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Dr. R Sevi

Assistant Professor, Department
of Physical Education and
Sports Sciences, Annamalai
University, Tamil Nadu, India

Outcome of psychosomatic training on stress among hand ball players

Dr. R Sevi

Abstract

The purpose of the study is to find out the effect of psychological training on stress and To achieve the purpose of the this study, 30 male Hand ball players are randomly selected as subjects from the Department of Physical Education and Sports Sciences,. The selected participants were divided into two groups such as Group A underwent psychological training (n=15) and Group B acted as control group (n=15). The training period was 45 minutes approximately. Training was given only three alternative days for six weeks. Control group was not exposed to any specific training but they were participated in regular activities. The data on stress were collected by administering by stress questionnaire. The pre and post-tests data were collected on selected criterion variables prior and immediately after the training programme. It was concluded that, the experimental group namely psychological training group had significantly improved in selected variables stress and a significant difference in improvement was found among psychological training.

Keywords: Psychological training, stress hand ball players

Introduction

Sports psychology is a broad term used to describe the division of psychology related to the study of sport and exercise. Psychological training is a more specific term used to describe the mental techniques necessary for consistent high performance. Psychological training for athletes often includes goal setting, visualization, mental imagery, self-talk retraining, mind control training, emotion control and in general, ways to establish true ideal thoughts, images and emotions to enhance sports performance (Anderw B. Crider *et al*, 1981). Psychological training doesn't have to be like physical training. The idea of "no pain-no gain" need not apply. Look, you can practice running faster, or use a car. If all you want is to get from here to there, the latter would make more sense. Similarly, you can do brain "exercises" to strengthen the functioning of your brain, or you can just use better tools. That is what this brain training is about-getting into the habit of using simple tools and techniques (Grabner *et al*. 2007). Stress is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. The root meaning of the word stress is 'to vex or trouble'; in either the absence or presence of psychological stress, stress can create feelings of fear, worry, uneasiness and dread. Stress is considered to be a normal reaction to stress. It may help a person to deal with a difficult situation by prompting one to cope with it. When stress becomes excessive, it may fall under the classification of a stress disorder. The intensity and reasoning behind stress determines whether it is considered a normal or abnormal reaction. Stress does not only consist of physical effects; there are many emotional ones as well. They include "feelings of apprehension or dread, trouble concentrating, feeling tens or jumpy, anticipating the worst, irritability, restlessness, watching (and waiting) for signs (and occurrences) of danger, and, feeling like your mind's gone blank" as well as "nightmares/bad dreams, obsessions about sensations, deja vu, a trapped in your mind feeling, and feeling like everything is scary." Mental strength training involves learning and practicing that strengthen the ability to control thoughts, emotions and performance. As an example, if there are certain thoughts that tend to cause nervousness, an experienced athlete will know what those thoughts are, be able to recognize them during competition, be able to get those thoughts out of the mind, and then insert the proper thoughts.

Correspondence

Dr. R Sevi

Assistant Professor, Department
of Physical Education and
Sports Sciences, Annamalai
University, Tamil Nadu, India

The result is an emotion more ideally suited to optimal performance. Mental Strength is developed by a special type of "adversity training" implemented in practice that prepares the person for upcoming performances. Behavior can be affected in the form of withdrawal from situations where unpleasant effects of stress have been experienced in the past. It can also be affected in ways which include changes in sleeping patterns, nail biting and increased motor tension, such as foot tapping (John M Silva and Robert S. Weinberg, 1996).

Purpose of the study

The purpose of the study is to find out the effect of psychological training on stress of hand ball players.

Methodology

To achieve the purpose of this study, 30 male hand ball players are randomly selected as subjects from the Department of Physical Education and Sports Sciences Annamalai University Tamilnadu, India. The selected subjects were divided into two groups namely experimental and control group. Stress was selected as criterion variable for this

study. The selected participants were divided into two groups such as Group A underwent psychological training (n=15) and Group B acted as control group (n=15). The training period was 45 minutes approximately. The main aspects of psychological training were relaxation, visualization, mental rehearsal, focusing and positive affirmation. Every week, training given only three alternative days for twelve weeks. Control group was not exposed to any specific training but they were participated in regular activities. The data on stress and (Hardy and Nelson, 1996) were collected by administering by questionnaires. The pre and post-tests data were collected on selected criterion variables prior and immediately after the training programme. The collected data were statically analysed by using dependent t-test and analysis of covariance (ANCOVA). The level of significance was fixed at 0.05 level of confidence.

Analysis of Data

The primary objective of the paired t'ratio is to describe the differences between the initial and final scores. Thus, the obtained results has been interpreted and presented below in table -1.

Table 1

Criterion Variables			Psychological training	Control Group
	Stress	Mean	Pre-test	33.50
		Post- test	44.75	39.21
T-Test			12.40*	0.45*

Significant at .05 level.

The table value required for 0.05 level of significance with DF 14 is 2.14. In table-I the obtained t'ratios for psychological training group are 12.44 for stress respectively. The obtained t'ratios on stress greater than the table value of 2.14 for 14 degrees of freedom. Therefore, it was concluded

that there was significant improvement on stress and due to the effect of 6 week psychological training. However, the control did not shown any significant improvement as because it was not exposed any specific training on par with experimental group. It is represented in figure-1

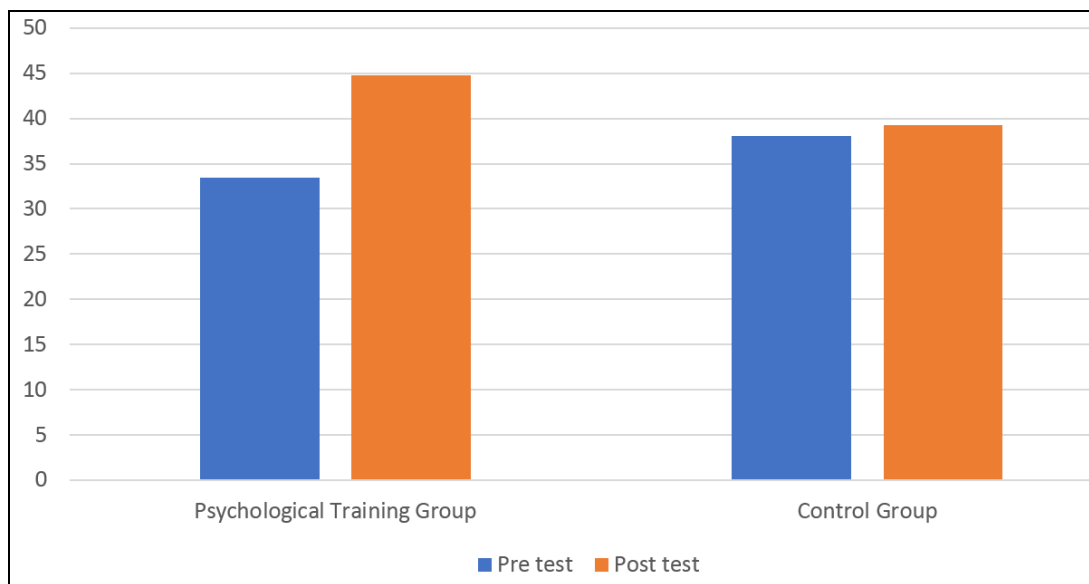


Fig 1

Conclusions

From the analysis of the data, the following conclusions were drawn, the experimental group namely psychological training group had significantly improved the level of stress among Hand ball players. The control group had not significantly improved the level of stress a significant difference in improvement was found among psychological training group and control group on stress

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