

Psychological Skills of Sports Children and Talented Sports Children: Comparative Study

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Abstract – The people believes that 50-90% of performances depend on the sport participants psychological skills. Psychological skills are especially important when facing an opponent with similar physical abilities. Psychological factors can explain, why sports participants performance can vary from day to day, without changes in physical condition (Weinberg & Gould, 2011). Therefore, the achievements of psychology had become more and more important in professional sports as well as in psychological aspects. Sports children, for winning in the competition what all skills are they using. In the training session they will learn how to face opponent physically, as well they will use psychological skills too. The aim of the study is to know what are the psychological skills are using and how the psychological skills are enhancing their performance, whether these psychological skills are more in the talented sports children or non-talented. Keeping the above points in view, present study tries to explore the psychological skills of the sports children and talented sports children. 30 children are been participated from talented sports children and 30 from sports children, they were selected using convenient sampling technique. Psychological skill inventory for sports (PSIS-R-5) was developed by Mahoney et al., 1987 used to measure the psychological skills of the sports. The talented sports children obtained higher mean score in all psychological skills. The obtained results shows that talented sports children have significantly better psychological skills compare to sports children.

Keywords: Sports Children, Talented Sport Children, Psychological Skill.

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INTRODUCTION

Children Sports programs ranging from the community level to more advanced sports schools and academies, improvement in sports skills is also a major motivation for children and adolescents to be involved in Sports. (Coelho e Silva & Malina 2009; Siegel et al. 2009; Ewing & Seefeldt 1988). The importance of sports psychology in children sports is emphasized on children interest on sports. Due to the negative effect it can have on the dropout rate of children in sports, especially when too much focus is placed on the outcome of competition. Performance in sports is dependent on physical, morphological, environmental, perceptual-motor factors as well as psychological factors (Booyesen, 2007:220). So a number of sport psychological skills have been identified to assist the sport participant in personal growth and reaching performance. Given the importance placed upon learning and refining Sports skills this will help children to learning skills from Sports and utilize in the day to day life. Sports participation will enhances physical, social and psychological characters of the children. For some children these physical, social and psychological

developments will be more and those children are called Talented. Sports participation promotes the positive impact on children physically and also on their mental health. Talent is ironic, and talent development process is seldom understood and this often results in inappropriate practices (Gould & Carson, 2004). Gould, Dieffenbach, and Moffett (2002) had conducted a study on the development of psychological talent in Olympic champions. Specifically, 10 U.S. Olympic champions (winners of 32 Olympic medals) were interviewed, including one of the coaches ($n = 10$), a parent, a guardian, or significant other ($n = 10$). A battery of psychological inventories was also administered to the athletes. It was found that the athletes were characterized with mental toughness, sports intelligence, and competitiveness, set to achieve goal, optimism and adaptive perfectionism. Results show that number of individuals and institutions influences the athletes psychological development. Katsikas et al. (2009:35) reported in his study that compared to non-talented athletes talented athletes are better. They have explained the sport psychological characteristics, which are goal setting, emotional control, imagery, activation, negative thinking and relaxation. Research

on goalsetting showed that athletes who set goals that are challenging will achieve optimal performance compared to those who set easy and undefined goals (Van Yperen, 009:318). Marije T. Elferink-Gemser had done a study on "Multidimensional performance characteristics and standard of performance in talented youth field hockey players". A longitudinal study, was conducted on 30 elite players and 35 sub elite players to assess the psychological characters. They have told that compared to sub elite players elite players are having better psychological characters.

METHODOLOGY

Problem:

To assess the psychological skills of the sport children and Talented sports children.

AIM AND OBJECTIVES:

1. The aim of the study is to explore the psychological skills of the talented and sports children.
2. To compare the psychological skills of the sports children with talented sports children.
3. To study the gender difference in psychological skills of the talented sports children.

HYPOTHESIS:

On the basis of previous studies the following hypothesis were framed:

1. There is a difference between psychological skills of the sports children and Talented sports children.
2. There is a gender difference in psychological skills of the sports children.

