



## STUDY ON PSYCHOLOGICAL SKILLS TRAINING PROGRAM FOR ATHLETES

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### **ABSTRACT**

*Athletes were classified as those who participated in a college sport, while non-athletes were defined as individuals who did not participate in a collegiate sport. Participants were college-aged women who were either athletes or did not participate in sports. Volleyball, basketball, track, swimming, and golf were among the sports that were represented by the athletic teams. The Gender Role Conflict Scale, the Personal Attributes Questionnaire (to evaluate masculinity and/or femininity), and the Physical Self-Perception Profile (to measure individuals' body image self-concepts) were all completed by the participants. Questions on one's physical appearance, athletic ability, and body image self-concept were taken from previously conducted research and included into this study.*

**Keywords:** Basketball, Among, Athletes

### **INTRODUCTION**

The success of an athlete is influenced by several factors. In general, the factors that have been considered to influence the success of an athlete are physical, technical, tactical and psychological skills. In accordance to the statement about that the success of an athlete is influenced by the psychological factors, Weinberg & Gould (2011) explain that not less than 50% of the success in sports is defined by the mental factors; in fact, within the sports such as golf, tennis and figure skating, the influence of the mental factors might achieve 90%. Similarly explain that there is a rapid and very dramatic developing on the use of self-efficacy intervention toward the achievement that should be achieved among the members of a fitness club. Other psychological skill, such as motivation, has significant influence on anxiety and tactical performance indicators.

### **Psychological skills training program for achieving the success among the athletes**

As a result, psychological skills are considered important to be included into the training program for achieving the success among the athletes. Furthermore, explain that there is a difference among the players with achievement in soccer when they compare their physiological and psychological response toward the session of low volume-high intensity interval training (LV-HIIT) and the different duration of performance recovery. There is not any significant difference from one player to another with regards to the two responses; instead, both responses assist the players in dealing with the session of low volume-training.



The only difference is found in the different performance duration. In addition, a study about motivation shows that there is not any difference between the individual sports and the team sports on the psychological skills from the perspective of motivation prior to having a game. On the contrary, the characteristics of each player in each position might pose certain differences and these differences thus influence the athlete performance on the field. The idea in the study then was tested by Tedesqui and Orlick (2015), who explored the focus of attention that the elite soccer players experienced in numerous playing position. With regards to the test, the results of the study by Najah and Rejeb (2015) conclude that there are differences on the psychological skills between the offensive players and the defensive players within soccer. Departing from the overall elaboration, it is clear that any study with regards to the differences on the playing position within basketball certainly implies different psychological skills from one player to another (Pion et al., 2018). For basketball athletes, every playing position has different characteristics. In relation to the different characteristics of the playing position, the aspects of psychological skills that might have been identified are namely motivation, selfconfidence, self-efficacy and imagery. Then, the significant psychological skills are observed based on the playing position on the aspects of aggressiveness, pudency, interpersonal passiveness, low positive emotion and inefficiency explain that the presence of anxiety among the basketball players might be assessed based on the heart rate in relation to their playing position. Similarly, te explains that every position has differences in performing the ball arrangement and the self-regulation during a game. Sood (2017) further asserts that there have been significant differences on the psychological skills of the basketball players based on the playing position. Specific to the case of the study, the intended playing position is guard, forward and centre. During the development of a basketball game, there are three positions that should be given special position namely guard, forward and center.

Departing from the review in the previous studies toward the athlete psychology and the playing position in basketball, the researchers have found that every position that a basketball player occupies display differences in terms of psychological skills. Therefore, through the study the researchers would like to identify the presence or the absence of the psychological skills among the basketball athletes based on the playing position. The findings and the differences that have been found in the study will be disclosed more comprehensively and the disclosure later will include the aspects of motivation, self-confidence, anxiety control, team significance and concentration based on the playing position in the basketball game.

## **OBJECTIVES**

1. To study on explore the consequences of sexual harassment on the sports person personal as well professional life.
2. To study on the relationship between sportswomen and their co-sportsmen, coaches, sports staff and officials



**The position of the Women's Sports Foundation regarding sexual harassment and relationships between coaches and athletes is as follows:**

1. Sexual harassment and sexual relationships between coaches and athletes undermine the mission of sports organisations and educational institutions, which is to offer direction and resources with the goal of enhancing the mental, physical, and emotional well-being of all females through the participation in sport and fitness activities.
2. The effects of sexual harassment are detrimental not just for the individuals who are harassed but also for society as a whole. In the context of athletic programmes, this causes women and girls to have lower self-esteem and restricts their capacity to reach their full potential in the areas of sports and physical activity where they participate. The ability of its victims to fully participate in sports in the future, as well as to seek career and leadership positions in the athletics industry, is diminished as a result of this practise. Because of this, society as a whole is deprived of the contributions that these women have made, and there is less of an authentic appreciation for the accomplishments and efforts that women athletes have made.
3. Relationships between coaches and players, whether consensual or sexual, weaken the professionalism of coaches, contaminate the environment of mutual trust and respect between coach and athlete, and hamper the achievement of the broader educational objective of sports. Even in situations when it seems as if both sides have given their permission to pursue a romantic or sexual connection, the Women's Sports Foundation considers it unethical for coaches to have sexual or consensual contacts with the athletes they are responsible for.
4. The Women's Sports Foundation acknowledges the reality that sexual harassment is present in the sporting world, just as it is in other institutional settings, such as the workplace, religious organisations, and the government. The Foundation encourages officers of sports governance bodies, athletic directors, and school administrators to formulate policy guidelines and procedures that include periodic training and distribution of the policy, subsequent evaluation of its effectiveness, and effective responses to sexual harassment in a timely manner. This is done in order to effectively deal with cases of sexual harassment in athletics and to prevent future abuse of female athletes by coaches. In addition, this encourages effective responses to sexual harassment in a timely manner.

