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## Effect of recreational activities and psychological skill training on selected personality dimensions among unemployed rural youth

**A Amaran and Dr. S Thirumalai Kumar**

### Abstract

The reason of the study was to find out effect of Recreational Activities and Psychological Skill Training on Selected Personality Dimensions among Unemployed Rural Youth. To attain the purpose of the study sixty (N=60) Rural Unemployed Youth were selected aged between 25 to 35 years randomly selected as a subject from Thiruvallur District, Tamil Nadu. Assigned into three equal groups of 20 each. The Experimental Group one participated in the recreational activities and Experimental Group two participated in psychological skill training and the combination of the above two training was given to the third experimental group of six weeks, each section lasted 60 minutes. The selected personality dimensions namely Leadership Skill, Self-Awareness, Self-Confidence, and Stress Management were measured by Personality Development Index (PDI) which was developed by Kalliappan (1993), test prior and immediately before and after the training period. The collected data were analyzed statistically through ANCOVA and Post-hoc test. The result of the study showed that combination of recreational activities and psychological skill training better significant improvement than the other isolated groups.

**Keywords:** Rural unemployed youth, recreational activities, psychological skill training, personality dimensions, leadership skill, self-awareness, self-confidence, stress management

### Introduction

Unemployment is a situation when a person actively searches for a job and is unable to find work. Unemployment indicates the health of the economy. National sample survey organization (NSSO) defines employment and unemployment on the following activity statuses of an individual. NSSO, an organization under MoSPI – Ministry of Statistics and Programme implementation measures India's unemployment on three approaches. 1. Daily Status Approach: A person having no gainful work even for one hour in a day is described as unemployed for that day. 2. Weekly Status Approach: Were unemployed even for an hour on any day of the week preceding the date of the survey. 3. Usual Status Approach: Had no gainful work for a major time during the 365 days. Types of Unemployment in India: Disguised Unemployment, Structural Unemployment, Seasonal Unemployment, Vulnerable Unemployment, Technological Unemployment, Cyclical Unemployment, Frictional Unemployment.

### Impact of Unemployment in India

- The problem of unemployment gives rise to the problem of poverty.
- Unemployment persons can easily be enticed by antisocial elements. This makes them lose faith in the democratic values of the country.
- People unemployed for a long time may indulge in illegal and wrong activities for earning money which increases crime in the country.
- Increase laziness mentally and physically
- Decrease attitude of educated young men and personality level going poor
- Leads to drug addiction, Lack of self-esteem and unwanted fight without any reason
- Lack of physical fitness and health concentration, it leads to negative thoughts, unwanted bad thinking, Increase in crime level and Leads to reducing economy-level

**Recreation Definition and Meaning**

The American Association of Health, Physical Education and Recreation (AAHPER) states that Recreation is a special field that contributes to the satisfaction of basic human needs for creative self-expression, helps to promote total health-physical, mental, emotional and social; provides an antidote to the strains and tensions of life; provides an avenue to abundant personal and family living and develops effective citizenship and vitalizes democracy.

**Characteristics of recreation**

Leisure time, enjoyable, self-satisfaction, voluntary participation, constructive, socially accepted, non-survival.

**Psychological Skill Training**

Psychological skill training (PST) is a systematic practice that aims to help athletes acquire self-regulation skills for optimal performance. PST comprises multiple strategies such as arousal regulation, anxiety management, goal setting, concentration, imagery, routine, and cognitive restructuring.

**Statement of the problem**

The purpose of the present study was to find out the effect of Recreational Activities and Psychological Skill Training on Selected Personality Dimensions among Unemployed Rural Youth.

**Hypotheses**

Combined recreational activities and psychological skill training on would have better significant improvements on selected personality dimensions than the isolated recreational activities and isolated psychological skill training among unemployed rural youth.

**Limitation**

The following uncontrollable factors associated with the study are considered as limitations of the research study.

1. The subject's body type will not be taken into consideration.
2. The homogeneous characters of the subjects, hereditary, will not be considered.
3. Certain factors like daily routine, diet and climate conditions will not consider for this study.

**Delimitation**

The following delimitations will be taken into consideration during this study.

1. The present study restricted only unemployed youth from Thiruvallur district rural areas, age between 25 to 35 years
2. The following personality dimension namely Leadership skill, Self-awareness, Self-confidence, and Stress Management we're only selected.