OPERATIONAL DEFINITIONS:

1. **Sports children:** children who are actively participating in competitive sports with minimum 2 to 5 years. But they didn't won the medal/prize in state or national level.
2. **Talented Sports children:** children who are actively participating in competitive sports with minimum 2 to 5 years. Children who won the medal in state or national level competition.
3. **Psychological skills:** The set of trainable mental abilities and methods that are held to underpin successful learning performance. The basic mental skills include concentration, Anxiety control, relaxation, imagery and self-talk. This called psychological skills.

RESEARCH DESIGN:

The present study is comparative in nature. Mahoney et al. (1987), psychological skill inventory for sports (PSIS-R-5) was used to measure the psychological skills of the talented sports children.

SAMPLE:

The subjects for the current research study consist of 60 sports children. The samples were divided into two groups. Out of 60 subjects 30 Talented Sports children and won the medal in state or national level competition, actively participating in competitive sports and other 30 are sports children but who had not won any medal in state or national level competition. Who are actively participating in competitive sports. Subjects were randomly selected from different sports organizations and Sports clubs situated in different parts of the Bengaluru city.

Table 1: Shows the sample distribution of the study.

Sports Children		Talented Sports Children	
Boys	Girls	Boys	Girls
15	15	15	15

The inclusive criteria for the sample of sports children:

1. Actively not participating in competitive sports.
2. School going children.
3. Age ranges from 9 to 14 years.
4. Not won medal/prize in state or national level competition.

The inclusive criteria for Talented sports children:

1. Actively participating competitive sports.
2. School going children
3. Age ranges from 9 to 14 years.
4. Minimum State level, National level player.

Materials:

1. Information schedule: Sports children age, socio economic status, education, level of participation in sports, level of competition, Type of sports, years of participation and etc.
2. The psychological skill inventory for sports. Developed by Mahoney et al.,(1987). It

contains 44 items and it has 8 sub scales. This is 5 point Lickert scale with 6 domains respectively. Motivation (8 items), Confidence (8 items), Anxiety control (8 items), Mental preparation (6 items), Team emphasis (7 items) and Concentration (9 Items). The options will range from 1 to 5, 1 is never and 5 is almost always. Items worded negatively (indicating a problem or concern) are transformed by reverse coding format. Higher the score on each scale correspondence to the psychological skill being present to a large.

Procedure:

Consent was obtained from each participant as well as from sports organizations for the study. Socio-demographic details of the participant were collected. The questionnaire was given to the subjects and instructed the children to read the items carefully and to tick the appropriate option. But majority of the subjects were unable to understand the items. So researcher administrated the questionnaire personally for each children and explained each items. After filling the questionnaire, the response was collected back for further analysis.

RESULTS AND DISCUSSION:

Table 2: Shows the Psychological scores of the sports children and talented sports children

No of children	Sports Children		Talented Sports Children		t-value
60	Mean	SD	Mean	SD	2.09
	119	11.06	134	13.06	

$p \leq 0.05$ = statistically significant; higher the score high psychological skills.

Graph 1 shows the distribution mean score of sports children and Talented sports children.

