

Comparative Study of Mental Toughness and Adjustment between Amateur Golfers and Caddie Turned Amateur Golfers

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Abstract – In this study, we assessed the mental toughness between the amateur golfers and caddie turned amateur golfers. Two hundred (200) male golfers of 18 to 24 years of age group were randomly sampled to participate in the present study. They were further divided into two groups which includes one hundred (n=100) amateur golfers and one hundred (n=100) caddie turned amateur golfers. All the subjects, after having been briefed about the objective and protocol of the study, gave their consent, and volunteered to participate in the study. Participants completed the mental toughness inventory (MTI) by Middlenton et al. (2005) was used to measure mental toughness. Sinha & Singh's AICS (1980) was employed to measure five dimensions of adjustment i.e., home, health, social, emotional, and educational and total adjustment. To determine the difference of Mental Toughness and Adjustment between male golfers independent t-test was employed through SPSS package 20.0 and the significant level was set at 0.05. the findings of this research paper showed that there was non-significant mean difference for overall mental toughness between Amateur golfers and Caddie turned amateur golfers along with its domains: Rebound ability, Ability to handle pressure, concentration ability, Level of confidence and motivation. Yet Caddie turned amateur golfers presented more mental toughness.

Keywords – Golf, Amateur Golfers, Caddie turned Amateur Golfers, Mental Toughness, Adjustment.

INTRODUCTION

An outdoor game Golf, basically a ball-stick game is played around the world. It is played on a large open-air course in which a ball is struck by a club with the aim of taking the lowest number of strikes possible to get the ball into 18 holes in the ground. The objective of golf is to get the ball into the holes in the lowest number of shots. Whether one play for fun or play competitively, golf is a complex game. Golf is intensely associated with traits like patience, persistence, skilled practice, and focused ability. To be a successful player reaching fullest potential, ongoing practice and professional instruction is needed. Psychological parameters mental toughness, adjustment play an important role for growth of golfers. Regardless of whether it's helpless climate, a physical issue, or a weight circumstance, competitors with mental toughness an athlete figure out how to create similar outcomes. Adjustment in the process by which an organism achieves a balance between its needs and the circumstances that affect the accomplishment of these needs. This type of transitional response to adversity is not unique to Olympic champions and is an important formative experience for talent development (Savage et al., 2016). Progressing investigation seems to help the

importance of prologue to hardship. Helpful impact of difficulty with 10 Olympic gold medallists. The Olympic victors proposed that unfriendly encounters at first prompted injury, but instead than evoking maladaptive conduct reactions, the extreme negative feelings were utilized to fuel the competitors' future exertion and application (Sarkar et al. 2015). Another examination investigating the difficulty and development related encounters of Olympic swimmers found that by embracing momentary related systems, the competitors eventually flourished notwithstanding affliction, and prospered as entertainers and people (Howells and Fletcher, 2015). Stephanny FN. Freeman et al. (2000) stated that children do not receive adequate recognition scores at as high a level in regular classrooms as their usually emerging peers do. Integrated learners perform better than their equivalent separated students on tests of academic performance and social maturity by contrasting children with mental retardation in general education and special education classrooms. Raju MVR et al. (2007) indicated that school children's transition depends largely on school factors, such as the class they are learning in, the medium of teaching available in the school, and the form of school administration. Parental schooling and occupation of

school children have also had significantly influenced adjustment.

METHODOLOGY PARTICIPANTS:

The participants were 200 golfers who regularly participated in various Amateur golf competitions. The sample consists of 200 male golfers from Chandigarh, Delhi, Haryana and Punjab. They were further divided into two groups which includes hundred (n = 100) amateur golfers and hundred (n = 100) caddie turned amateur golfers. The groups have been presented in Table 1 The random sampling technique was used to obtain the required data. All participated an informed consent form before data collection.

