



STATUS OF PSYCHOLOGICAL PERFORMANCE AMONG PRE UNIVERSITY COLLEGE STUDENTS OF UDUPI DISTRICT

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ABSTRACT :

The purpose of the study is to find out the status of psychological performance among Pre University College Students of Udupi District. The study was chosen as descriptive survey method. To achieve this purpose, one hundred forty four pre university students from age range between 17 to 21 years studying government, private aided and private unaided colleges of Udupi District, Karnataka were selected. The population comprised of pre-university students of both male and female equally and they were studied in Pre University first and second year courses of arts, science and commerce streams. The criterion variable selected for the study is Psychological Performance and intervening variables such, gender, locality, type of college management and type of stream. Psychological Performance Inventory developed by Loehr (1986) was used to know the status of psychological performance of pre university students in terms of Self Confidence, Negative Energy Control, Attention Control, Visual/Imagery Control, Motivational Level, Positive Energy Control and Attitude Control. In the present article, overall psychological performance considered to identify the psychological performance among students. The Independent 't' test and One-way ANOVA (Analysis of Variance) along with Scheffe's Post Hoc Analysis was utilized to know the significant differences in the Psychological Performance among pre university students with regard to gender, locality, type of college management and type of stream. The statistical results were obtained with the help of SPSS (Statistical Package for Social Science) Software Version 20.0 and MS Excel 2015. The level of significance was fixed at 0.05 level of confidence. The Results concluded that psychological performance of pre university students shows significant differences due to variations in their gender, locality and type of college management. The government and private aided colleges should take precaution to developing psychological skills among their students by utilizing proper training and conducive environment and develop attitude and awareness about positive thinking, visualization, anxiety control, goal setting and attention control among students.

KEYWORDS : Psychological Performance, Mental Toughness, Pre University students.

1. INTRODUCTION

Psychology entered in physical education a lot sooner than it did sports. Presently such expressions as 'Psychological conditioning', 'Psychological preparation', 'psychological training' and so forth have turned out to be normal in the field of sports. The psychology can help in accomplishing the sports magnificence by the sportsmen. Job of psychology in determination, training, training materials and rehabilitations would help in accomplishing sports perfection and additionally improve physically and mentally. The accentuation has been laid on pointing out that greatness in sports can be ideally acquired by developing proper systems.

Mental toughness is a vital psychological nature of game performance. Game therapists mentors and athletes recognize the significance of psychological skills in wearing performance (Goldberg, 1998; Hodge, 1994). In early work on the issue Loehr (1986), mental toughness alludes to a player's psychological skills that are worthwhile to performance. The idea of mental toughness has as of late pulled in much attention from researchers in psychology of sports endeavoring to understand on individual psychological components and their effect on performance in game (Gordon, and Dimmock, 2008).

The possibility of mental toughness has been perceived as one's ability to hold up difficulty, pressure and stress (Loehr, 1995 and Goldberg, 1998). Mental toughness is the ability to perform at the upper scope of one's ability paying little mind to the circumstances (Loehr, 1986). Loehr's (1986) structure for mental toughness comprised of self-confidence, negative energy control, attention control, visualization and imagery control, motivation, positive energy, and attitude control.

Khoubi, Minoei, and Fadaee (2016) analyzed mental toughness of male Volleyball players of different positions and result demonstrates insignificant differences. Kaur (2016) differentiated mental toughness among athletes and demonstrated significant differences in the mental toughness among the Team diversion players. Sajjan (2018) thought about mental toughness between the athletes of open (football) and closed (aerobatic) aptitude sports and featured that open expertise athletes had significantly higher ability to handle pressure, confidence, motivation and as a rule mental toughness.

From the past examinations it makes a remark that psychological skills are imperative to individual towards achievement for the duration of regular day to day existence, health and wealth. It is essential to know the status of psychological skills among the students at college level for offering preparing to improve the psychological skills among the college students. No quantitative research explicitly connecting psychological performance has been found in the current published sources. Moreover, a conspicuous issue that adds to an insufficiency in the psychological skills that is mental strength research is the lack of a worthy proportion of mental strength that has strong psychometric qualities. More research is required which looks at the psychometric properties of estimations of psychological performance/mental toughness of individuals.

2.STATEMENT OF THE PROBLEM

The purpose of the study is to find out the status of psychological performance among Pre University College Students.

3. OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To find out the level of Psychological Performance among pre university college students.
2. To find out the significant differences in the Psychological Performance of pre university students with regard to gender, locality, type of college management and type of stream.

4. STATEMENT OF HYPOTHESES

The hypotheses are formulated in null form and it was hypothesized that

1. there is no significant difference in the Psychological Performance of pre university college male and female students.
2. there is no significant difference in the Psychological Performance of pre university college students from urban and rural locality.
3. there is no significant difference in the Psychological Performance of pre university college students studying in government, private aided and private unaided colleges.
4. there is no significant difference in the Psychological Performance of pre university college students from arts, science and commerce streams.

