

## A comparison study mental toughness and self Confidence between bachelors of Physical education & sports and Bachelor of Arts students

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### **ABSTRACT:**

The present study aimed to compare the Mental Toughness and Self- confidence abilities between Bachelor of Physical Education & Sports and Bachelor of Arts Students. A total of eighty (N = 80) male subjects participated; forty (N = 40) Bachelor of Physical Education & Sports and forty (N = 40) Bachelor of Arts Students from Gujarat Vidyapith, Ahmedabad, Faculty of Physical Education and Sports Science & Faculty of Social and Allied Science, AT. Sadra, Ta. Dist. Gandhinagar. (Gujarat), were randomly selected for the collection of data. The age of the subjects ranged between 19 to 21 years. Mental Toughness was measured by applying Mental Toughness questionnaire prepared by Dr, Alan Golberg and Self- confidence was measured by applying Self- confidence questionnaire developed by:- Prof. Vealey. The "t" test was applied to find out the difference between mean scores of Bachelor of Physical Education & Sports and Bachelor of Arts Students. The level of significance was set at 0.05. The results revealed significant difference with regard to variable Mental Toughness between Bachelor of Physical Education & Sports and Bachelor of Arts Students. However, the results with regard to the variable Self- confidence were found significant difference between Individual Bachelor of Physical Education & Sports and Bachelor of Arts Students. Bachelor of Arts Students have better Mental Toughness and Self- confidence level as compared to their counterpart Bachelor of Physical Education & Sports Students.

**Keywords:** 1.Mental Toughness, 2.Self- confidence.

### **INTRODUCTION:**

Rapid changes of modern world have caused the Higher Education System to face a great variety of challenges. Therefore, training more eager, thoughtful individuals in interdisciplinary fields is required (1). Thus, research and exploration to figure out useful and effective teaching and learning methods are one of the most important necessities of educational systems (2); Professors have a determining role in training such people in the mentioned field (3). A university is a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective.

Given the education quality, attention to students' education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements.

Attention to this task in higher education is considered as a major one, so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches. In the traditional system, instruction was teacher-centered and the students' needs and interests were not considered. This is when students' instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them (4). Moreover, a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields (5). Being dissatisfied with the status quo at any academic institution and then making decision to improve it require much research and assistance from the experts and pioneers of that institute. Giving the aforementioned are necessary.

Negative life events, crises, challenges, and stressful situations constitute a large aspect of human experience and are often unavoidable. For many individuals, the consequences of adversity negatively affect both physical and mental health and are frequently related to impairments in social, educational, and occupational functioning (e.g., [Price et al., 2002](#); [Springer et al., 2007](#); [Scott et al., 2011](#)). Since some individuals seem to do better than others in dealing with hardship, researchers, policy makers, and the public developed an interest in understanding the factors and processes that enable some individuals to persist when others give up.

Mental toughness (MT) has been studied as an important individual difference factor that allows individuals to deal effectively with challenges and to persist under pressure. MT has its highest profile in sport but its impact is now recognized in a wide range of other domains. It is an umbrella term that entails positive psychological resources, which are important across a range of achievement contexts ([Clough et al., 2002](#); [Crust and Clough, 2011](#); [Gucciardi et al., 2015a](#)). Moreover, it does not only reflect an effective coping mechanism as reaction to stressors (e.g., reappraising stressful situations as opportunities for self-development) but also allows individuals to proactively seek out opportunities for personal growth due to high levels of confidence in one's abilities ([St Clair-Thompson et al., 2015](#)).

There are similarities but also important differences between MT, hardiness, and resilience. While the 4C's model of MT shares some conceptual foundation with hardiness, it clearly differs in its additional emphasis on confidence in one's abilities and interpersonal relations. Hardiness is described by [Kobasa \(1979\)](#) as a personality disposition that provides resistance to stress. However, individuals who score high on MT are not only able to remain committed when confronting with stress, they are also confident about successfully completing the task and are assertive in social situations.

[Clough et al. \(2002\)](#) characterized MT as composite of four interrelated but independent subcomponents: (1) control (life and emotion): the tendency to feel and act as if one is influential and keep anxieties in check; (2) commitment: the tendency to be deeply involved in pursuing goals despite difficulties that arise; (3) challenge: the tendency to see potential threats as opportunities for self-development and to continue to strive in changing environments; and (4) confidence (in abilities and interpersonal): the belief that one is a truly worthwhile person in spite of setbacks, and the ability to push oneself forward in social settings.