Table 1: Details of selected Amateur Golfers and Caddie Turned Amateur Golfers

Details of selected golfers				
Sr. No.	A	Sample	B	Sample
1.	Amateur Golfers	100	Caddie Turned Amateur Golfers	100

Measures: Mental toughness was measured by applying mental toughness inventory constructed by Middlenton et al. (2005). Mental toughness inventory consists of 30 items measuring the mental toughness in five areas, i.e., rebound ability, ability to handle pressure, concentration, confidence, and motivation. There was only true/false answers option in this questionnaire and subjects must tick only one option. The questionnaire is suitable for the age group as selected for the study. Adjustment was measured by applying Adjustment Inventory (AICS) constructed by Sinha and Singh. It has 102 items to measure five dimensions of adjustment i.e., home, social, emotional, and educational. The questionnaire is suitable for the age group as selected for the study.

Data Analysis: Descriptive statistics (Mean, Standard Deviation, Skewness, Kurtosis, Standard Error of Skewness and Standard Error Kurtosis) were calculated for all measures. Data screening was used to ensure all dependent variables met the assumptions necessary for the use of parametric statistics before data analysis. In addition, independent t-test were used to test the between-group differences between amateur and caddie turned amateur golfers in mental toughness. The level of $p > 0.05$ was considered non-significant. Statistical Package for Social Science (SPSS) version 20.0 was used.

Table 2

Distribution of golf players according to Mental Toughness Overall Scoring								
Mental Toughness	Group	N	Mean	SD	Mean Difference	t	Df	p-value
Rebound Ability	Amateur Gelfer	100	4.77	1.24	-0.070	-0.397	198	0.691 ^{ns}
	Caddie Turned Amateur Gelfer	100	4.84	1.24				
Ability to Handle Pressure	Amateur Gelfer	100	5.31	0.84	0.010	0.081	198	0.936 ^{ns}
	Caddie Turned Amateur Gelfer	100	5.30	0.90				
Concentration Ability	Amateur Gelfer	100	4.89	0.68	-0.060	-0.590	198	0.556 ^{ns}
	Caddie Turned Amateur Gelfer	100	4.95	0.75				
Level of Confidence	Amateur Gelfer	100	5.09	0.71	-0.050	-0.478	198	0.633 ^{ns}
	Caddie Turned Amateur Gelfer	100	5.14	0.76				
Motivation	Amateur Gelfer	100	5.08	0.74	-0.060	-0.593	198	0.554 ^{ns}
	Caddie Turned Amateur Gelfer	100	5.14	0.68				
Mental Toughness Total	Amateur Gelfer	100	25.11	2.70	-0.270	-0.671	198	0.503 ^{ns}
	Caddie Turned Amateur Gelfer	100	25.38	2.89				

Table 2 tabulates the distribution of golf players according to mental toughness overall scoring. In the domain rebound ability, the mean score was 4.77 for amateur golfers and 4.84 for caddie turned amateur golfers. Mean difference was -0.070. The p-value was found non-significant (t- -0.397, p- 0.691(p>0.05)). The mean score was almost same for amateur golfers (M- 5.31) and caddie turned amateur golfers (M- 5.30) in the domain ability to handle pressure. The p-value was statistically non-significant (t- 0.081, p- 0.936(p>0.05)). In concentration ability domain, amateur golfers had attained a mean score of 4.89 and caddie turned amateur had a mean score of 4.95. Mean difference was -0.060. The p-value was found non-significant (t- -0.590, p- 0.556(p>0.05)). A mean score of 5.09 by amateur golfers and 5.14 by caddie turned amateur golfers was attained in level of confidence domain. The p-value was found non-significant (t- -0.478, p- 0.633(p>0.05)). In the domain motivation, the mean score was 5.08 for amateur golfers and 5.14 for caddie turned amateur golfers. Mean difference was -0.060. The p-value was found non-significant (t- -0.593, p- 0.554(p>0.05)). A mean score of 25.11 by amateur golfers and 25.38 by caddie turned amateur golfers was attained in mental toughness total domain. The p-value was found non-significant (t- -0.671, p- 0.503(p>0.05)).