**Objectives of the study**

To identify recreational activities and psychological skill training is more suitable to improve the selected personality dimensions variables among rural area unemployed youth.

**Significance of the study**

- a. The results of the study will help the unemployed youth to understand their personality dimension level.
- b. This study shows the recreational activities and psychological skill training effects and importance.
- c. This study shows new combination training schedule of

combined training of recreational activities and psychological skill training among rural unemployed youth.

- d. This study will support unemployed youth and it may also to support Fit India movement.

**Definition of terms****Leadership**

"Leadership is the process of influencing people so that they will strive willingly towards the achievement of group goals". (Knoontz and O'Donnell)

**Self-awareness**

"Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards". (Shelley Duval and Robert Wickund)

**Self-confidence**

"People's sense of competence and skill, their perceived capability to deal effectively with various situations".

**Stress management**

"Stress is the tension and pressure that result when an individual views a situation as presenting a demand that threatens to exceed his capabilities and resources". (Stoner and Wankel)

**Review of related literature**

The research study delves into the pivotal role of psychological skill training (PST) in enhancing the performance of soccer players. The study focuses on various psychological parameters such as self-confidence, attention control, motivational level, and anxiety, aiming to explore the impact of PST on these factors. One commendable aspect of the study is its structured methodology. The division of participants into experimental and control groups, along with the implementation of a twelve-week PST program, provides a clear framework for evaluating the effectiveness of psychological interventions. The incorporation of techniques like self-talk, visual-motor behavioral rehearsal, and progressive muscle relaxation reflects a thoughtful approach to PST implementation. Moreover, the study's emphasis on mental toughness sub-factors, including self-confidence and motivation, adds depth to the research. By addressing specific psychological attributes, the study offers valuable insights into the nuanced relationship between psychological skills and soccer performance. However, the review could benefit from more detailed information about the results and outcomes of the study. Understanding the specific improvements observed in psychological parameters and skill performance variables would enhance the review's comprehensiveness. In summary, the research study lays a robust foundation for the significance of psychological skill training in soccer. Its structured methodology attributes contribute meaningfully to the understanding of PST's impact on soccer players. Further elaboration on the study's results would provide a more comprehensive evaluation.

**Methodology****Selection of subjects**

For the purpose of the study the investigator has selected as a subject sixty (N=60) Rural Unemployed Youth were selected aged between 25 to 35 years randomly selected as a subject from Thiruvallur District, Tamil Nadu, and they have been

divided into three groups of 20 subjects in each group. All the subjects were assigned to experimental group I.II.III. Group I-Recreational activities group, Group II-Psychological skill training group, Group III-Recreational activities and psychological skill training group.

**Selection of variables**

Leadership Skill, Self-awareness, Self-confidence, Stress management.

**Training programme**

During the training period the experimental group all three underwent 6 weeks of recreational activities, psychological skill training and both recreational activities and psychological skill training in addition to their daily routine

activities as per the schedule. The duration of training was planned for 45 minutes that is from 7.00 Am to 7.45 Am on Monday, Wednesday, Friday for experimental group one and experimental group two. Tuesday, Thursday, Saturday for experimental group three except psychological skill training group each session 45 minutes training consist of 5 minutes warm-up exercise, 30 minutes steps workouts and finally end up with 10 minutes cool down and stretching exercise for recovery purpose. After completion of 6 weeks of recreational activities, psychological skill training and both recreational activities and psychological skill training on selected personality dimensions namely leadership skill, self-awareness, self-confidence, stress management the participants were retested as per the test exercise.

**Table 1:** Six weeks training programme schedule

Week	Day	Recreational activities
1 to 6	M/W/F	Talk and walk, simple recreational game with and without ball. Mirror recreational game, obey recreational game. Dance activities, hoops recreational activities, touch reactional game.
1 to 6	T/Th/Sa	Psychological skill training