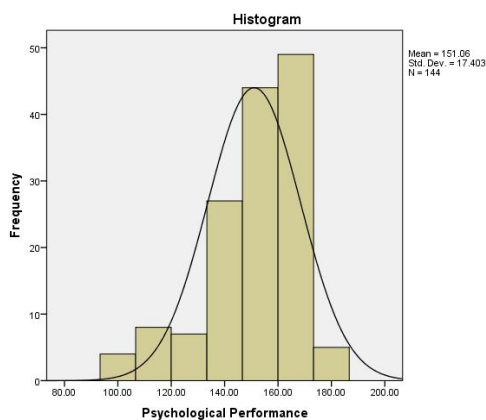
5 METHODOLOGY

The study was chosen as descriptive survey method. To achieve this purpose, one hundred forty four pre university students from age range between 17 to 21 years studying government, private aided and private unaided colleges of Udupi District, Karnataka were selected. The population comprised of pre-university students of both male and female equally and they were studied in Pre University first and second year courses of arts, science and commerce streams. The criterion variable selected for the study is Psychological Performance and intervening variables such, gender, locality, type of college management and type of stream. Psychological Performance Inventory developed by Loehr (1986) was used to know the status of psychological performance of pre university students in terms of Self Confidence, Negative Energy Control, Attention Control, Visual/Imagery Control, Motivational Level, Positive Energy Control and Attitude Control. In the present article, overall psychological performance considered to identify the psychological performance among students. The Independent 't' test and One-way ANOVA (Analysis of Variance) along with Scheffe's Post Hoc Analysis was utilized to know the significant differences in the Psychological Performance among pre university students with regard to gender, locality, type of college management and type of stream. The statistical results were obtained with the help of SPSS (Statistical Package for Social Science) Software Version 20.0 and MS Excel 2015. The level of significance was fixed at 0.05 level of confidence.

6. ANALYSIS OF THE DATA

Table-1: Levels of mental toughness of pre university college students.

Psychological Performance/Mental Toughness	N	Percentage
Needs special Attention	15	10.40
Room for Improvement	127	88.20
Excellent Skills	2	1.40
	144	100



The table-1 proved that 1.40% college students expressed excellent skills, 88.20% students expressed needs to improvement of skills and 10.4% of college students expressed needs special attention for improving psychological performance among college students. The histogram also proves normal distribution of scores of psychological performance.

6.1 't' test analysis

Table-2: Psychological Performance of College students due to variations in their gender and locality

Variable	Groups	No .	Mean Scores	Standard Deviation	't' value and sig. level	Sig. value (P Value)
Gender	Male	72	155.902	12.434	3.47*	0.001
	Female	72	146.208	20.191		
Locality	Urban	72	145.583	19.484	3.96*	0.000
	Rural	72	156.527	13.024		

^{NS}Not Significant; *Significant at 0.05 level (df=142; 0.05 level table value=1.98)

Table-2 shows the comparison of psychological performances with regard to gender and locality. The obtained 't' value 3.47 related to psychological performance of college male and female students which is significant as the obtained 't' value is greater than the 't' table value of 1.98. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Psychological Performance between college male and female students. The mean scores of male (M=155.902) had higher psychological performance when compared with mean scores of female students (M=146.208). It was concluded that pre university male students had better mental strength when compared with female students.

From the above table it is also observed that the obtained 't' value 3.96 related to psychological performance of college students from urban and rural locality which is significant as the obtained 't' value is greater than the 't' table value of 1.98. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Psychological Performance between college students from urban and rural locality. The mean scores of students from rural locality (M=156.527) had higher mental strength when compared with mean scores of students from urban locality (M=145.583). It was concluded that rural students had better psychological performance when compared with urban students.

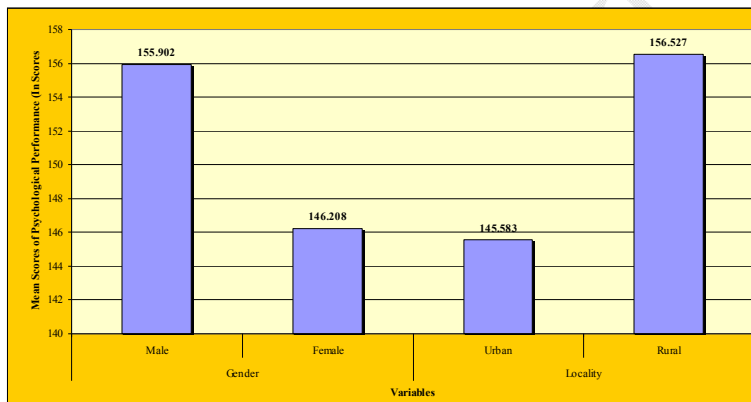


Fig.1: Comparison of mean scores of the Psychological Performance of college students in relation to their gender and locality.

6.2 One-way ANOVA Results

The One-way ANOVA (F test) results on the psychological performance scores of the college students with regard to type of management and type of stream.

Table-3: Table shows One-Way ANOVA Analysis on the Psychological Performance scores of the college students with regard to type of management and type of stream.

