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## An assessment of psychological-foundation Skills College level football players

**Dr. Man Singh and Anil Kumar**DOI: <https://doi.org/10.22271/journalofsport.2024.v9.i2c.2954>**Abstract**

The study's aim was to evaluate and contrast the cognitive abilities selected variables i.e., Foundation Skills, which has the sub variables such as- Goal setting, Confidence and Commitment, of Strikers and Midfielders of Intercollegiate Football Players of University of Delhi. The research was carried out on a purposeful subjects 60 participants from the University of Delhi. The Two sets of participants were further separated out: Strikers (N=30) and Midfielders (N=30). The current study included only male subjects. The individuals' ages ranged from 18 to 25. The researcher examined the mental profiles of strikers and midfielders using a validated instrument. The researcher used the (OMSAT-3Version 2-2). Independent Sample 't' Test conducted on the collected data aimed to compare the mental skills selected variable i.e., Foundation Skills, of strikers and midfielders to ascertain "if the two player roles differed significantly from one another. The outcomes showed that no discernible variations were seen in Foundation Skills between strikers and midfielders at a significance level of 0.05. This conclusion was based on the p-values obtained from the statistical analysis, which was greater than the significance level of 0.05.

**Keywords:** Foundation skills, goal setting, confidence, commitment, OMSAT-3 version 2-2, descriptive statistics, level of significance, independent sample 't' test

**Introduction**

Fundamental abilities (such as goal-setting, self-assurance, and dedication), are considered necessary for achieving high athletic performance and are regarded as foundational elements for the growth of other mental competencies.

Setting goals is the act of identifying clear, measured, and time-bound objectives for achieving desired results. It involves identifying what you want to do, creating a strategy to attain it, and tracking progress. The SMART criteria are used to develop effective goals: specific, measurable, attainable, relevant, and time-bound. This strategy boosts motivation, focuses effort, and improves performance by setting clear goals and benchmarks for success.

Goal setting in sports is an important method for improving athletic performance. Athletes set performance objectives (e.g., running a mile in sub 6 minutes), process goals (e.g., refining form), and outcome goals (e.g., race victory). According to research, goal planning can greatly increase athletic performance by focusing attention, raising effort, and encouraging persistence.

Furthermore, short-term goals can boost confidence and enthusiasm, but long-term goals provide a roadmap for continued work and improvement (Weinberg, 2010) [7].

Confidence refers to a belief in one's abilities, qualities, and judgment. In many facets of life, such as professional achievement, interpersonal connections, and personal growth, it is indispensable.

Confidence is closely related to Self-efficacy is the conviction that one can ability to execute tasks and achieve goals. High self-efficacy can enhance motivation and persistence in the face of challenges (Bandura, 1997) [3].

Confidence can contribute to greater resilience and effective coping strategies during stressful situations. Confident individuals are better equipped to handle adversity and recover from setbacks (Benight & Bandura, 2004) [6].

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Commitment is the state or quality of being dedicated to a cause, activity, or goal. It is a crucial element in personal relationships, professional endeavors, and organizational success. Commitment involves a psychological attachment and a willingness to persist in the face of challenges.

Commitment fosters perseverance and resilience. Committed individuals are more likely to continue working towards their goals despite obstacles and setbacks (Meyer & Allen, 1991) [2]. Commitment enhances intrinsic motivation. When individuals are deeply committed, they are driven by internal satisfaction and personal fulfillment rather than external rewards (Deci & Ryan, 2000) [4].

**Methodology**

**Selection of Subjects**

The current data was gathered from (N is the number=60) young men at the University of Delhi who were regular participants with a high degree of skill and who were between the 18-25 age range. Football players made up the participants. The participants were split up even further into two groups: 30 strikers and 30 midfielders.

**Choice of Variables**

The investigator employed a standardized instrument to examine the mental abilities selected variables i.e., Foundation Skills, which has the sub variables such as- Goal setting, Confidence and Commitment, of Strikers and Midfielders of Intercollegiate Football Players of University of Delhi. The researcher used (OMSAT-3 Version 2-2).

**Statistical Technique Used**

To assess the collected data, statistical measures of description like mean, SD, and comparative statistics used. In order to evaluate Foundation Skills, an Independent Sample ‘t’ Test was used and tested at a significance level of 0.05.

