



ISSN: 2456-0057
IJPNPE 2018; 3(1): 1423-1424
© 2018 IJPNPE
www.journalofsports.com
Received: 01-11-2017
Accepted: 03-12-2017

Syed Anwar Ali S
MPhil Scholar SRM IST
Chennai, Tamil Nadu, India

DJ Asath Ali Khan
Assistant Professor SRM IST
Chennai, Tamil Nadu, India

Effect of autogenic training on selected psychological variable of handball players

Syed Anwar Ali S and DJ Asath Ali Khan

Abstract

This research was undertaken to analyze the effect of autogenic training on selected psychological variables of handball players. It had the purpose of comparing and analyzing the data collected from each variable. For the purpose of the study, thirty players of 18 to 25 years old were selected as subjects for the investigation. These students were started Autogenic training in college gymnasium. The pre-test was administered by researcher during their first day of training and post-test were administered after eight weeks of training. The selected variables for the study were Stress, Anxiety and Depression. The data were collected from the subject by the standard questionnaire. The test was about the effect of autogenic training for eight weeks. A pre-test and post-test score of the experimental group and controlled group were analyzed by employing the T-test. To find out the significance of difference between pre-test and post-test score of the experimental group and controlled group, the t-ratio was employed.

Keywords: effect, autogenic training, psychological, variable, handball players.

Introduction

Psychology is an academic and applied discipline that involves the scientific study of mental functions and behaviors. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and biological processes that underlie cognitive functions and behaviors.

Sport psychology is an interdisciplinary science that draws on knowledge from the fields of Kinesiology and Psychology. It involves the study of how psychological factors affect performance and how participation in sport and exercise affect psychological and physical factors. In addition to instruction and training of psychological skills for performance improvement, applied sport psychology may include work with athletes, coaches, and parents regarding injury, rehabilitation, communication, team building, and career transitions. In its formation, sport psychology was primarily the domain of physical educators, not researchers, which can explain the lack of a consistent history. Nonetheless, many instructors sought to explain the various phenomena associated with sport and physical activity and developed sport psychology laboratories.

Sport psychology gives the body of knowledge that contributes to both the personal growth and development of the subject and to the formation of the conditions under which exercise and sport is performed. Applied sport and exercise psychology consists of instructing athletes, coaches, teams, exercisers, parents, fitness professionals, groups, and other performers on the psychological aspects of their sport or activity. The goal of applied practice is to optimize performance and enjoyment with psychological skills. Educational sport psychology emphasize the use of psychological skills training (e. g. goal setting, imagery, energy management, self-talk) when working with clients by educating and instructing them on how to use these skills effectively during performance situations.

Methodology

This research was undertaken to analyze the effect of autogenic training on selected psychological variables of handball players. It had the purpose of comparing and analyzing the data collected from each variable. For the purpose of the study, thirty players of 18 to 25 years old were selected as subjects for the investigation. These students were started Autogenic

Correspondence
Syed Anwar Ali S
MPhil Scholar SRM IST
Chennai, Tamil Nadu, India

training in college gymnasium. The pre-test was administrated by researcher during their first day of training and post-test were administrated after eight weeks of training. The selected variables for the study were Stress, Anxiety and Depression. The data were collected from the subject by the standard questionnaire. The test was about the effect of autogenic training for eight weeks. A pre-test and post-test score of the experimental group and controlled group were analyzed by employing the T-test. To find out the significance of difference between pre-test and post-test score of the experimental group and controlled group, the t-ratio was employed.

Results

Table 1: table showing descriptive statistics and obtained 't' value on stress of handball players due to Auto genic training

Test	Mean	Md	Sd	't'
Ex-Pre	73.5	-0.44	0.47	3.08*
Ex-post	69			
C G-pre	76	0.12	0.23	1.56
C G-post	75			

Required table value DF (2, 28), 1.73 * Significant at 0.05 level

The results presented in Table I showed that the pretest mean value of stress (M: 73.5) was improved to 69 after eight weeks Autogeni training with mean difference of 0.44. The obtained 't' value of 3.08 was greater than the required 't' value of 1.73. Hence, it was proved that there was significant reduce in stress among Men Football players due to Autogenitraining.

