

# The Comparative Study Of Football Players With Varying Playing Positions On Mental Toughness And Athletic Coping Skill

Mathew Issac<sup>1\*</sup>, Lt. Shukkoor Illath<sup>2</sup>, Habeebu Rehman Kp<sup>3</sup>, Dr. TOY. C. T<sup>4</sup>, Dr. Sreejith Raj<sup>5</sup>

## ABSTRACT

The study aimed to compare the psychological traits of football players who competed in the Inter Collegiate Football championship of University of Calicut based on their position on the playing field. The study employed a purposeful sampling technique. 133 male football players who competed in intercollegiate tournaments for the University of Calicut in the academic year 2016–2017 were included in the sample under analysis. The subjects' ages varied from eighteen to twenty-five. Defenders (n = 43), midfielders (n = 43), and forwards (n = 47) were the three groups of subjects based on their position on the Competitions. In order to gauge the respondents' psychological traits, an online standard questionnaire comprising standardized scales measuring mental toughness and athletic coping skill was distributed to the Subjects. The result of this investigation concluded there is a significant changes in the case of mental toughness but no significant in Athletic Coping skill

## INTRODUCTION

A football player can benefit greatly from a sport psychologist's support in managing the psychological demands of the game in a number of ways. A sport psychologist can assist a football player on an individual and team basis in the following ways:

**Training in Mental Skills:** A sport psychologist can impart mental skills and methods, like goal-setting, visualisation, self-talk, and relaxation techniques, that improve performance. On the pitch, these abilities can help athletes become more resilient, focused, self-assured, and focused.

**Enhancement of Performance:** Sport psychologists collaborate with football players to pinpoint and resolve any psychological obstacles or problems that might be impeding their best efforts. They can assist athletes in creating coping mechanisms for anxiety related to performances, failure-related fear, or pressure-handling issues.

**Handling Injuries:** Football players must learn to live with the psychological effects of their injuries, and a sport psychologist can assist them. They can offer encouragement, help create healthy coping mechanisms, and support in keeping motivation levels up throughout the healing process.

Football is a team sport, thus good teamwork and communication are essential. This brings us to our

second topic: team dynamics. A sport psychologist can help athletes with dispute resolution, connection building, and communication skills improvement within the team. Athletes' team cohesiveness and leadership abilities might also be strengthened by them.

**Goal-Setting and Motivation:** To succeed in football, one must set goals and stay motivated. A sport psychologist can assist athletes with goal-setting, action planning, and motivation management during the season. They can also help you stay focused during practice and games and break through performance plateaus.

**Mental Preparation for Games:** In football, mental preparation for games is essential. A sport psychologist can assist athletes in creating pre-game rituals, anxiety-reduction techniques.

It's crucial to remember that a sport psychologist's specific help may differ depending on the demands and objectives of each football player. The psychologist will customise their approach to the player's particular needs and circumstances, offering support and direction to maximise the player's mental health and performance.

Consequently, improving psychology is necessary to maximise athletic performance in football. a freshly found region that has aided top players in getting over obstacles. Also, it has made it possible for the younger generations to excel.

## METHODOLOGY

The study aimed to compare the psychological traits of football players who competed in the Inter Collegiate Football championship of University of Calicut based on their position on the playing field. The study

<sup>1\*</sup>Assistant Professor, Department of Physical Education, Mar Dionysius College, Pazhanji, Kerala, India

<sup>2</sup>Lt.Shukkoor Illath, Assistant Professor Department of Physical Education TM Govt College Tirur, Malappuram, Kerala, India

<sup>3</sup> Assistant professor in Physical Education Government arts and science college kondotty. Malapuram, Kerala, India

<sup>4</sup>Assistant Professor, Department of Physical Education, St Thomas College (Autonomous), Thrissur, Kerala, India

<sup>5</sup>Assistant Professor & Head of the Department of Physical Education, St Thomas College (Autonomous), Thrissur, Kerala, India

employed a purposeful sampling technique. In order to facilitate the study, 133 male football players—43 defenders, 43 midfielders, and 47 forwards—who competed in the University of Calicut Intercollegiate Football competitions in Kerala State, India in the years 2016–2017 were chosen from among the men's football tournament held in Kerala. Every participant has a history of competing at the state or national level on behalf of their districts, clubs, or collegiate teams. The participants have played football on a regular basis for at least the past three years. The subjects' ages ranged from 18 to 25 and they came from a variety of colleges affiliated with the University of Calicut. For the study, a purposeful sampling technique was employed. Before the questionnaire was administered and to clear up any confusion regarding the subjects' necessary effort, the prerequisites for the data collection through questionnaire administration were explained to the subjects. Every participant gave their free consent to participate in the study and gave an unbiased response to the questionnaire.

