

**Impact of Psychological Intervention on Performance of International School Players
Participating in Individual and Team Games – A KAP Study**

Pradeep J. Singh

PGTD of Physical Education,
RTM Nagpur University, Nagpur

Dr. Surendra Tiwari

Jyotiba College of Physical Education,
Digdoh, Hingana Road, Nagpur

Introduction

One of the most popular extra-curricular activities among children is sports (Kutteroff & Behrens, 2006). Moreover, in many countries such activities are supported by substantial public subsidies. The use of psychological interventions in competitive sport to enhance performance has become increasingly popular irrespective of type of sport. However, the effectiveness of these interventions has been questioned by some sports psychologists as well as sports coaches. It has been reported that in general, educationally-based psychological interventions have produced significant increases in sports performance. Moreover, these interventions can be classified as relaxation-based, cognitive, cognitive-behavioural or behavioural in nature (Douthitt et al., 1995). Although for many sporting events a general support has been provided for the effectiveness of psychological interventions in competitive sports, a number of methodological shortcomings limit the application of these findings (Morris and Summers, 2004).

In addition to the above mentioned aspects, many experts around the world have concluded that physical education as well as sports performance is critical component of a child's overall education. It can improve body awareness and help a child develop healthy habits at an early age. With psychologists increasingly supporting the quest for performance enhancement in various sports, there is a need to evaluate the evidence base underpinning their work (Kornspan et al., 2006). Moreover, the interventions developed and implemented by psychologists can be broadly categorized as psychological, social, or psychosocial in nature, which we describe as any actions or processes that alter functioning and/or performance through changes in an individual's thought and behavior, through social factors, or through a combination of both individual thought and behavior and social factors, respectively (Maclean and Shannon, 2008). Hence, in order to establish evidence base for these interventions it is necessary for researchers to embark or conduct a rigorous and iterative process of empirically data based research.

There are three different types of psychological intervention specialists in sport field (British Psychological Society, 2009). The first category is the Clinical/Counselling Sport Psychologist (Cox, 2005). These psychologists are trained to assist athletes to deal effectively with emotional and personality disorder issues that affect particular athletes. The second category is the grouping that includes the Educational Sport Psychologist (Cox, 2005). These psychologists come to sport with an extensive academic and practical background in university departments of physical education and sport specific training. The objective of an intervention or ongoing assistance provided by these individuals is to assist the athlete to develop a wide range of potential psychological skills for performance enhancement. The third category is the Research Sport Psychologist group, which is comprised of scientists and scholars of sport psychologist and they provide an important support role to the entire discipline (Cox, 2005). In the backdrop of above information, this study was carried out with an aim to understand the role of psychological intervention on the Knowledge, Attitude and Practice (KAP) of the players participating in individual and team games.

Research Methodology

Design of Study

The design of the study was be random group design. The subjects for this study comprised of the students/players from the International Schools (of Mumbai City) belonging to age group 12 to 16 years. The two categories of players i.e. participating in individual (Badminton, Tennis and Athletics) games and team games (Basketball, Volleyball and Handball) were selected randomly. In all total 600 players (300 players each) were selected for both the groups i.e. individual and team games.

Data Collection Method

The primary data was collected by using a standardized questionnaire, which was developed by the researcher in the guidance of the supervisor. The questionnaire was prepared by keeping the objectives of the study in mind. Care was taken to cover all the objectives of the study. Data collection was done by using survey methodology.

Reliability and Validity of questionnaire

Reliability of the questionnaire was determined by using the standardized test i.e. test-retest method. The content validity, criterion-related validity and construct validity of the questionnaire was also determined prior to data generation. Moreover, to ensure that the investigator along with an assistant performed a number of practice sessions in testing procedure under the guidance of supervisor. The tester's reliability was evaluated together with reliability of tests. A Pearson's product moment correlation above 0.892 indicated that the tester was well equipped for data generation.

Statistical Procedure employed and Significance Level

The data characteristics (descriptive statistics) such as Frequency, Percentage, etc. were determined. The data was analyzed using SPSS 18.0 Software.

Impact of Psychological Intervention on the Knowledge of Players

Table 1: Impact of psychological intervention on the knowledge of player's

Knowledge level	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
High awareness	77	51.3	39	26.0
Moderate awareness	46	30.7	68	45.3
Low awareness	27	18.0	43	28.7
Total	150	100	150	100

Above **Table 1** shows results pertaining to the impact of psychological intervention on the knowledge of player's. Study result shows that 51.3% players playing individual game and 26% players playing team game were highly aware. However 30.7% individual players and 45.3% team game players were having moderate awareness. Furthermore 18.0% individual players and 28.7% team game players were having low awareness about the impact of psychological intervention on the knowledge of players.

Impact of Psychological Intervention on the Attitude of Players

Table 2: Impact of intervention on the attitude of player's

Attitude	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
Highly favourable	68	45.3	47	31.3
Moderately favourable	51	34.0	68	45.3
Not favourable	31	20.7	35	23.3
Total	150	100	150	100

Above **Table 2** presents information pertaining to the impact of psychological intervention on the attitude of players towards sports. The study result shows that 45.3% players playing individual game and 31.3% players playing team game were having highly favorable impact. However 34.0% individual players and 45.3% team game players were having moderately favorable impact. Furthermore 20.7% individual players and 23.3% team game players were having non-favorable impact of psychological intervention on the attitude of players.

