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A COMPARATIVE STUDY OF MINDFULNESS AMONG INDIVIDUAL AND TEAM GAME PLAYERS OF RAMA UNIVERSITY

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ABSTRACT:

Objectives of the current study were To assess the mindfulness of the team game players of Rama University, To assess the mindfulness of the individual game players of Rama University, To compare the mindfulness of the team and individual game players of Rama University A total of one hundred and fifty (N=100) sportsperson (50 team and 50 individual sport) were randomly selected for the purpose of the study. The age group of the subjects ranged from 17-25 years. The subjects were selected from different colleges of Rama University, with minimum State level participation in their respective sports. The mean age of the subjects was found to be 21 (+SD) years. For assessing the selected variable, Mindfulness Inventory for Sport (MIS) developed by Thienot, Jackson, Dimmock, Grove, Bernier, and Fournier (2014) was used. The collected data was analyzed by computing Independent sample t test. The results shows that A significant difference has been found in the variable Mindfulness (9.21") and its sub scales Awareness (4.71), Non Judgmental (6.21") and Refocusing (6.99"). The mean values of the Mindfulness and its sub scales shows that Individual sports players were having more mindfulness as compared to individual sports.

Keywords:Mindfulness, Awareness, Non Judgmental, Refocusing

INTRODUCTION

Researchers found that athletes with high levels of psychological skills performed more consistently than athletes with low levels of psychological skills (Nideffer et. al., 2001). This could be explained by the fact that higher levels of psychological skills have been shown to have a positive correlation with better execution of general motor and cognitive tasks (Hird, Landers, Thomas & Horan, 1991), especially when athletes are fatigued and under physical stress (Booras, 2001). In accordance with these findings, research by Feltz and Landers (1983), as well as Greenspan and Feltz (1989), has confirmed that subjecting athletes to the approaches inherent in various thought processes has a beneficial impact on motor skill performance.

The question arises whether a specific selection of psychological skills exists that would facilitate exceptional sports performance when developed optimally. One factor that should be taken into account is that the type of sport that athletes compete in will determine the specific psychological skills that they will need in their quest for better performance (Martens, 1987).

Hale and Collins (2002) stated that, for rugby players to play to their full potential, they must be physically, technically Nutritionally and psychologically prepared. They further added that the best rugby players in the world often reach their full potential by incorporating psychological training into their daily training and pre- match routines. It thus appears that a key difference between a good and average performance in elite rugby could be the level of psychological skills, rather than just good physical abilities (Hale & Collins, 2002; Hodge & McKenzie, 1999). However, it is still unclear whether the overall psychological skills level, or rather the eminence in certain specific psychological skills, would differentiate between good and exceptional rugby players. This latter statement is one of the questions that we, as sports psychologists, constantly try to shed more light on.PCH in this regard is complicated since the effect that psychological skills will have on a specific player might be influenced by a number of other factors. Environmental influences, crises and life transitions, the cognitive appraisals and coping strategies that players employ as well as the state of their general health and well-being may influence the impact of psychological skills. All these factors should be kept in mind by the sports psychologist when working with elite rugby players. (Kruger, 2008)

MINDFULNESS IN SPORTS

Mindfulness is an open attention on the present, which is a 'state of active'. It is a process of observing feelings and thoughts without judging them as good or bad, even as the observation is from distance. Mindfulness allows the individual to live in the moment and experience the world wake fully instead of the life passing out the individuals. Mindfulness is construed as, "an open-hearted, moment- to-moment non-judgmental awareness" (Kabat Zinn, 2005), which means "a state of being attentive to and aware of what is taking place in the present" (Brown and Ryan, 2003). The concept of mindfulness revealed that, its origins are in Buddhism and speaks for a quality of individual's consciousness, called as "bare attention" (Brown et al., 2007), and it involves "paying attention in a particular way: on purpose, in the present moment, and nonjudgmental" (Kabat-Zinn, 1994). This kind of attention has a disclosed, acceptant quality towards whatever that take place internally or externally at the present moment (Kabat-Zinn, 1990). Mindfulness can be defined as "the nonjudgmental observation of the present moment; including internal and external thoughts, emotions, and feelings". (Kabat-Zinn, 1994)Mindfulness may be "a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context". (Langer, 2000)