Mental toughness shares similarity with resilience in that both concepts promote positive adaptation in the face of adversity. Resilience is defined as "a phenomenon or process reflecting relative positive adaptation despite experience of significant adversity or trauma" ([Luthar et al., 2006](#), p.742). MT is distinct from resilience in two important ways: first, resilience is a broad construct that encompasses a range of protective processes (e.g., biological and social factors), and is hence not directly measured but rather indirectly inferred ([Luthar et al., 2006](#)), whereas MT is measurable as a specific set of traits. Second, the concept of resilience presupposes the existence of risk in the environment, but MT does not. MT not only relates to an individual's reactions to risk and stress but also entails a proactive tendency to seek out challenges for personal growth ([Gucciardi, 2017](#)).

Emotions are far reaching, not easily defined and contain a variety of different types of emotions. [Postareff and Lindblom-Ylänne \(2011\)](#) considered emotions, along with motivation and cognition, as the fundamental elements in human mental operations. [Sutton and Wheatley \(2003\)](#) indicate that most common positive emotions in relation to teaching include joy, satisfaction and pleasure. Negative emotions described by teachers are frustration, anger and anxiety. Although related, self-confidence appears as separate dimension to emotions. [Pintrich & McKeachie \(2000\)](#); as cited in [Lindblom-Ylänne et al., 2006](#) consider confidence not as a generic concept but a reflection of the person's perception of their capacity to achieve a particular goal in a specific situation. Therefore the particular teaching context is likely to be central to an individual's level of self-confidence.

Confidence is a feeling that makes one think that he or she is capable of doing something with ease and calmness. It makes an individual optimistic and pleased with himself/herself. But confidence is not the feeling where one can think he is superior to others. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. Children with high self-confidence can easily communicate with others, dared to express their opinion, and not easily influenced by others. On the other hand, children who do not have enough self-confidence remain in doubt, don't dare to give their opinion, are easily influenced by others and not even dare to try new things. Such children who lack confidence are more likely to give up while facing difficulties. Confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others. ([Burton & Platts, 2006](#)). Genuine self-confidence is the forerunner of achievements. Self-confidence integrates the powers of mind and

body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self-confidence is the first step to progress, development, achievement and success.

#### OBJECTIVES OF THE STUDY:

1. To establish the difference between Bachelor of Physical Education & Sports and Bachelor of Arts Students on the variable Mental Toughness.
2. To establish the difference between Bachelor of Physical Education & Sports and Bachelor of Arts Students on the variable Self-confidence.

#### HYPOTHESES OF THE STUDY:

H01: Indicated that there would have been no significant difference between Bachelor of Physical Education & Sports and Bachelor of Arts Students on the variable Mental Toughness.

H02: Indicated that there would have been no significant difference between Bachelor of Physical Education & Sports and Bachelor of Arts Students on the variable Self- confidence.

#### MATERIALS AND METHODS:

##### SAMPLE:

A total of eighty (N = 80) male subjects participated; forty (N = 40) Bachelor of Physical Education & Sports and forty (N = 40) Bachelor of Arts Students from Gujarat Vidyapith, Ahmedabad, Faculty of Physical Education and Sports Science & Faculty of Social and Allied Science, AT. Sadra, Ta. Dist. Gandhinagar. (Gujarat), were randomly selected for the collection of data. The age of the subjects ranged between 19 to 21 years. Mental Toughness was measured by applying Mental Toughness questionnaire prepared by Dr, Alan Golberg and Self- confidence was measured by applying Self- confidence questionnaire developed by:- Prof. Vealey.

##### ANALYSIS:

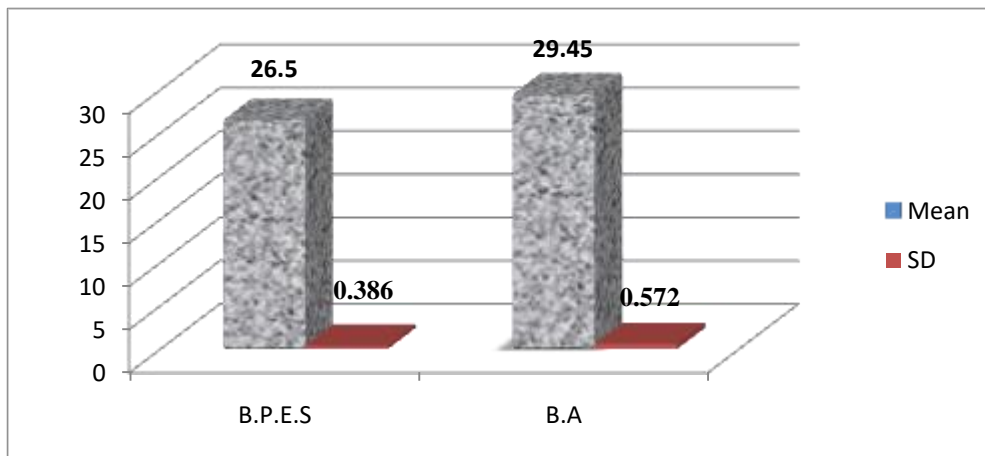
Table - 1

Comparison of mean scores with regard to 'Mental Toughness' between Bachelor of Physical Education & Sports and Bachelor of Arts Students

