

# Effect of Psychological Skill Training on Selected Performance Variables among Hockey Players

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## ABSTRACT

The purpose of the study was to examine the changes on selected performance variables in response to psychological skills training among college hockey players. The effect of psychological skills training on chosen performance characteristics among college hockey players was anticipated to cause significant variations. Thirty male college hockey players from Thiruvalluvar University's Affiliated Colleges in Vellore jurisdiction, Tamil Nadu, were chosen at random for this study. Their ages varied from 18 to 25 years. The present study used a pre-posttest random group design with a control and experimental group. Subjective ratings were used to evaluate performance characteristics. The participants were divided into two equal groups of 15, Group "A" and Group "B." Group "A" received psychological skills training, while Group "B" received no such instruction. The data were collected before and after 12 weeks of training. The data were analyzed by applying dependent "t"-test. The level of significance was set at 0.05. The psychological skills training had positive impact on hit and flick among college hockey players.

**Keywords:** Hockey players, Performance variables, Psychological skills training

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## INTRODUCTION

The development of psychological abilities and qualities is an important component of sports career advancement. Psychological abilities could provide athletes with the tools they need to make career shifts.<sup>[1,2]</sup> The development of psychological talents in hockey players' careers has received little consideration.<sup>[1]</sup> Long-term development, coachability, and game time performance are all influenced by the mental component of the game. Unfortunately, for far too many players, it is also one of the most undertrained aspects of the game.<sup>[3,4]</sup> Hockey is a major sport that is constantly evolving in the current period.<sup>[4,5]</sup> It is common knowledge that coaches and sports scientists use scientific training methods on a daily basis to improve an athlete's sports performance. Field hockey has been played on synthetic grass for over six decades, and it has continually enhanced the standard of the game by allowing for more exciting formats, as well as changing many technical and tactical aspects of coaching. When it comes to the modern notion of field hockey, it has become more demanding for players.<sup>[6-8]</sup> Most teams nowadays are eager to play in this manner. Although, in today's rapid and intense field hockey, a high level of mental skills is required.<sup>[9,10]</sup>

## METHODOLOGY

The purpose of the study was to examine the changes on selected performance variables in response to psychological skills training among college hockey players. The effect of psychological skills training on chosen performance characteristics among college hockey players was anticipated to cause significant variations. Thirty male college hockey players from Thiruvalluvar University's Affiliated Colleges in Vellore jurisdiction, Tamil Nadu, were chosen at random for this study. Their ages varied from 18 to 25 years. The present study used a pre-posttest random group design with a control and experimental group. Subjective ratings were used to evaluate performance characteristics. The participants were divided into two equal groups of 15, Group "A" and Group "B." Group "A" received psychological skills training, while Group "B" received no such instruction. The data were collected before

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and after 12 weeks of training. The data were analyzed by applying dependent "t"-test. The level of significance was set at 0.05.

## RESULTS

The findings pertaining to analysis of dependent "t"-test between the experimental group and control group on selected performance variables among college hockey players for pre-posttest respectively are presented in Tables 1 and 2.

The obtained "t" ratios for hit and flick, respectively, were 11.82 and 13.65, according to Table 1. The obtained "t" ratios were determined to be greater than the needed table value of 2.14 for 14° of freedom at the 0.05 level of significance. As a result, it was determined to be substantial. The findings of this investigation revealed that statistically significant and positively explained its effects. Figure 1 shows a graphical depiction of data.

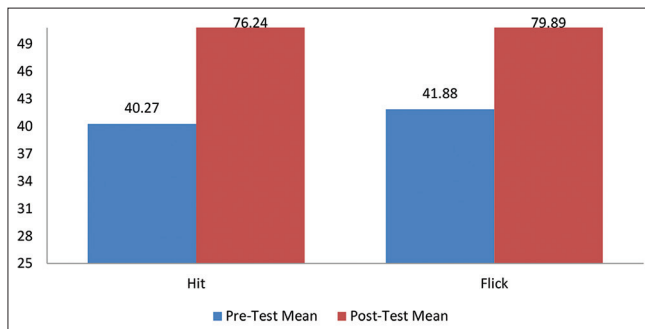
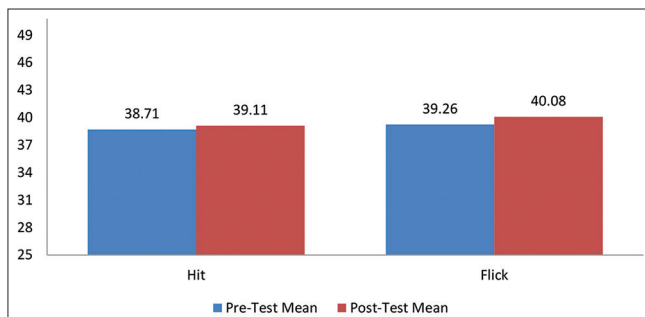
The obtained "t" ratios for hit and flick, respectively, were 1.99 and 1.86, according to Table 2. The obtained "t" ratios were determined to be smaller than the needed table value of 2.14 for 14° of freedom at the 0.05 level of significance. As a result, it was determined to be inconsequential. Figure 2 shows a graphical depiction of data.

**Table 1:** Significance of mean gains and losses between pre- and post-test scores on selected variables of psychological skills training group

S. No.	Variables	Pre-test mean	Post-test mean	Mean difference	SD ( $\pm$ )	$\sigma DM$	"t" ratio
1	Hit	40.27	76.24	35.97	1.87	1.22	11.82*
2	Flick	41.88	79.89	38.01	2.01	0.72	13.65*

**Table 2:** Significance of mean gains and losses between pre- and post-test scores on selected variables of the control group

S. No.	Variables	Pre-test mean	Post-test mean	Mean difference	SD ( $\pm$ )	$\sigma DM$	"t" ratio
1	Hit	38.71	39.26	0.55	1.95	0.78	1.99
2	Flick	39.26	40.08	0.82	2.24	0.83	1.86

**Figure 1:** Comparisons of pre-test means and post-test means for the experimental group in relation to performance variables**Figure 2:** Comparisons of pre-test means and post-test means for the control group in relation to performance variables

## CONCLUSION

The psychological skills training had positive impact on hit and flick among college hockey players.

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