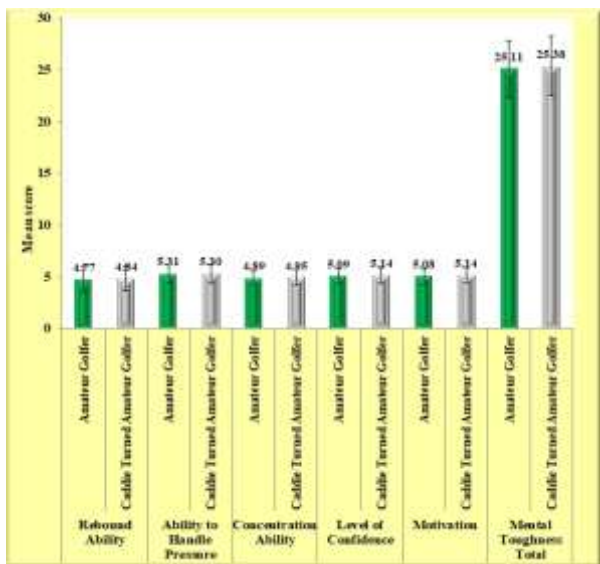


Figure 1: Mean and SD in various domains of mental toughness among golfers

Figure 1 shows the mean distribution of domains of mental toughness among golfers. In rebound ability, amateur golfers achieved a mean score of 4.77 and SD 1.24 and caddie turned amateur golfers achieved a mean score of 4.84 and SD 1.24. Mean score of 5.31 and 5.30 was achieved by amateur golfers and caddie turned amateur golfers respectively in ability to handle pressure. The SD was 0.84 and 0.90. In concentration ability, amateur golfers achieved a mean score of 4.89 and SD 0.68 and caddie turned amateur golfers achieved a mean score of 4.95 and SD 0.75. Mean score of 5.09 and 5.14 was achieved by amateur golfers and caddie turned amateur golfers respectively in level of confidence. The SD was 0.71 and 0.76. In motivation, amateur golfers achieved a mean score of 5.08 and SD 0.74 and caddie turned amateur golfers achieved a mean score of 5.14 and SD 0.68. Mean score of 25.11 and 25.38 was achieved by amateur golfers and caddie turned amateur golfers respectively in mental toughness total. The SD was 2.79 and 2.89.

Table 2: Distribution of golf players according to Adjustment Overall Scoring

Adjustment	Group	N	Mean	SD	Mean difference	t	df	p-value
Home	Amateur Golfer	100	4.06	1.13	0.070	0.445	198	0.657 ^{ns}
	Caddie Turned Amateur Golfer	100	3.99	1.08				
Health	Amateur Golfer	100	4.85	0.99	0.760	5.888	198	0.000 ^s
	Caddie Turned Amateur Golfer	100	4.09	0.81				
Social	Amateur Golfer	100	7.19	1.52	0.920	5.173	198	0.000 ^s
	Caddie Turned Amateur Golfer	100	6.27	0.90				
Emotional	Amateur Golfer	100	7.61	1.40	1.830	10.228	198	0.000 ^s
	Caddie Turned Amateur Golfer	100	5.78	1.10				
Educational	Amateur Golfer	100	5.50	1.58	-2.160	-9.857	198	0.000 ^s
	Caddie Turned Amateur Golfer	100	7.66	1.51				
Adjustment	Amateur Golfer	100	29.23	3.26	1.430	3.394	198	0.001 ^s
	Caddie Turned Amateur Golfer	100	27.80	2.66				

NS = Non Significant(p>0.05) S = Significant(p<0.05)

Table 4 tabulates the distribution of golf players according to adjustment. In the domain home, the mean score was 4.06 for amateur golfers and 3.99 for caddie turned amateur golfers. Mean difference was 0.070. The p-value was found non-significant (t- -0.445, p- 0.657(p>0.05)). The mean score was 4.85 for amateur golfers and 4.09 for caddie turned amateur golfers in the domain health. The p-value was statistically significant (t- 5.888, p- 0.000(p<0.05)). In social domain, amateur golfers had attained a mean score of 7.19 and caddie turned amateur had a mean score of 6.27. Mean difference was 0.920. The p-value was found significant (t- 5.173, p- 0.000(p<0.05)). A mean score of 7.61 by amateur golfers and 5.78 by caddie turned amateur golfers was attained in emotional domain. The p-value was found significant (t- 10.228, p- 0.000(p<0.05)). In the domain education, the mean score was 5.50 for amateur golfers and 7.66 for caddie turned amateur golfers. Mean difference was -2.160. The p-value was found significant (t- -9.857, p- 0.000(p<0.05)). A mean score of 29.23 by amateur golfers and 27.80 by caddie turned amateur golfers was attained in adjustment total domain. The p-value was found significant (t- 3.394, p- 0.001(p<0.05)).