**Statistical Technique**

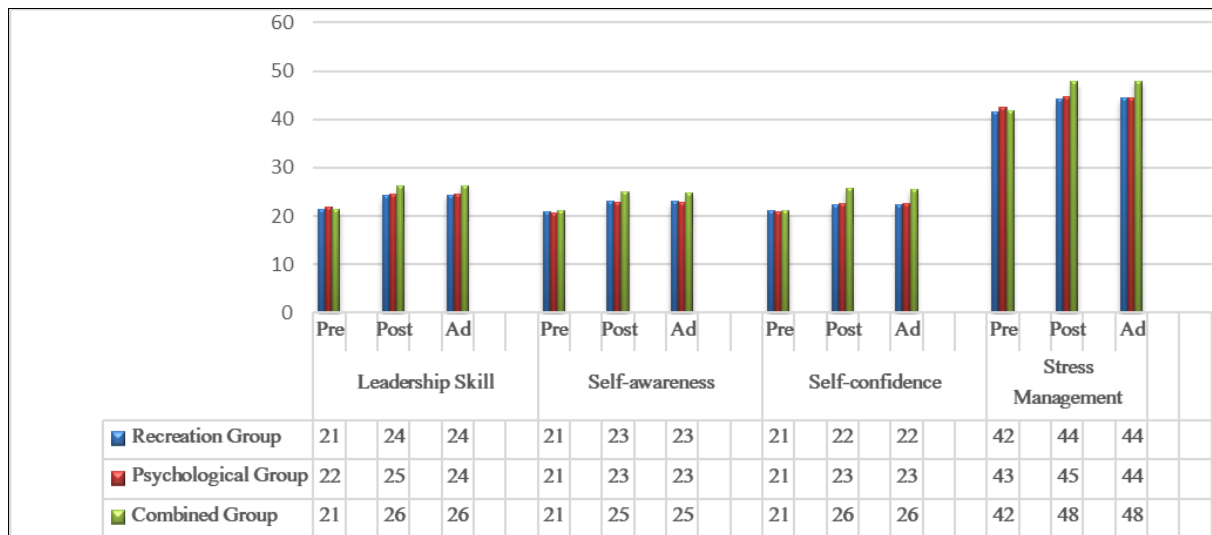
The data obtained were analyzed by Analysis of Covariance (ANCOVA) The adjusted post-test mean difference among the experimental group were tested and if the adjusted post-test results was significant the Scheff `s Post hoc test was

used to determine the significance of the paired means difference.

**Results and Discussions**

**Table 2:** Computation of analysis of covariance for pre and post-tests data on leadership skill, self-awareness, self-confidence, Stress management (Scores in Numbers)

		Recreation Group	Psychological Group	Combined Group	Sv	Ss	Df	Ms	F
Leadership Skill	Pre	21.4	21.85	21.35	B	3.03	2	1.51	0.04
					W	2185.1	57	37.86	
	Post	24.25	24.6	26.2	B	43.23	2	21.61	3.69
					W	333.75	57	5.85	
	Ad	24.32	24.41	26.30	B	50.09	2	25.04	1.30
					W	1078.2	56	19.25	
	Mg	2.85	2.75	4.85					
	Self-awareness	Pre	20.95	20.75	21.05	B	0.93	2	0.46
W						2258.3	57	39.62	
Post		23	22.8	24.95	B	56.43	2	28.21	7.72
					W	208.1	57	3.65	
Ad		22.98	22.89	24.87	B	49.82	2	24.91	1.39
					W	999.6	56	17.85	
Mg		2.05	2.05	3.9					
Self-confidence		Pre	21	20.8	21.1	B	0.93	2	0.46
	W					2341	57	41.07	
	Post	22.25	22.6	25.65	B	139.9	2	69.95	25.7
					W	155.1	57	2.72	
	Ad	22.23	22.69	25.57	B	131.23	2	65.61	4.02
					W	914	56	16.32	
	Mg	1.25	1.8	4.55					
	Stress Management	Pre	41.6	42.6	41.65	B	12.7	2	6.35
W						4571	57	80.20	
Post		44.15	44.8	47.8	B	151.6	2	75.81	7.98
					W	540.9	57	9.49	
Ad		44.33	44.46	47.95	B	168.9	2	84.45	2.70
					W	1750	56	31.26	
Mg		2.55	6.15	2.2					



\*Significant the table F required for 2 and 57(df) and 2 and 56(df) = 3.15

**Fig 1:** Bar diagram for pre and post-tests data on leadership skill, self-awareness, self-confidence, stress management

**Experimental Group-I:** The pre-test scores of experimental group I (Recreational activities) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 21, 21, 21, and 42 respectively. The post-test scores of experimental group I (Recreational activities) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 24, 23, 22 and 44 respectively. The order adjusted mean scores of experimental group I (Recreational activities) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 24, 23, 22 and 44 respectively. The mean gain in the experimental group I (Recreational activities) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 2.85, 2.05, 1.25 and 2.55 respectively. The obtained F value on pre-test scores 0.04, 0.01, 0.01 and 0.07 was less than the required F value of 3.15 to be significant at 0.05 level. This proved that there was no significant difference between the F value on pre-test score and F values. The post-test scores analysis proved that there were significant differences between the obtained F value 3.69, 7.72, 25.7 and 7.98 was higher than the required F value of 3.15. Adjusted mean scores were calculated and subjected to statistical treatment. The proved that there was significant difference among the means due to the recreational activities on Leadership Skill, Self-awareness, Self-confidence, and Stress management.