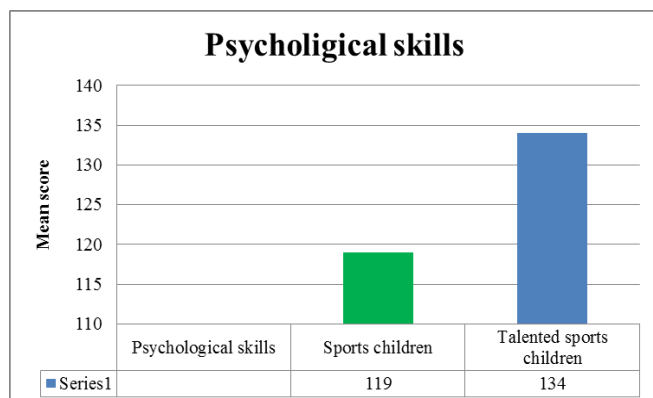


Table 2 shows the children mean scores. The Mean score of Sports children is 119 and 134 is the mean score of Talented sports children. To find out is there any differences between the psychological skills t test were made. The t test score is 2.09. The obtained t-score show that there is a significant difference between Sports children and talented sports children. It is significant at 0.05 levels. The obtained shows that talented sports children have better goal setting, motivation, anxiety control, imagery and relaxation compare to sports children. Research studies show that talented sports children psychological skills are better compare to non-Talented sports children. The studies are, Anshel, (1997:104), studied on successful and unsuccessful athletes, in the study reported that successful athletes psychological skills is better compare to unsuccessful athletes. Anshel mention the psychological skills of the successful athletes and the psychological skill are self-confidence, a high level of achievement motivation, mental toughness, intelligence, sociability, creativity, stability and high self-image. which successful athletes lack or score low in were trait and state anxiety, tension, depression, mental fatigue, confusion and anger (Anshel, 1997:105).

Table 3 shows the scores of Psychological skills of the boys and Girls.

Total number of sports children	Boys		Girls		t value
60	Mean	SD	Mean	SD	2.08
	128	13.5	126	11.5	

$p \leq 0.05$ = statistically significant; higher the score high psychological skills.

Graph 2 shows the distribution of Mean score Boys and Girls Psychological skills.

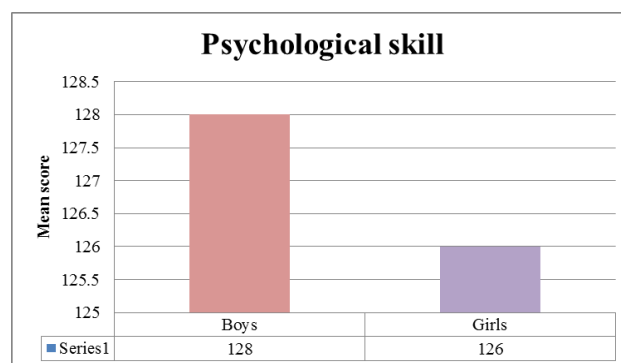


Table 3 shows that psychological skills of the Girls and Boys sports children. The mean score of Girls is 126 and Boys mean score is 128. The result shows that there is a gender difference on psychological skills. To see the difference between boys and Girls t test has been calculated. The t score is 2.08. It is a

significant at 0.05 levels. The obtained result shows that there is significant difference between in boys and girls. Elferink-Gemser and co-workers (2005) found that sport participants of different genders of similar ages (14.8 years, $sd=1.5$) outscored one another in sport psychological skills such as confidence, anxiety control, mental preparation, Team emphasis, Concentration where the males scored higher values and females gets lower values.

Table 4: The Table shows that psychological skills sub scale score.

Sub scale of the Psychological skills	Mean score	
	Talented sports children	Non talented sports children
Motivation	22.33	17.56
Confidence	23.63	20.43
Anxiety Control	23.56	26.13
Mental preparation	17.43	16.93
Team Emphasis	21.3	21.8
Concentration	20.43	17

Graph 3: shows the Mean difference of the Talented and Non talented sports children sub scale scores of the Psychological skills.

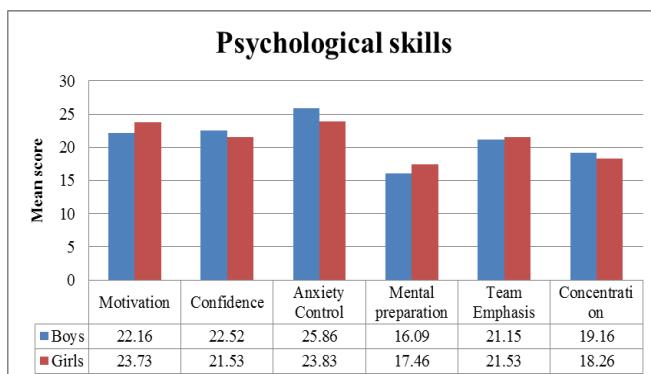


Table 4 shows the Psychological skills sub sample mean score of the sport children and talented sports children. In the psychological skills there are 6 sub scales. The sub scales are respectively, Motivation, Confidence, Anxiety control, Mental Preparation, Team emphasis and Concentration. Talented sports children Motivation mean score is 22.33 and sports children mean score is 17.56. In the motivation sub scale Talented Sports children scored better compare to sports children. The Mean score of 23.63 in the Confidence sub scale of the talented Sports children and mean score of the sports children is 20.43. In the Confidence sub scale Talented Sports children scored better compare to sports children. Talented sports children Anxiety control mean score is 23.56 and

