



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2022; 9(3): 83-85
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www.kheljournal.com
Received: 10-03-2022
Accepted: 16-04-2022

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Study on psychological hardiness of state level sprinter and javelin thrower

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Abstract

The present study was made to find out the psychological hardiness between State Level Sprinter and Javelin Thrower. A total of 30 sprinters and 30 javelin throwers were selected from different district of West Bengal. The age of the subject ranged from 16 to 21 yrs. Old. To measure the psychological hardiness of the player was used to Bengali version of psychological hardiness scale which was developed by Singh (2008) was administered on a selected sample. Descriptive statistics along with a t-test was used to analyze the result of the study. The level of significance was 0.05 levels. Results revealed that there was no significant difference between Sprinters and Javelin throwers.

Keywords: Psychological hardiness, sprinter, long jumper

Introduction

Track and field is a sport which includes athletic contests established on the skills of running, jumping, and throwing. The name is derived from the sport's typical venue: a stadium with an oval running track enclosing a grass field where the throwing and some of the jumping events take place. Track and field is categorized under the umbrella sport of athletics, which also includes road running, cross country running, and walking. The foot racing events, which include sprints, middle- and long-distance events, race walking and hurdling, are won by the athlete with the fastest time. The jumping and throwing events are won by the athlete who achieves the greatest distance or height. Regular jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer.

Maddi (2006) defines hardiness as, "a cognitive/emotional amalgam constituting a learned, growth-oriented, personality buffer" (P. 160). It consists of cognitive, emotional, and behavioral features and describes the capability of individuals to maintain a healthy status during turbulent times (Bartone, Kelly, & Matthews, 2013). The theoretical background of hardiness stems from the work of Kobasa and Maddi (1977), Heidegger (1986), Frankl (1960), and Binswanger (1963) on existential philosophy and psychology (Bartone *et al.*, 2013). It broadly describes how individuals view themselves and their surroundings (Bartone *et al.*, 2013). Existential psychology iterates the importance of an individual's continuous search for meaning and purpose within an ever-changing and unpredictable environment (Maddi, 2004). Existentialists believe that courage is required to accomplish this goal and psychological hardiness has the necessary components to facilitate courage in individuals. Psychological hardiness consists of the following three attitudes: control, commitment, and challenge. Control deals with the belief that an individual can control, manipulate, or influence events and is rooted within Lefcourt's (1973) control beliefs and Rotter's concept of locus of control (Rotter, Seeman, & Liverant, 1962). A high level of control leads to individuals with a high level of self-efficacy that they positively influence change within a new situation (Bartone, 2013). Commitment refers to individuals' belief that they are involved in something desirable. It is influenced by Antonovsky's (1974) sense of coherence and White's (1959) self-awareness and striving for competence. The primary benefit to developing a hardiness-commitment is the acquisition of a sense of internal balance and confidence. This enables an individual to develop a realistic assessment during times of trial (Bartone *et al.*, 2013). In addition, commitment can influence increased attention and adaptability within dynamic environments, leading to the

generation of creative alternative responses to situations. 5 Finally, challenge stems from Maddi's (1967) 'ideal identity' and Fiske and Maddi's (1961) variety in experience. It encompasses a positive outlook on change and a belief that it is an exciting opportunity to excel (Skomorovsky & Sudom, 2011). Individuals are motivated to learn and embrace the challenges of new things. Individuals with a high level of hardiness flourish within novel experiences and view them as an opportunity for growth. Psychological hardiness is not innate and has been proven that it can be learned (Maddi, 2007). Hardiness training has been validated throughout the literature in various populations. The nursing community has embraced the positive effects of hardiness training. A study by Henderson (2015) demonstrated that hardiness education of nurses helped prevent burnout and stress. The training increased hardiness scores as measured by the Personal Views Survey Third Edition Revised (Maddi *et al.*, 2006) and as hardiness increased, burnout and stress decreased. Another hardiness training study used the 30-item Cognitive Hardiness Scale and showed similar effects (Rowe, 1999). The authors employed a 6-week hardiness program designed to curb burnout in 325 health-care providers. The results revealed lower symptoms of burnout in individuals that received the training as compared to the control group at two and six months post-training. Hardiness training has been offered to undergraduates at the University of California as a quarter courses.

Psychological hardiness, alternatively referred to as personality hardiness, or cognitive hardiness in the literature, is a personality style first introduced by Suzanne C. Kobasa in 1979 (Kobasa, S.C., 1979). In the early days of hardiness research, it was usually defined as a personality structure comprising the three related general dispositions of commitment, control, and challenge that functions as a resistance resource in the encounter with stressful conditions (Kobasa, S.C., 1979; Kobasa, S.C., *et al.*, 1982). Lately, Maddi has characterized hardiness as a combination of three attitudes (commitment, control, and challenge) that together provide the courage and motivation needed to turn stressful circumstances from potential calamities into opportunities for personal growth (Maddi, S.R., 2004, 2006). While acknowledging the importance of the three core dimensions, Barton considers hardiness as something more global than mere attitudes (Bartone, P.T., 2006). Hardiness is often considered an important factor in psychological resilience or an individual-level pathway leading to resilient outcomes (Bartone, P.T., Hystad, S.W., 2010; Bonanno, G.A., 2004). Although early studies relied almost exclusively on male

business executives, over the years this buffer-effect has been demonstrated in a large variety of occupational groups as well as non-professionals, including military groups (Bartone, P.T., 2000; Westman, M., 1990), teachers and university staff (Klag, S., *et al.*, 2004; Nishizaka, S., 2002), firefighters (Jimenez, B.M., *et al.*, 2006), and students (Hystad, S.W., *et al.*, 2009). Still, not every investigation has been able to demonstrate such moderating, or buffering, effects and there is a debate whether the effects of hardiness are interactive or primarily independent of levels of stress. (Klag, S., *et al.*, 2004; Funk, S.C., 1992; Sinclair, R.R., *et al.*, 2000).