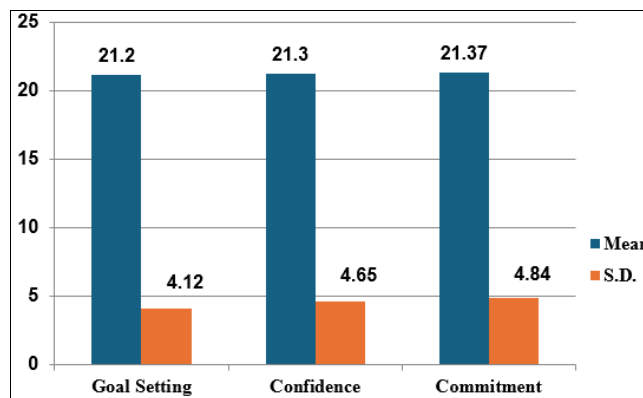
**Results**

The study analyzed data from 60 male football players, divided into 2 groups for Strikers (N=30) and Midfielders (N=30), focusing on Foundation Skills (Goal Setting, Confidence & Commitment). The tables below show descriptive statistics and Independent Sample ‘t’ Test results.

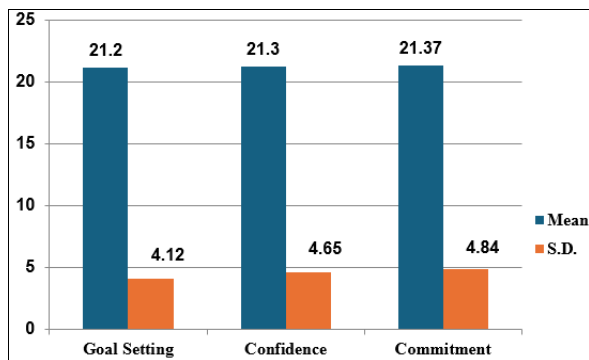
**Table 1:** Foundation Skills Descriptive Statistics & Independent Sample ‘t’ test

Variable	Game	N	Mean	S.D.	Std. Error Mean	Mean Difference	T	Sig. (2- tailed)
Goal Setting	Strikers	30	21.20	4.12	0.75	0.67	0.63	0.53
	Midfielders	30	20.53	4.06	0.74		0.63	0.53
Confidence	Strikers	30	21.30	4.65	0.85	-0.30	-0.26	0.79
	Midfielders	30	21.60	4.17	0.76		-0.26	0.79
Commitment	Strikers	30	21.37	4.84	0.88	-0.30	-0.23	0.81
	Midfielders	30	21.67	4.92	0.90		-0.23	0.81

Table 1, shows the foundation skills variables such as Goal setting, Confidence and Commitment were compared in totality of both strikers and Midfielders, The investigator discovered Mean and SD of Goal Setting Strikers' Score (21.20±4.12), Midfielders of Goal Setting (20.53±4.06), Strikers of Confidence (21.30±4.65), Midfielders of Confidence (21.60±4.17), Strikers of Commitment (21.37±4.84) and Midfielders of Commitment (21.67±4.92). Although there are some mean differences in a number of characteristics between the strikers and midfielders groups but these differences fall short at the statistical significance level. In conclusion, the information that has been provided does not meet the criteria for statistical significance at the 0.05 level in terms of position-based differences in the analyzed variables. As shown in the result, at the 0.05 level, none of the observed group differences are statistically significant. This suggests that there is insufficient evidence to support a significant position difference in three Foundation Skills Variables.



**Fig 2:** Graphical Representation- Mean & Standard Deviation of Midfielders



**Fig 1:** Graphical Representation- Mean & Standard Deviation of Strikers

**Discussion of Findings**

The data used in this study came from 60 participants who were picked as Delhi University Football Inter-collegiate Level Players, 30 of whom were Strikers and 30 of whom were Midfielders. The results were collected using a standardized and calibrated on Indian condition mental skills bilingual questionnaire (OMSAT-3 Version 2-2). The data was analyzed using independent sample t-tests.

- The data provided contrasts psychological aspects between Striker and Midfielder in a fundamental skills domain (Goal Setting, Confidence and Commitment).
- The outcome showed that the Strikers have the higher mean value as compare to Midfielders in Goal Setting.
- It also indicated that the Midfielders have the higher mean value as compare to Strikers in Confidence and Commitment.

## Conclusion

The conclusions drawn on the basis of obtained results that the results showed that there was no discernible difference between attackers and midfielders in any of the three fundamental mental skills (goal setting, confidence, and commitment).

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