**Women's Sports Foundation Policies For Those In Charge Of Recruiting And Managing Coaches**

1. Create a written policy that outlines acceptable and unacceptable forms of behaviour. The policy need to include a precise definition of sexual harassment and elaborate on



the repercussions for engaging in such behaviour. (Although in some situations it may be acceptable for a coach or other member of the sports staff to participate in counselling, counselling itself is not a penalty.) The concerns of sexual abuse and sexual contact should be addressed in the job descriptions of both paid and unpaid coaching staff and volunteers.

2. Draught and disseminate a set of regulations that are unambiguous in their prohibition of dating and/or sexual connections between coaches and athletes. It is important that these guidelines be communicated on a regular basis to students, as well as to coaches and other sports staff. The period of time that must elapse following the end of a romantic connection between an athlete and a coach before the athlete and coach may begin dating should be included in these guidelines. (The amount of time that is defined should be appropriate for the age of the athletes in the administrative context, as well as the social-psychological features of those athletes; for example, interscholastic athletes, college athletes, elite athletes, or professional athletes.)
3. Make sure that coaches, sports workers, and students have access to information, training, and ongoing education regarding the ways in which power, reliance, "love," and sexual desire may impact the interactions between coaches and athletes. Upper-level administrators need to take responsibility for organising educational and training sessions for coaches, staff, and students in collaboration with those individuals whose role it is to address sexual harassment for the institution or school. This is necessary in order to prevent sexual harassment.
4. Establish a system for filing formal complaints about sexual harassment. (For an example of the process, see the list below.) Athletes should be provided with many chances to report instances of sexual harassment to neutral individuals, that is, authorities from outside the sports department. For example, school guidance counsellors, school psychologists, and school nurses should be named as referral agents. In addition to the need for instruction and help, procedural standards must take into account the fact that Personal counselling may be of assistance to victims throughout the complaint investigation process; nevertheless, this does not serve as a replacement for the investigation of complaints.

Although practically all higher education institutions and the vast majority of secondary school systems have rules on sexual harassment, not all of them give enough information to students. Athletes should get particular training and information on the sexual harassment policy on a periodic basis, both in writing and via training. Additionally, athletes should receive specific information that is suited to their needs, so that athletes are aware that they are also protected by sexual harassment laws. The following are some of the topics that need to be covered by such information: -what constitutes sexual harassment -whom to speak to about it -how informal and formal complaint processes function -protections against retaliation and instances of retaliation -time frames for reporting and for the complaint



procedure -protections against retaliation and examples of retaliation -examples of retaliation -time frames -confidentiality -encouragement of reporting by third parties, which includes students who are not being harassed themselves but who are aware of other students who are being harassed.

5. Make certain that the processes for reporting sexual harassment preserve the confidentiality of any athletes or coaches who are involved to the greatest extent feasible. When reporting sexual harassment, it is essential to differentiate between informal and official reporting methods. Informal processes could include an initial discussion of the reported occurrences with athletes, the explanation of the facts and perspectives, counselling, and a settlement that is approved by the harassed person without the need for official hearings and investigations. Both informal and formal procedures must adhere to the same standards of confidentiality. Because people who have a need to know will be notified of the inquiry, it is not possible to provide an absolute assurance that confidentiality will be maintained throughout the process. A school has the responsibility to take action in response to a complaint, and it should not allow concerns about confidentiality to prevent it from conducting any kind of inquiry. When coaches become aware of instances of sexual harassment, they should be required to report the incidents to an appropriate authority. During the process of informal reporting, stringent secrecy should be maintained, which means that only those persons who need to be notified should be informed. When formal processes are followed, an official complaint must be filed against the person who is suspected of committing the crime. At this point, the athlete and the coach both need to be informed of their rights, and any restrictions placed on the confidentiality of the information must be clarified.
6. Until the conclusion of any court cases or administrative proceedings, make sure that the processes that are used to determine whether or not there has been sexual harassment also preserve the legal rights of the coaches and the students who are involved.
7. In the event that either the alleged victim or the suspected harasser is unsatisfied with the conclusion of a hearing, a process for filing an appeal need to be established as soon as possible. Nobody has the right to take an athlete or coach to court and try to get them to give up their right to seek legal action. In relation to these rights, there are statutes of limitations that may apply at both the state and the federal level.
8. Make sure that sports employees get regular training on how to react when an athlete approaches them with a complaint about sexual harassment or other forms of inappropriate conduct in the workplace. These are not the kind of circumstances that should be handled only by the coach. These complaints, both formal and informal, should be handled by an expert who should be appointed by the administrative authority.