Impact of Psychological Intervention on the Practice of Players

Table 3: Impact of psychological intervention on the practice aspect of players

Practice	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
High	69	46.0	72	48.0
Moderate	56	37.3	49	32.7
Low	25	16.7	29	19.3
Total	150	100	150	100

Above **Table 3** presents information pertaining to the impact of psychological intervention on the practice aspect of players. Study result shows that 46.0% players playing individual game and 48.0% players playing team game were having high impact. However 37.3% individual players and 32.7% team game players were having moderate impact. Furthermore 16.7% individual players and 19.3% team game players were having low impact of psychological intervention on the practice aspect of players.

Sports performance after psychological intervention

Table 4: Impact of psychological intervention on sports performance of players

Performance	Individual Game		Team Game	
	No. of Players	Percentage	No. of Players	Percentage
Significant Improvement	86	57.3	74	49.3
Moderate Improvement	48	32.0	54	36.0
No Improvement	16	10.7	22	14.7
Total	150	100	150	100

Above **Table 4** presents information pertaining to the impact of psychological intervention on the sports performance of players. Study result shows that 57.3% players playing individual game and 49.3% players playing team game were having significant improvement. However 32.0% individual players and 36.0% team game players were having moderate improvement. Furthermore 10.7% individual players and 14.7% team game players were having no improvement in sports performance after psychological intervention.

Conclusions:

Impact of Psychological Intervention on the Knowledge of Players

- On the basis of study results it is concluded that majority of the players playing individual games were having high awareness whereas players playing team games were having moderate awareness about the impact of psychological intervention on the knowledge of players.

Impact of Psychological Intervention on the Attitude of Players

- From the study results it is concluded that majority of the players playing individual games have highly favorable impact whereas players playing team games have moderately favorable impact of psychological intervention on the attitude of player's.

Impact of Psychological Intervention on the Practice of Players

- In view of study results it is concluded that majority of the players playing individual games have high impact whereas players playing team games have high impact of psychological intervention on the practice aspect of players.

Sports performance after psychological intervention

- On the basis of study results it is concluded that majority of the players playing individual games have significant improvement whereas players playing team games also have significant improvement in the sports performance after psychological intervention.

Bibliography

1. Axpe I., Goñi A. & Infante G. (2013). Efficacy of a cognitive program for improving the physical self-concept of university students, *Percept Mot Skills*, 117(3);720-32.
2. British Psychological Society Ethical Guidelines (2009) [online] Retrieved November 21, 2009 at:<<http://www.bps.org.uk>>
3. Buckworth J, Dishman RK. Exercise psychology. Champaign, IL: Human Kinetics, 2002.
4. Cox, R.H. Sport Psychology: Concepts and Applications (5th ed.) Toronto: McGraw Hill (2005)
5. Douthitt, V.L., and Harvey. M.L., "Exercise Counseling - How Physical Educators Can Help" *The Journal of Physical Education, Recreation & Dance* 66.5 (1995): 31
6. <http://www.minddisorders.com>
7. Jäger K., Schmidt M., Conzelmann A. & Roebbers C.M. (2014). Cognitive and physiological effects of an acute physical activity intervention in elementary school children, *Front Psychol.*, 18;5:1473.
8. Kornspan, A.S., and Duve, M.A., "A Niche and a Need: A Summary of the Need for Sport Psychology Consultants in Collegiate Sports." *Annals of the American Psychotherapy Association* 9.1 (2006): 19
9. Kutteroff, A., & Behrens, P. (2006). KIM Studie 2006: Kinder und Medien, Computer und Internet. Medienpädagogischer Forschungsverbund Südwest.
10. Lazarus, R. S. (2000). How emotions influence performance in competitive sports. *The Sport Psychologist*, 14(3), 229-252.
11. Maclean, J., and Shannon H. "Values and Sport Participation: Comparing Participant Groups, Age, and Gender." *Journal of Sport Behavior* 31.4 (2008): 352
12. Mamassis, G., & Doganis, G. (2004). The effects of a mental training program on juniors pre-competitive anxiety, self-confidence, and tennis performance. *Journal of Applied Sport Psychology*, 16(2), 118-137
13. Morris, T., and Summers, J., eds. *Sport psychology: theory, application and issues* (2nd Ed.). Chichester: Wiley (2004)
14. Nesti, M. *Existential Psychology and Sport: Theory and Application*. New York: Routledge, 2004
15. Petitpas, A. J., Cornelius, A. E., Van Raalte, J. L., & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The sport psychologist*, 19(1), 63-80.
16. Wann, D.L., and Polk J., "The Positive Relationship between Sport Team Identification and Belief in the Trustworthiness of Others" *North American Journal of Psychology* 9.2 (2007): 251
17. Watson, J.C and Clement D., 'Ethical and Practical Issues Related to Multiple Role Relationships in Sport Psychology' (2008) [online] Retrieved November 22, 2009 at:<<http://www.athleticsinsight.com/Vol10Iss4/Multiple.htm>>