Group 'Mental Toughness'	N	Mean	Sd	Std. Error Mean	't'	Sig.
B.P.E.S	40	26.50	2.439	.386	-4.278*	.000
B.A	40	29.45	3.616	.572		

\*Significant at 0.05, table value = 1.98 (df = 78)

Table 1 shows that comparisons on the variable of 'Mental Toughness' between Bachelor of Physical Education & Sports and Bachelor of Arts Students. The mean ( $\pm$  standard deviation) values of Bachelor of Physical Education & Sports and Bachelor of Arts Students were found to be 26.50( $\pm$ 2.439) and 29.45 ( $\pm$ 3.616) respectively, the standard error of mean scores came out to be .386 and .572 respectively. The 't' value -4.278\* was found to be significant. at 0.05 level of significance with degree of freedom of 78 and while comparing the two mean values it shows that Bachelor of Arts Students have performed better on the variable 'Mental Toughness' than their counterpart Bachelor of Physical Education & Sports Students (Figure 1).

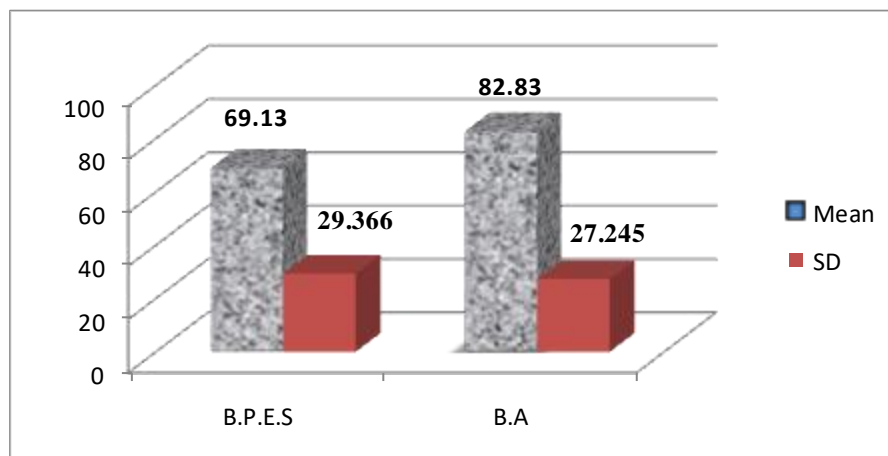


**Table – 2**  
**Comparison of mean scores with regard to ‘Self- confidence’ between Bachelor of Physical Education & Sports and Bachelor of Arts Students**

Group ‘Self- confidence’	N	Mean	Sd	Std. Error Mean	‘t’	Sig.
B.P.E.S	40	69.13	29.366	4.643	-2.163*	.034
B.A	40	82.83	27.245	4.308		

\*Significant at 0.05, table value = 1.98 (df = 78)

Table 1 showed that comparisons on the variable of 'Self- confidence ' between Bachelor of Physical Education & Sports and Bachelor of Arts Students. The mean ( $\pm$  standard deviation) values of Bachelor of Physical Education & Sports and Bachelor of Arts Students were found to be 69.13( $\pm$ 29.366) and 82.83 ( $\pm$ 27.245) respectively, the standard error of mean scores came out to be 4.643 and 4.308 respectively. The 't' value - 2.163\* was found to be significant. at 0.05 level of significance with degree of freedom of 78 and while comparing the two mean values it shows that Bachelor of Arts Students have performed better on the variable 'Self-confidence' than their counterpart Bachelor of Physical Education & Sports Students. (Figure 2).



**DISCUSSION:**

It is evident from the above findings that significant differences were found between Bachelor of Physical Education & Sports and Bachelor of Arts Students on the variable of Mental Toughness as the obtained sig. value was found lower than the sig. 0.05. The results revealed that Bachelor of Arts Students have better Mental Toughness level as compared to the Bachelor of Physical Education & Sports Students. The results

might be attributed to their teaching environment includes different types of teaching Strategy. As per the obtained data the difference between Bachelor of Physical Education & Sports and Bachelor of Arts Students indicate that the null hypothesis (H<sub>0</sub>) in regard to Mental Toughness is rejected. The results with regard to the variable of Self- confidence between Bachelor of Physical Education & Sports and Bachelor of Arts Students were found statistically significant as the obtained sig. value was found lower than the set sig. value 0.05. The results indicate that Bachelor of Arts Students have high Self- confidence level as compared to their counterpart Bachelor of Physical Education & Sports. The findings might be as results of pressures of their study and only classroom teaching activities in Bachelor of Arts students which might lead them to the low Self- confidence level. and Bachelor of Physical Education & Sports students practical and classroom teaching activities which might lead them to the High Self- confidence level.

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