can be effective in improve athletes' performance and positively influencing cognitive and flectional states (Williams and Krane, 2001). Moreover, Fournier et. al. (2005), evaluated the effects of a Ten-month PST package on performance of female gymnasts and found that PST program is helpful in enhancing psychological characteristics.

Most of the previous studies has shown PST program positively affect the different psychological variables and is very helpful in enhancing sports performance so in our study we hypothesized that PST program will significantly affect the five selected psychological variables namely goal setting, Self-confidence, Imagery, Stress Control, Relaxation.

2. Procedure and Methodology

For conducting the study purposive sampling of 48 males with age (21.22 ± 1.17), height (166.96 ± 3.90), weight (61.41 ± 3.65) have been done. The subjects received PST program for 12 weeks and the collection of data has been done two times, before and after giving the PST program. The selected psychological variables were measured with the help of OMSAT-3 Questionnaire. For statistical analysis and measuring the effect of the PST program on the selected psychological variables of the subjects, pre-post scores were computed with mean, standard deviation and the training effect was analyzed through the paired-sample "t" test in SPSS 22. The level of significance has been kept at 0.05 levels of significance in each of the group comparisons.

2.1 Administration of test

Before collection of data the research scholar had a meeting with the subjects in the presence of their coaches in order to explain to them the purpose of the study and help required from them for filling up the questionnaire. It was heartening to note that the coaches and players responded positively and assured full cooperation in connection with the collection of data for the study. The questionnaire was distributed to the subjects a day before the actual collection of data so that they could read them and get familiar and clear with different statements included in them. Some of the subjects did approach the research scholar to get clarification on some of the statements. On the next day the subjects were again assembled in a classroom where they filled up the questionnaire and subsequently handed that over to the research scholar. The questionnaire was received and graded as per the grading system given in the respective manuals.

3. Results and Findings

Findings of the study are as follows:

Table 1. Descriptive statistics of pre and post scores of PST program

| S.NO | Variable Name | PRE | | POST | |
|------|-----------------|-------------|-------|-------------|------|
| | | Mean±SD | CV | Mean±SD | CV |
| 1 | Age | 21.22±1.17 | 5.5 | 21.22±1.17 | 5.5 |
| 2 | Height | 166.96±3.90 | 2.34 | 166.96±3.90 | 2.34 |
| 3 | Weight | 61.41±3.65 | 5.94 | 62.63±3.71 | 5.92 |
| 4 | Goal Setting | 16.96±2.17 | 12.79 | 22.98±1.72 | 7.48 |
| 5 | Self Confidence | 16.10±2.18 | 13.54 | 23.25±1.93 | 8.30 |
| 6 | Imagery | 16.33±2.12 | 12.98 | 23.62±1.82 | 7.71 |
| 7 | Stress Control | 16.08±2.33 | 14.49 | 23.23±.88 | 3.79 |
| 8 | Relaxation | 16.19±2.37 | 14.64 | 23.33±1.88 | 8.06 |

N = 48

The descriptive statistics of all the psychological variables (Goal Setting, Self Confidence, Imagery, Stress Control and Relaxation) reveals that following the PST program on average all the five variable scores have increased and their variability have been decreased.

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

| S.NO | Pre-Post group Differences | Paired Differences | | | | | Effect Size (r) |
|--------|----------------------------|--------------------|-------|------|----------|------|-----------------|
| | | Mean | SD | SE | (t) | (df) | |
| Pair 1 | GS_PRE - GS_POST | -6.521 | 1.516 | .219 | -29.806* | 47 | 0.97 |
| Pair 2 | CONFI_PRE - CONFI_POST | -7.146 | 1.220 | .176 | -40.573* | 47 | 0.99 |
| Pair 3 | IMG_PRE - IMG_POST | -7.292 | .849 | .123 | -59.469* | 47 | 0.99 |
| Pair 4 | SC_PRE - SC_POST | -7.146 | 1.255 | .181 | -39.461* | 47 | 0.99 |
| Pair 5 | RELAX_PRE - RELAX_POST | -7.146 | 1.399 | .202 | -35.390* | 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 score, Post= post-test score

After conducting paired t-test of pre and post-test scores of all the five psychological variables namely Goal Setting, Self Confidence, Imagery, Stress Control and Relaxation, it has been found that on average subjects possessed significantly greater goal setting capabilities in post-test scores (M = 22.98, SD = 1.72) than to pre-test scores (M = 16.96, SD = 2.17), $t(47) = -29.806$, $p < .05$, $r = 0.97$. Regarding the self Confidence variable following the PST program the subjects experienced significantly greater self confidence in post-test scores (M = 23.25, SD = 1.93) than to pre-test scores (M = 16.10, SD = 2.18), $t(47) = -40.573$, $p < .05$, $r = 0.99$. Moreover imagery has been positively affected by the PST program as the post-test scores (M = 23.62, SD = 1.82) were significantly greater than the pre-test scores (M = 16.33, SD = 2.12), $t(47) = -59.469$, $p < .05$, $r = 0.99$. The effect of PST on the remaining two variables (Stress Control and Relaxation) were not

different either and they have also increased significantly from pre-test scores ($M = 16.08$, $SD = 2.33$) and ($M = 16.19$, $SD = 2.37$) to post-test scores of ($M = 23.23$, $SD = 1.88$) and ($M = 23.33$, $SD = 1.88$) respectively, $t(47) = -39.461$, $p < .05$, $r = 0.99$ and $t(47) = -35.390$, $p < .05$, $r = 0.98$ respectively.

4. Discussion of the Findings:

The findings of this study reveals that PST program has significant effect on increasing the psychological abilities of an individual by positively altering their abilities to set better goals, better imagination, enhanced self-confidence, better stress coping ability and elevated state of relaxation. The findings of this study corroborates the previous studies which also reported PST being an effective tool for enhancing psychological capabilities of a person (Williams and Krane, 2001); (Fournier et. al. 2005).

5. Conclusion:

It was concluded that PST program is an effective method to enhance the psychological capabilities of a sportsman and an individual in general.

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