sports children mean score is 26.13. In the Anxiety control sub scale Talented Sports children scored better compare to sports children. The Mean score of 17.43 in the mental preparation sub scale of the talented Sports children and mean score of the sports children is 16.93. In the Mental preparation sub scale Talented Sports children scored better compare to non-talented sports children. Talented sports children team emphasis mean score is 21.3 and sports children mean score is 21.8. In the team emphasis sub scale Talented Sports children scored better compare sports children. The Mean score of 20.43 in the Concentration sub scale of the talented Sports children and mean score of the sports children is 17. In the Concentration sub scale Talented Sports children scored better compare to sports children. Research studies show that talented sports children psychological skills are better compare to sports children. The obtained result supports the previous research Katsikas *et al.* (2009:35) reported that the sport psychological characteristics that discriminate between elite and non-elite track and field athletes are emotional control, goal setting, imagery, activation, negative thinking and relaxation.

Table 5: The Table shows that Gender differences in the psychological skills sub scale score.

Sub scale of the Psychological skills	Gender	Mean
Motivation	Boys	22.16
	Girls	23.73
Confidence	Boys	22.52
	Girls	21.53
Anxiety Control	Boys	25.86
	Girls	23.83
Mental preparation	Boys	16.9
	Girls	17.46
Team Emphasis	Boys	21.5
	Girls	21.53
Concentration	Boys	19.16
	Girls	18.26

Graph 4: This shows the Gender difference of the Psychological skills sub scale mean score of the

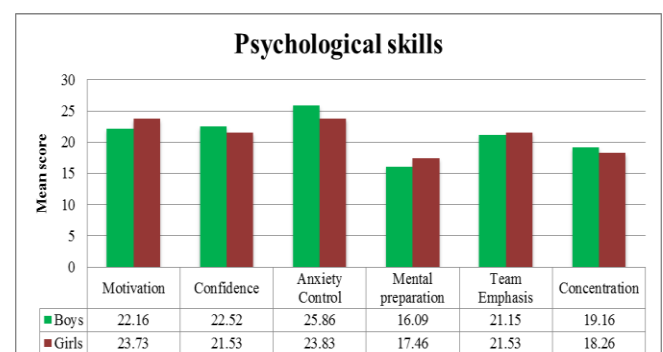


Table 5 shows the Psychological skills sub sample mean score of the boys and girls sports children. In the psychological skills there are 6 sub scales. The sub scales are respectively, Motivation, Confidence, Anxiety control, Mental Preparation, Team emphasis and Concentration. The boys sports children mean score in motivation subscale is 22.16 and Girls sports children mean score is 23.73. In the motivation sub scale boys scored better compare to girls' sports children. The Mean score of 22.52 obtained in the Confidence sub scale of the boys and mean score of the girls' sports children is 21.53. In the Confidence sub scale boys scored better compare to girls' sports children. Boys anxiety control mean score is 25.86 and girls' sports children mean score is 23.83. In the Anxiety control sub scale boys scored better compare to girls sports children. The Mean score of 16.9 in the mental preparation sub scale of the boys and mean score of the girls' sports children is 17.46. In the Mental preparation sub scale boys scored better compare to girls sports children. Boys team emphasis mean score is 21.5 and girls' sports children mean score is 21.53. In the team emphasis sub scale boys and girls scored equal. The Mean score of 19.16 in the Concentration sub scale of the boys and mean score of the girls' sports children is 18.26. In the Concentration sub scale boys scored better compare to girls sports children. The obtained result supports the previous research Nicholls et al., (2007) states that male adolescent sport participants in field hockey, basketball, volleyball, speed skating, and swimming achieved a significantly higher score regarding the use of imagery compared to their female adolescent sports participants. These results show that there is gender difference when developing the psychological skills.

CONCLUSION:

1. Psychological skills of the sports children and talented sports children are differ.
2. There is a gender difference in psychological skills.

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