## Measures

### 1. Mental toughness (Clough et. al. (2002))

A 48-item self-reporting instrument was developed by Clough et al. (2002) to measure mental toughness. It

provides details about general mental toughness. According to Clough (2002), a mentally tough person can be confident and laid-back, which makes them gregarious and extroverted. They have a tendency to be competitive and are less nervous. They have the confidence and trust to handle their own circumstances.

### 2. Athletic coping skill (Smith et al. (1994))

Smith et al. (1994) created the Athletic Coping Skills Inventory (ACSI), a tool for assessing an athlete's psychological capabilities. The following elements of the players' psychological abilities are measured. Its purpose was to gauge the psychological prowess of sportsmen.

### Data Analysis

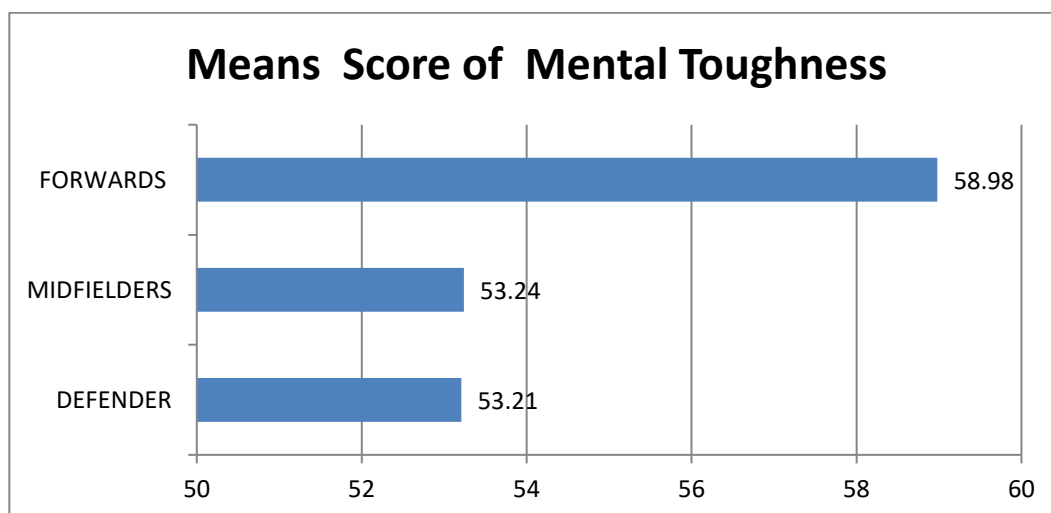
Descriptive statistics were calculated for each metric. Data screening was done before data analysis to ensure that all dependent variables fit the conditions for employing parametric statistics. Moreover, a one-way analysis of variance (ANOVA) was employed to ascertain the group differences. To test the hypothesis, a significance threshold of 0.05 was chosen. For further analysis, the LSD test was used as the Post-Hoc Test. The statistical package for social science (SPSS) version 24 was used.

**TABLE I: COMPUTATION OF MEAN STANDARD DEVIATION OF DEFENDERS, MIDFIELDERS AND FORWARDS ON MENTAL TOUGHNESS**

Name of variables	Mean	Standard Deviation	N
Defenders	53.21	7.20	43
Midfielders	53.24	6.70	43
Forwards	58.98	7.20	47

Defenders' mental toughness scores were 53.21 on the mean and 7.20 on the standard deviation. The midfielders' mental toughness scores were 53.24 on the mean and 6.70 on the standard deviation.

Regarding mental toughness, the Forwards' mean and standard deviation were, respectively, 58.91 and 7.20.