Table 2: Table Showing Descriptive Statistics and Obtained 'T' Value on Anxiety of Football Players Due To Auto Genic Training

Test	Mean	Md	Sd	't'
Ex-Pre	30	-0.12	0.66	2.89*
Ex-post	28.75			
C G-pre	32	0.14	0.98	1.13
C G-post	31			

Required table value DF (2, 28), 1.73 * Significant at 0.05 level

The results presented in Table II showed that the pretest mean value of Anxiety (M: 30) was reduce to 28.75 after eight weeks Autogenic training with mean difference of 0.12. The obtained 't' value of 2.98 was greater than the required 't' value of 1.73. Hence, it was proved that there was significant reduce in stress among Men Handball players due to Autogenic training.

Table 3: Table Showing Descriptive Statistics and Obtained 'T' Value on Depression of Handball Players Due To Auto Genic Training

Test	Mean	Md	Sd	't'
Ex-Pre	18	-0.78	1.45	2.91*
Ex-post	15.5			
C G-pre	19	0.05	0.32	1.62
C G-post	18			

Required table value DF (2, 28), 1.73 * Significant at 0.05 level

The results presented in Table III showed that the pretest mean value of depression (M: 18) was reduce to 15.5 after eight weeks AUTOGENIC training with mean difference of 0.78. The obtained 't' value of 2.91 was greater than the required 't' value of 1.73. Hence, it was proved that there was significant reduce in stress among Handball players due to Autogenic training.

Conclusions

It was concluded that eight weeks Autogenic training significantly reduce stress of the Handball players.

It was concluded that eight weeks Autogenic training significantly reduce Anxiety of the Handball players.

It was concluded that eight weeks Autogenic training significantly reduce Depression of the Handball players.

Reference

- Baltes PB, Willis SL. Plasticity and enhancement of intellectual functioning in old age: Perm State's Adult Devel-opment and Enrichment Program (ADEPT). In F.I.M. Craik & S.E. Trehub (Eds.), Aging and cognitive processes, 1982, 353-389. New York, NY: Plenum Press.
- Bandura A. Self-referent thought: A developmental analysis of self-efficacy. In J.H. Flavell & L. Ross (Eds.), Social cog-nitive development: Frontiers and possible futures, 1981, 200-239. Cambridge: Cambridge University Press.
- Bandura A. Self-regulation of motivation and action through internal standards and goal systems. In L. A. Pervin (Ed.), Goal concepts in personality and social psychology, 1989, 19-85). Hillsdale, NJ: Erlbaum.
- Brandtstadter J. Personal and social control over develop-ment: Some implications of an action perspective in life-spandevelopmental psychology. In P. B. Baltes & O.G. Brim, Jr. (Eds.), Life-span development and behaviour. 1984; 6:1-32. New York, NY: Academic Press.
- Brandtstadter J. Personal self-regulation of development: Cross-sequential analyses of development-related control be-liefs and emotions. Developmental Psychology. 1989; 25:96-108.
- Brandtstadter J, Krampen G, Heil FE. Personal control and emotional evaluation of development in partnership rela-tions during adulthood. In M.M. Baltes & P.B. Baltes (Eds.), The psychology of aging and control, 1986, 265-296. Hillsdale, NJ: Erl-baum.
- Cohen J. Statistical power analysis for the behavioral sciences (2nd ed.). New York, NY: Academic Press. 1977.
- Danish SJ. Life-span development and intervention: A necessary link. Counseling Psychologist, 9,40^3, 1981.
- Danish SJ, D'Augelli AR, Hauer AL. Helping skills: A life development training program. New York, NY: Human Sci-ences Press, 1981.
- Danish SJ, Smyer MA, Nowak CA. Developmental intervention: Enhancing life-event processes. In P.B. Baltes & O.B. Brim Jr. (Eds.), Life-span development and behaviour. 1980; 3:340-366. New York, NY: Academic Press.
- Gorton BE. Autogenic training. American Journal of Clinical Hypnosis, 2, 31-41. Hirsch, R.D. (1987). Das Autogene Training in der Gerontologie (Autogenic training in gerontology). Zeitschrift fiir Gerontolo-gie. 1959; 20:242-247.
- Hudson, D.W. (1983). Asserti-carc: Assertion training for the elderly client. New York, NY: P. Lang.
- Johnson RK. Differential treatments for internal and ex-ternal locus of control insomnia clients. Dissertation Abstracts International. 1976; 37(1-B):462-463.
- Krampen G. IPC-Fragebogen zu Kontrolliiiberzeugungen (IPC Scales on locus of control). Gottingen: Hogrefe, 1981.
- Krampen G. Fragebogen zu Kompetenz- und Kontrolliiiber-zeugungen (Inventory on competence and control orienta-tions). Gottingen: Hogrefe, 1991a.