**Experimental Group-II:** The pre-test scores of experimental group II (Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 22, 21, 21, and 43 respectively. The post-test scores of experimental group II (Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 25, 23, 23 and 45 respectively. The order adjusted mean scores of experimental group II (Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 24, 23, 23 and 44 respectively. The mean gain in the experimental group II (Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 2.75, 2.05, 1.8 and 6.15 respectively. The obtained F value on

pre-test scores 0.04, 0.01, 0.01 and 0.07 was less than the required F value of 3.15 to be significant at 0.05 level. This proved that there was no significant difference between the F value on pre-test score and F values. The post-test scores analysis proved that there were significant differences between the obtained F value 3.69, 7.72, 25.7 and 7.98 was higher than the required F value of 3.15. Adjusted mean scores were calculated and subjected to statistical treatment. The proved that there was significant difference among the means due to the Psychological Skill Training on Leadership Skill, Self-awareness, Self-confidence, and Stress management.

**Experimental Group-III:** The pre-test scores of experimental group III (Recreational Activities and Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 21, 21, 21, and 42 respectively. The post-test scores of experimental group III (Recreational Activities and Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 24, 26, 25 and 48 respectively. The order adjusted mean scores of experimental group III (Recreational Activities and Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 26, 25, 26 and 48 respectively. The mean gain in the experimental group III (Recreational Activities and Psychological Skill Training) on Leadership Skill, Self-awareness, Self-confidence, and Stress management were 4.85, 3.9, 4.55 and 2.2 respectively. The obtained F value on pre-test scores 0.04, 0.01, 0.01 and 0.07 was less than the required F value of 3.15 to be significant at 0.05 level. This proved that there was no significant difference between the F value on pre-test score and F values. The post-test scores analysis proved that there were significant differences between the obtained F value 3.69, 7.72, 25.7 and 7.98 was higher than the required F value of 3.15. Adjusted mean scores were calculated and subjected to statistical treatment. The proved that there was significant difference among the means due to the Recreational Activities and Psychological Skill Training on Leadership Skill, Self-awareness, Self-confidence, and Stress management.

**Table 3:** Scheffe's post hoc test on leadership skill, self-awareness, self-confidence, stress management (Scores in Numbers)

	Recreational Group	Psychological Group	Combined Group	MD	CI
Leadership Skill	24.33	-	26.31	1.98	3.53
	24.33	24.41	-	0.09	3.53
		24.41	26.31	1.89	3.53
Self-awareness	22.90		24.87	1.97	3.40
	22.90	22.98		0.08	3.40
		22.98	24.87	1.89	3.40
Self-confidence	22.23		25.57	3.34	3.25
	22.23	22.69		0.46	3.25
		22.69	25.57	2.88	3.25
Stress Management	44.33		47.95	3.62	4.49
	44.33	44.47		0.14	4.49
		44.47	47.95	3.49	4.49

The multiple mean comparison shown in Table III proved that three were significant differences exist between the adjusted means of recreational activities group and combined recreational activities and psychological skill training group, recreational activities group and psychological skill training group, psychological skill training group and combined recreational activities and psychological skill training group as the mean difference were greater than the obtained confidence interval 3.53, 3.40, 3.25, and 4.49. Comparing the means of the three groups, the experimental group – III (Combined Recreational Activities and Psychological Skill Training Group) was found better in improvement on selected personality dimensions namely Leadership skill, Self-awareness, Self-confidence, Stress management than the experimental group-I (Recreational Activities) and experimental group-II (Psychological Skill Training).

### Conclusion

Within the limitation and delimitations set for the present study and considering the results obtained, the following conclusion were drawn.

1. The selected personality dimensions variables namely leadership skill, self-awareness, self-confidence and stress management were significantly improved by Combined recreational activities and psychological skill training better than the isolated recreational activities and isolated psychological skill training among rural unemployed youth.

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