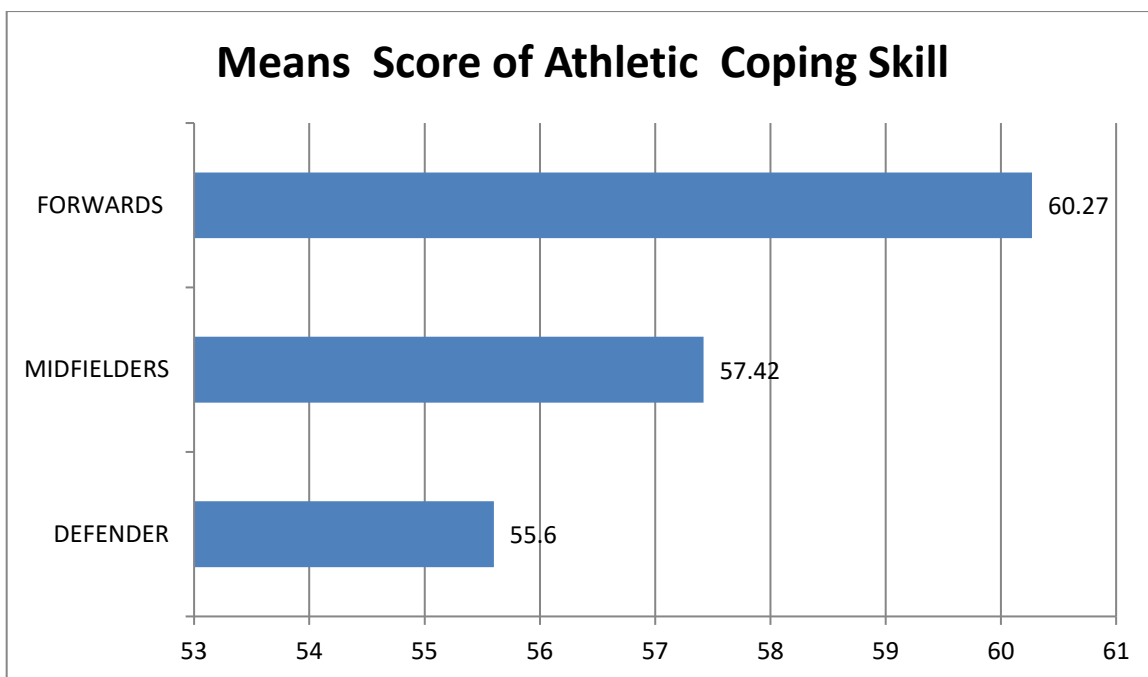
**FIGURE .1 MEAN SCORE OF DEFENDERS, MIDFIELDERS AND FORWARDS ON MENTAL TOUGHNESS**

**TABLE II: COMPUTATION OF MEAN STANDARD DEVIATION OF DEFENDERS, MIDFIELDERS AND FORWARDS ON ATHLETIC COPING SKILL**

Name of variables	Mean	Standard Deviation	N
Defenders	55.60	7.74	43
Midfielders	57.42	12.11	43
Forwards	60.27	10.37	47

Defenders' Athletic Coping Skill had a mean and standard deviation of 55.60 and 7.74, respectively. The midfielders' athletic coping skill had a mean and standard deviation of 57.42 and 12.11, respectively.

Forwards' Athletic Coping Skill had a mean and standard deviation of 60.27 and 10.37, respectively.



**FIGURE .1 MEAN SCORE OF DEFENDERS, MIDFIELDERS AND FORWARDS ON ATHLETIC COPING SKILL**

**TABLE III: ANALYSIS OF VARIANCE ON MENTAL TOUGHNESS OF FOOTBALL PLAYERS WITH VARYING PLAYING POSITIONS**

		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
<b>MENTAL TOUGHNESS</b>	Between Groups	1004.31	2	502.156	8.56*	.000*
	Within Groups	7629.35	131	58.687		
	Total	8633.668	133			

\* The mean differences significance at the 0.05 level Table III shows that there is a significant difference between defenders, midfielders, and forwards. The derived F value is 8.56, and the significant value is .000

because it is smaller than the significant value of 0.005.

The L.S.D. Post hoc test was used to identify which of the paired means had a significant difference. The L.S.D. test result is shown in the table below.

**Table III (a) POST-HOC ANALYSIS OF MENTAL TOUGHNESS OF FOOTBALL PLAYERS WITH VARYING PLAYING POSITIONS**

Group mean			Mean Difference	C.V.
Defenders	Midfielders	Forwards		
53.21	53.24		0.03	3.39
53.21		58.98	5.77*	3.39
	53.24	58.98	5.74*	3.39

\*The mean difference is significant at the 0.05 level. Table III (a) makes it evident that, while comparing Defenders to Forwarders, the mean difference value of 5.77 proven to be significant because it is larger than

the crucial value of 3.39. When comparing midfielders to forwards, the mean difference value of 5.74 proved to be important because it is greater than the crucial value of 3.39.

**TABLE IV ANALYSIS OF VARIANCE ON ATHLETIC COPING SKILL OF FOOTBALL PLAYERS WITH VARYING PLAYING POSITIONS**

		SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
Athletic coping skills	Between Groups	503.724	2	251.862	2.42	.093
	Within Groups	13621.463	131	103.981		
	Total	14125.187	133			

\* The mean differences significance at the 0.05 level Table IV shows that there is a significant difference in defenders, midfielders, and forwards. The derived F value is 2.42, and .093 is unimportant because it is less than the significant value of 0.005.

The L.S.D. Post hoc test was used to identify which of the paired means had a significant difference. The L.S.D. test result is shown in the table below.