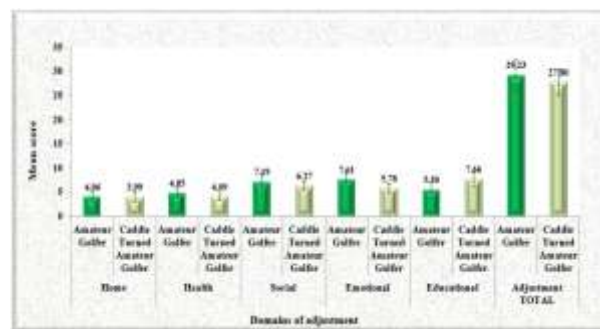


Figure 2: Mean and SD in various domains of adjustment among golfers

Figure 1 illustrates the mean distribution of domains of adjustment among golfers. In home, amateur golfers achieved a mean score of 4.06 and SD 1.13 and caddie turned amateur golfers achieved a mean score of 3.99 and SD 1.08. Mean score of 4.85 and 4.09 was achieved by amateur golfers and caddie turned amateur golfers respectively in health. The SD was 0.99 and 0.81. In social, amateur golfers achieved a mean score of 7.19 and SD 1.52 and caddie turned amateur golfers achieved a mean score of 6.27 and SD 0.90. Mean score of 7.61 and 5.78 was achieved by amateur golfers and caddie turned amateur golfers respectively in emotional domain. The SD was 1.40 and 1.10. In educational domain, amateur golfers achieved a mean score of 5.50 and SD 1.58 and caddie turned amateur golfers achieved a mean score of 7.66 and SD 1.51. Mean score of 29.23 and 27.80 was achieved by amateur golfers and caddie turned amateur golfers respectively in adjustment total. The SD was 3.26 and 2.66.

DISCUSSION:

The purpose of present research was to compare the mental toughness and adjustment of Amateur golfers and caddie turned amateur golfers. As the results of this research shows from the findings of Table 4 with regard to mental toughness that non-significant difference have been observed on the sub variables; rebound ability, ability to handle pressure, concentration, confidence, motivation and overall mental toughness between amateur golfers and caddie turned amateur golfers. The mean comparison of two groups for various domains related to mental toughness was found non-significant. Mean score of most domains was better among Caddie turned amateur golfers than amateur golfers with little mean difference between groups.

The purpose of present research was to compare the adjustment of Amateur golfers and Caddie turned amateur golfers. As the results of this research shows from the findings regarding adjustment that significant difference has been observed in various sub domains - health, social, emotional, educational, and total adjustment. However, in home domain has non-significance difference. Study also shows that caddie turned amateur golfers are better in adjustment because mean score of caddie turned amateur golfers (27.80) was lesser than mean score of amateur golfers (29.23).

CONCLUSION:

The primary objective of this study was to know and compare the difference between amateur golfers and caddie turned amateur golfers on mental toughness and adjustment. The results indicated that there is a non-significant difference between amateur golfers and caddie turned amateur golfers on the sub variables and overall mental toughness from which it can be concluded that caddie turned amateur had non-significantly higher rebound ability, confidence, motivation, and overall mental toughness. It can be concluded from the average overall mental toughness score that caddie turned amateur golfers were mentally tougher than amateur golfers but not significantly. This study successfully determined the levels of adjustment among amateur golfers and caddie turned amateur golfers. There existed a significant difference in the adjustment of golfers. The mean difference for home adjustment was better among caddie turned amateur golfers but non-significant. for domains like health, social, and emotional caddie turned amateur golfers were observed significantly more adjusting than amateur golfers. However, on educational domain amateur golfers shows more significant adjustments than caddie turned amateur golfers. But overall adjustment was better showcased by caddie turned amateur golfers which was comparatively significant. The Correlation coefficient($r = 0.029$) proved weak positive

relationship between mental toughness and adjustment among Amateur golfers. Whereas the correlation was weak negative for Caddie turned golf players($r = -0.015$).

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