The psychological component of mindfulness reveal to an internal awareness that emerge by deliberately putting up attention to the experience in the present in a non-judgmental, evaluative or contemplative manner. This specific feature of awareness is related to a number of psychological and physical health indicators. The trend to be highly mindful in day to day life is the trait of dispositional mindfulness (Garland et al., 2013), which look like a sum of individual

life experiences and genetics, and dispositional mindfulness is not essentially associated to being part of a mindfulness based intervention or meditation exercises practices. Generally, mindfulness can be defined as "directing attention to the experience of the moment, without making evaluations" (Kabat-Zinn et al., 1992). Essential faces of mindfulness have been acceptance, nonjudgmental, insight and openness to experiences (Wallach et. al., 2006). While practicing mindfulness, the thoughts of individuals alter into what is trending in the right moment instead of fabricating the future or rehashing the past.

Mindfulness is based on the concept of acceptance, rather than direct change or control of internal experiences. Mindfulness in sport has been an emerging approach intended to provide a new mindset for coping with pressure. It is not a replacement from the traditional psychological skills training; rather it is a complementary new method. Empirical studies that have reported an impact of mindfulness interventions on other psychological factors in sport have used instruments developed and validated with clinical populations, such as the Mindfulness Attention Awareness Scale (MAAS), the Toronto Mindfulness Scale (TMS), or the Kentucky Inventory of Mindfulness Skills (KIMS). Therefore, all the Mindfulness-based programs that have been implemented towards the enhancement of sport (Bernier. Thienot, Codron, & Fournier, 2009; Gardner & Moore, 2004) till date have not been supported by a context specific instrument that accurately assess mindfulness skills among sport (Aherne, Moran, & Lonsdale, 2011; Bernier et al., 2009; Birrer, Röthlin, & Morgan, 2012; Gardner& Moore, 2007), Because of the natural differences between clinical and sport settings, Thienot, Jackson. Dimmock, Grove, Bernier, & Fournier (2014) developed a context specific instrument to measure mindfulness processes in sport. They examined reliability and the content, structural and generalizability of construct validity. The psychometric analysis performed in the study concluded that The Mindfulness Inventory for Sport (MIS) is a new valid and reliable instrument; the only one to date assessing mindfulness processes in sport performance contexts (Thienot et al., 2014). The use of The Mindfulness Inventory for Sport (MIS, 2014) will provide a more accurate measure of the mechanism underlying mindfulness based interventions in sport specific contexts.

Objectives and Hypothesis

1. To assess the mindfulness of the team game players of Rama University
2. To assess the mindfulness of the individual game players of Rama University
3. To compare the mindfulness of the team and individual game players of Rama University

Based on the objective following hypothesis was framed: . It was hypothesized that there would be no significant difference between the mindfulness of the team and individual game players of Rama University

PROCEDURE AND METHODOLOGY

A total of one hundred and fifty (N=100) sportsperson (50 team and 50 individual sport) were randomly selected for the purpose of the study. The age group of the subjects ranged from 17-25