**Table III (a) POST-HOC ANALYSIS OF ATHLETIC COPING SKILL OF FOOTBALL PLAYERS WITH VARYING PLAYING POSITIONS**

Group mean			Mean Difference	C.V.
Defenders	Midfielders	Forwarders		
55.60	57.42		1.82	3.39
	57.42	60.27	2.85	3.39
55.60		60.27	4.67*	3.39

\*The mean difference is significant at the 0.05 level. Table IV (a) makes it evident that, while comparing Defenders to Forwarders, the mean difference value of 4.67 proven to be significant because it is greater than the crucial value of 3.39.

#### Discussions on finding

It is clear from this that there will be notable variations in mental toughness and negligible variations in athletic coping ability among football players of different positions.

#### BIBLIOGRAPHY

##### BOOKS

1. Bucher C.A "Foundation of physical Education and Sports" .10<sup>th</sup> edition St. Louis,Times Mirror,1987
2. Cratty,Bryant J., "Social Dimension of Physical Activity" Englewood cliffs, New jersey:Prentice Hall,Inc.,1967
3. Fordnam,Sheldin,L. "Physical education and sports" Canada: John Wiley and Sons,1978
4. Kamalesh M.L "Methology of Reaserch in Physical Education and sports" New Delhi,Metropolitan,1986
5. Lundberg O.A "Foundations of Sociology" 3<sup>rd</sup> Edition,New York: Prentice Hall Inc., 1956
6. Sachdeva, Vidya Bhushan. "An Introduction to Sociology" , 5<sup>th</sup> Edition Allahabad , Kitab Mahal 1971
7. Sandhu Kiran "Sport Dynamics : Psychology Management" New Delhi Galgotia,1993
8. Bucher C.A "Foundation of Physical Education and Sport" (London: The C.V.Mosby Company,1983);P.9
9. Bakker F.C et al "Sports psychology",Concepts and applications"(John Wiley and Sons Chichester .New York 1990), P1
10. Synder E. Eidon et al "Social Aspects of Sports , "(New Jersey :prentice Hall Inc,1978) P.24.
11. PageTerry.G, et al "International Dictionary of Education",(London: Kogan Pvt.Ltd1929),P323.
12. Sorenson Herbert "Phychology in Education",. (3Edn) (New York Mc. Graw Hill Book Company Inc .1954),P170.
13. Oberteuffer Debert , "Physical Education", (New York: Harper and Row Publishers,1970)P151.
14. Baradwaj.R.L, Socio- Economic Status Scale", (National Psychological Corporation Agra,2003).
15. Ahuja ,Ram , Research Methods ,Jaipur Rawat Publishers,2011
16. Butler Richard.I, Soprt Psychology in Performance London ,Arnold Publisher :2000
17. Clark David. H and Clark Harrison "Research Process in Physical education "(11<sup>th</sup> edition ) New Jersey prentice hall.Inc,1984.
18. Gould Daniel Weinberg Robert S, Foundations of Sports &Exercise Psychology 3<sup>rd</sup> edition ,United States of America, Human Kineties,2003

19. Horn, Thelma. "**Advances in Sports Psychology**" Second editions, Champaign US Human Kinetics 2002
20. Jowett, Sophia Lavallee, David "**Social Psychology in Sport**" "first edition Champaign, US, Human Kinetics
21. Brose M.N. "Hand" **book of Research Methodology**" – Modern Methods and Techniques – Modern Methods & New Techniques (SreeNiwas Publications, Jaipur, 2004)
22. Malhotra Naresh.k, Marketing Research (5<sup>th</sup> edition) Pearson Prentice Hall Inc 2007
23. Reilly, Thomas William Mark. "**Sciences and Soccer**", (2<sup>nd</sup> edition ) London : Routledge 2000
24. Robert s Weinberg, Daniel' **Gould Foundation of sports and Exercise Psychology**', 3<sup>rd</sup> Edition (Edward Brothers Publication, USA 2003)

#### JOURNALS

- Bohan.J.M "**The role of family in the socialization of the female intercollegiate Athletics**", dissertation abstract international 1978
- Helsey P and others. Education Economy and Society A Reader in the Sociology and Education " Washington D.C Crowell Collier Publishing Company, 1961.
- Porterfield, A.L "**Creative Factor in Social Research**", London Duck Press 1941.
- Anderson, B Mark and Williams, M. Deam, Gender Role and sports completion anxiety, The research Quarterly, Vol.58, (March 1987)
- Humara, Miguel, M.A. Journal of Sports Science, Athletic Insight Online Journal of Sport Science, 2002
- Ronay, Barney. "**The Superstitious of Sports Stars**", Sportstar, Volume, 30 (July, 2007)
- Keinan, Giora (2000). The Effects of Stress and Desire for Control on Superstitious Behavior. The American Journal of Sports Medicine, Vol 28 (2000)