9. The standards for the policy need to ensure that coaches and players are protected from retribution before, during, and after the appeals or hearings process.
10. Act swiftly when confronted with claims of harassment. Immediately take action to prevent any instances of sexual harassment that may occur in the setting. See to it that the inquiry is carried out in a timely manner. Establish time parameters for when an investigation should begin, how long it should take, when parties should be told of the results, when penalties, if any, should be determined and executed, and when the time frames should be adhered to. It is important to have investigational guidelines to guarantee that investigators are following the appropriate processes in order to conduct an inquiry that is both fair and effective. Investigative personnel should be given training.
11. Draught a statement for the press that outlines the sexual harassment policy that your organisation has in place. It is recommended that this message be disseminated to new employees and displayed in visible locations.
12. Conduct thorough screenings of all candidates for jobs on the coaching staff and as volunteers. During the pre-employment interviews that are conducted with potential employees or volunteers, the organization's policy on sexual harassment and consensual interactions between coaches and players should be thoroughly discussed. A declaration promising not to participate in any kind of physical or psychological abuse or sexual harassment may also be signed by individuals in this category.
13. On a regular basis, conduct investigations to determine whether or not the sports department engages in sexual harassment.

### **Acceptability of sexual misconduct and harassment by athletic coaches**

In one of the first studies on athletes' and coaches' views of sexual abuse and harassment in sports, Volkwein et al. (1997) determined what kinds of sexual activity among coaches are acceptable and what kinds are not, as well as how players feel about such behaviours. Because of this, the conduct of coaches became the primary focus of the research into the players' perceptions of sexual abuse and harassment in the sporting environment. According to the findings of these investigations, which were published by Vanden Auweele et al. (2008), certain coach actions were presented as items ranging from acceptable non-threatening coach conduct to behaviour that was threatening and invasive as well as sexual abuse. Studies using factor analysis athletes rated as the most severe and unacceptable coach behaviours those that were classified as Unwanted Verbal or Physical Sexual Advances. These behaviours include overt sexual approaches, such as coaches asking for a "sexual encounter," promising either a reward in exchange or in the event of refusal, the coach "touching your private parts or forcing you to do so to someone else," and "kissing with a



sexual undertone." Other examples of these behaviours include coaches "touching your private parts or forcing you to do so to someone else."

A second category included coach behaviour that was perceived to be less serious but was nevertheless unacceptable. This category included sexist comments, sexist behaviour, unwanted sexual intimacy and sexist and discriminatory behaviour. In a third classification, which referred to as a "grey zone," behaviours that are not instructive but might be dangerous were added. This conduct of the coach seems to be reliant on the environment in which it occurs, as well as being impacted by the particular norms of the sport and the athlete's tolerance level. There is a wide range of degrees of tolerance for this kind of conduct among athletes. A last category that was viewed by the athletes as being non-serious and appropriate conduct from the coach was one that related to instruction-related and acceptable sport-inherent behaviour. There are gender-based disparities in the perceptions of athletes among different groups.

Studies that are qualitative, such as the ones that were conducted, reflect on the perspectives of abused athletes on the relationship between the coach and the athlete and explain the experience of the authority held by the coach over the athlete. The athletes believed that the power of the coach was influenced by a relationship that was sometimes too close (and that blurred the boundary between coach and athlete), the legitimate authority of the coach (which created a sense of respect and submission by the athlete towards the coach), the coach's previous success and expertise (which put the coach in a superior position in the athlete-coach relationship), and the coach's control over others' access to the athlete (which caused the athlete to feel as though they had no choice but to submit to the coach). The athletes, on the other hand, responded to the authority that the coach had in two different ways: first, they reacted with terror, and second, they found methods to normalise the abusive behaviour of the coach. Conducted research on the subject of sexual harassment of female athletes in Puerto Rico. Their findings indicated that sexual harassment is primarily rooted in the typical Puerto Rican macho culture, and that athletes' reactions (coping responses) included avoidance, social support, verbal confrontation, resistance, and advocacy seeking.

## **CONCLUSIONS**

It is possible to draw the conclusion that the incidence of sexual harassment experienced by female athletes participating in team sports is significantly higher than that experienced by female athletes participating in solo sports. It is possible to draw the additional conclusion that sportswomen who compete in non-combative sports are more likely to experience gender harassment than sportswomen who compete in combative sports such as judo, wrestling, boxing, taekwondo, and so on. One may reach the conclusion that in individual sports, sportswomen are more likely to be subjected to sexual harassment than sportswomen are. One may reach the conclusion that, during team sports, sexual harassment of female athletes is far more common than sexual harassment of male athletes. It is possible to draw the additional conclusion that sportswomen who participate in team games and non-combative games are



more likely to be the target of unwanted sexual attention when compared to sportswomen who participate in solo sports and combative sports.

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