Objective of the Study

1. To find out the different psychological hardiness factors between Sprinter and Javelin throwers.
2. To find out the psychological hardiness between Sprinter and Javelin throwers.

Methodology

Sample: The subject for the present study was selected randomly from different districts West Bengal, India. For the study different track and field groups were selected. Some of them are sprinters, and javelin throwers. Most of them were participated in a regular basis in different state level competition. A total of 30 sprinters and 30 javelin throwers were selected from different district of West Bengal. The age of the subject ranged from 16 to 21 yrs. Old.

Tools used: For the present study, the researcher has selected "Psychological Hardiness" as one of the variables of the study. The researcher reviewed various Psychological Hardiness developed in India and abroad. Finally, the researchers have selected the Psychological Hardiness scale which was developed by Singh (2008), which was administered for measuring the different dimension of Psychological Hardiness factors as commitment, control, and challenge.

Statistical Procedure

Descriptive statistical measures like mean and standard deviation were used in order to describe the nature of the sample taken. To determine the differences, if any, between Sprinters and non-Sprinters adolescents, the independent t-test was calculated. Statistical significance was tested at 0.05 level of confidence. All the statistical analysis was done with the help of SPSS version 23 windows.

Result and Discussion

Table 1: Showing different psychological hardiness factor between sprinters javelin throwers

Psychological Hardiness	Group	N	Mean± SD	t- value	Level of significance
Commitment	Sprinters	30	115.9±14.60	1.97	Not Significant at 0.05 level
	Javelin throwers	30	109.7±9.18		
Control	Sprinters	30	108.3±12.15	2.37*	Significant at 0.05 level
	Javelin throwers	30	115.7±12.0		
Challenge	Sprinters	30	109.2±10.81	0.04	Not Significant at 0.05 level
	Javelin throwers	30	109.3±8.22		
Psychological Hardiness	Sprinters	30	111.13±12.65	0.15	Not Significant at 0.05 level
	Javelin throwers	30	111.57±10.03		

From the table-1 first objective was to find out the Psychological Hardiness between Sprinters and Javelin throwers. It observed that the mean value of two different groups seems to differ from each other on different Psychological Hardiness factors of commitment, Control,

Challenge, and Psychological hardiness. The mean ±SD value obtained by the group of Sprinters on commitment, control, Challenge, and Psychological hardiness were 115.9 ±14.60, 108.3 ±12.15, 109.2 ±10.81, 111.13 ±12.65. The Javelin throwers were respectively 109.7 ±9.18, 115.7 ±12.0, 109.3

± 8.22 & 111.57 ± 10.03 .

But on the basis of mean observation, it would not be clear whether these differences are really significant or not. To determine the differences, if any, between Sprinters and Javelin throwers, the independent t-test was calculated. The obtained 't' value of Commitment, challenge & Psychological Hardiness was found to be not significant at 0.05 level of significance but only Control factor was found to be significant at 0.05 level of significance.

Discussion

Table 1 indicates the no significant difference between Sprinters and Javelin throwers on the dimension of Commitment, control, challenges, and psychological hardiness, but result also indicated Control factor was found to be significant. Both the group did not differ statistically significantly of Commitment, control, challenges, and psychological hardiness, but the mean value of Sprinter slightly higher in Commitment than the javelin throwers, but the mean value of javelin thrower slightly higher in challenge and psychological hardiness than the sprinter. On the other hand, javelin throwers had significantly higher in control ability than the sprinters. From the table it evident that there was no significant difference sprinters and javelin throwers in commitment. Challenge and psychological hardiness, whereas significant difference was found in control. Roth and Cohen (1986) studied the effects of psychological hardiness and its components and skill on competitive anxiety and self-confidence. Castle (2001) studied over a 100 college going athlete and non-athletes he observed that psychological hardiness of the athletes were better than the non-athletes and significant differences were observed. In this regard Kobasa (1979) believes that some people choose sport as a means for reducing tension and stress and although this is not the best strategy, it is more effective than emotion focused coping. Almost 16 percent of athletes use emotion-focused coping strategy, indicating their lack of control over incoming stressors (Int. Res. J. Appl. Basic. Sci. Vol., 817-821, 2012). But in the present study the subjects were selected from different sport discipline and due to their nature of the games the psychological aspects were developed differently. For while no significant difference were observed in Psychological hardiness between state level, sprinters and javelin throwers.

Conclusion

1. No significant difference was found between sprinter and javelin throwers in commitment.
2. In control Javelin throwers had significantly better than sprinters.
3. No significant difference was found between sprinter and javelin throwers in challenge.
4. No significant difference was found between sprinter and javelin throwers in psychological hardiness.

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