Variable	Groups	Sum of Squares	df	Mean Squares	'F' value and sig. level	Sig. value (P Value)
Type of College Management	Between Groups	6390.264	2	3195.132	12.20*	0.000
	Within Groups	36919.292	141	261.839		
	Total	43309.556	143			
Type of Stream	Between Groups	233.431	2	116.715	0.38 ^{NS}	0.683
	Within Groups	43076.125	141	305.504		
	Total	43309.556	143			

^{NS}Not Significant; *Significant at 0.05 level (df 2, 141, Table value=3.06)

The above table-3 shows that the obtained 'F' value of 0.38 related to psychological performance scores among type of stream that is arts, science and commerce stream is less than the table value of 3.06 for df '2 and 141' required for significance at 0.05 level of confidence. It is not found significant difference. Hence, the stated hypothesis is accepted that there is no significant difference in the Psychological Performance among college students from arts, science and commerce streams.

The table-3 also explains that the obtained 'F' value of 12.20 related to psychological performance scores among different type of management is greater than the table value of 3.06 for df '2 and 141' required for significance at 0.05 level of confidence. It was found significant difference. Hence, the stated hypothesis is rejected and an alternate hypothesis has been accepted that there is a significant difference in the Psychological Performance among college students studying in government, private aided and private unaided colleges. To determine the significant differences in the psychological performance among these paired mean scores, the Scheffe's test was applied as the Post Hoc analysis and the results were presented in Table-3a.

Table-3a
Scheffe's Post Hoc Analysis on the Psychological Performance scores of the Pre University Students with regard to type of college management.

Type of College Management			Mean Difference	Critical Difference
Government	Private Aided	Private Unaided		
141.937	153.562		11.625*	8.168
	153.562	157.666	4.104	
141.937		157.666	15.729*	

*Significant at 0.05 level of confidence.

The above table shows significant paired mean differences on the psychological performance between government & private aided; and government & private unaided college students and the mean differences are 11.625 and 15.729 respectively which are greater than the critical difference value of 8.168 at 0.05 level of confidence but no significant difference exists between the private aided and private unaided students as the mean difference of 4.104 which is less than the critical difference value of 8.168.

The following Bar graph shows comparison of the mean scores of the psychological performance of college students related to type of college management and stream type.

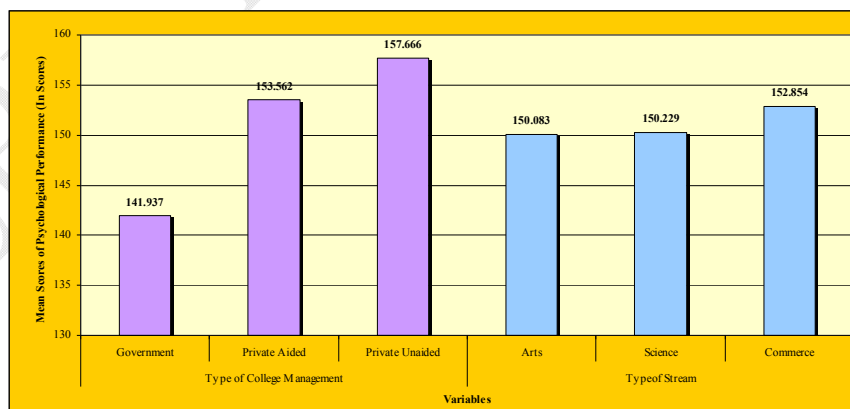


Fig.2: Comparison of mean scores of the Psychological Performance of college students in relation to type of college management and stream type.

7. FINDINGS

From the 't' test analysis, it was found that

1. There is a significant difference in the Psychological Performance between pre university college male and female students ($t=3.47$; $P=0.001$; $P<0.05$).
2. There is a significant difference in the Psychological Performance between pre university college students from urban and rural locality ($t=3.96$; $P=0.000$; $P<0.05$).
3. There is a significant difference in the Psychological Performance among college students studying in government, private aided and private unaided colleges ($F=12.20$; $P=0.000$; $P<0.05$).
4. There is no significant difference in the Psychological Performance among college students from arts, science and commerce streams ($F=0.38$; $P=0.683$; $P>0.05$).

8. CONCLUSION

Mental Strength plays a key role in the overall performance of a person. Hence, mental strength is essential to take the performance to summit. From the present examination, 10.4% of the college students needs unique attention for development in mental strength among students and from 't' test it was discovered significant difference in the psychological performance of pre university college male and female students. Male students had better mental strength when compared with female students. Psychological research can help in assessing the mental toughness among students and planning to enhance the mental strength by execution curricular and co-curricular exercises particularly for female students. The 't' test also found significant difference in the psychological performance between pre-university college students from urban and rural locality. The rural students had better psychological performance when compared with urban students. The physical education directors and parents themselves could help them in enhancing the mental strength levels once they would know who lacks mental toughness. Coaches and parents have important roles to play in developing mental toughness. The urban college parents should create positive mental environment and providing awareness/learning opportunities to their students. From the ANOVA results it was also found significant difference in the psychological performance among college students studying in different type of college management. The students from private unaided management had better mental strength when compared with students of private aided and government colleges. The government and private aided colleges should take precaution to developing psychological skills among their students by utilizing proper training and conducive environment and develop attitude and awareness about positive thinking, visualization, anxiety control, goal setting and attention control among students.

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