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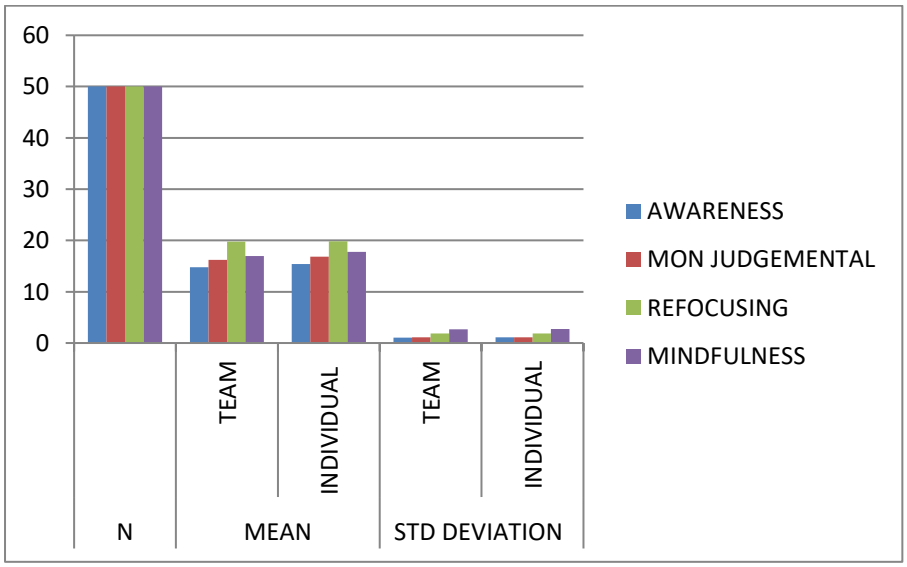
years. The subjects were selected from different colleges of Rama University, with minimum State level participation in their respective sports. The mean age of the subjects was found to be 21 (+SD) years. For assessing the selected variable, Mindfulness Inventory for Sport (MIS) developed by Thienot, Jackson, Dimmock, Grove, Bernier, and Fournier (2014) was used. The collected data was analyzed by computing Independent sample t test.

RESULTS AND DISCUSSIONS: This section of the analysis depicts the results of the descriptive analysis and comparative analysis for the selected questionnaire on team and individual sports players.

Table No. 1: Descriptive Analysis of the variable Mindfulness and its subscales

variables	N	MEAN		STD DEVIATION	
		TEAM	INDIVIDUAL	TEAM	INDIVIDUAL
AWARENESS	50	14.78	15.39	1.079	1.089
MON JUDGEMENTAL	50	16.23	16.84	1.088	1.091
REFOCUSING	50	19.78	19.83	1.889	1.883
MINDFULNESS	50	16.93	17.78	2.678	2.713

Table No. 1 clearly depicts the descriptive analysis of the variable Mindfulness and its sub scale for, which shows that Mean and Standard deviation of Awareness, Non-Judgmental, Refocusing and Mindfulness for team and individual sports are found to be 14.78±1.079/15.39±1.089. 16.23±1.088/16.84±1.091, 19.78±1.889/19.83±1.883 and 16.93±1.678/17.78±1.713 respectively. The graphical representation has been shown in fig 1.



The values for independent sample 't test between the team and individual sports players for the variable Mindfulness and its sub scales, which shows that there is significant difference has been found in the variable Mindfulness (9.21) and its sub scales Awareness (4.71), Non Judgmental (6.21') and Refocusing (6.99''), as the values are found to be significant at 0.05 level.

CONCLUSIONS:

Following conclusions may be drawn based on the obtained results:

Mean and Standard deviation of Awareness, Non Judgmental, Refocusing and Min and individual sports are found team 16.23±1.088/16.84±1,091, respectively. to be 19.78±1.889/19.83±1.883 and Mindfulness for 14.78±1.079/15.39±1.089 16.93±1.678/17.78±1.713

A significant difference has been found in the variable Mindfulness (9.21) and its sub scales Awareness (4.71''), Non Judgmental (6.21) and Refocusing (6.99'').

The mean values of the Mindfulness and its sub scales shows that Individual sports players were having more mindfulness as compared to individual sports.

RELATED STUDIES:

The purpose of this study was to: (a) examine the influence of sport type, academic year, sex, and previous mindfulness experiences on the five facets of mindfulness, act with awareness [AWA), non-judging of internal experience [NJIE'], and non-reactivity to inner experience [NRJE], and (0) explore the implementation of mindfulness across a collegiate athletic department. Quantitative data participants included 257 collegiate athletes (136 male, 121 female: M = 20.1 years of age, SD=[-] 1.46), from a western U.S., midsized, private, Division 1 university. Qualitative data participants included 10 individuals (6 staff members and 4 athletes) from the same institution. Results from multivariate tests indicated significant influences of sport type were seen for the different aspects of mindfulness (Christina M, 2020). The higher Mental Toughness of Team Game Players compared to Individual Game players can be attributed to the team Game settings associated with team games wherein the players continuously receive support from other members of the team.

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