STAR
Research Journal

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PHYSICAL EDUCATION

EVALUATION OF MENTAL FITNESS AMONG UNDERGRADUATE COLLEGE STUDENTS

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ABSTRACT

100 boys and 100 girls were randomly selected from four colleges in Kerala. The age groups of the subjects were between 18-25 years with standard deviation ± 2.15. The colleges were located at various places at university of Kerala. Dependent variables as mental health were collected by administering Mental Toughness questionnaire. The collected data were statistically analysed using 't' test to compare selected groups, that is, girls and boys of non professional colleges. In all cases 0.05 level was fixed to test the hypothesis of this study.

Keywords: Evaluation, Mental Fitness, Under graduate Students.

INTRODUCTION

Physical education experience, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, participate in a wide variety of physical activities to foster the desire to maintain an active lifestyle, enhance physiological and motor skill development, and develop fair play, teamwork and socially desirable behaviour, enhance self-esteem. In the 21st century one of the greatest accomplishments to be celebrated is the continuous pursuit of fitness since the beginning of man's existence. Today though no longer driven by subsistence requirements, fitness remains paramount to health and well-being. Aging produces many physiological changes in the body, as well as increasing the risk of diseases. Breaking out of a sedentary lifestyle and making exercise a regular part of your life can have impressive benefits. The World Health Organization defines mental health as ""a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

When it comes to sports, having mental strength is nearly as important for players as physical fitness. Pressure can get to the best sports stars and mental training is therefore a vital skill to possess. With sports psychology a growing field of study, more athletes are looking to improve their mental prowess as well as their physical exercise routines. The concept of Mental Toughness is no longer new, and for some time now there have existed many applied texts devoted solely to the development and conceptualisation of Mental Toughness. Athletes that are able to engage in the mental side of training and performing have a greater advantage to those who are unable to do this. The biology of the human body is designed to regulate its very existence and this regulation stems directly from the central control system, the brain and the mind. Regardless of the physical attributes that athletes may possess, the 'tougher' athlete will most often prevail and the determining factor between success and failure is "often more easily, and perhaps more appropriately, attributable to psychological factors".

METHOD OF STUDY

The present study was confined to the students from different colleges in Kerala. For this research 100 boys and 100 girls were randomly selected from four colleges in Kerala. The age groups of the subjects were between 18-25 years with standard deviation ± 2.15. The colleges were located at various places at university of Kerala. After having gone through all the types of research and methods of research, the researcher selected comparative analysis method for this study. Dependent variables as mental toughness were collected by administering Mental Toughness questionnaire. The collected data were statistically analysed using 't' test to compare selected groups, that is, girls of non professional colleges. In all cases 0.05 level was fixed to test the hypothesis of this study.

RESULTS OF THE STUDY

TABLE I
MEAN, MEAN DIFFERENCE, STANDARD DEVIATION AND OBTAINED 'T' RATIO ON REBOUND ABILITY AMONG UNDERGRADUATE BOYS AND GIRLS

Groups	N	Means	MD	SD	SDM	Obtained 't'
Boys	200	3.64	0.01	1.36	0.13	0.08
Girls	200	3.63		1.30		

Not Significant at 0.05 level
't' Value Required at (0.05)(1,199) = 1.65

The obtained means on mental health fitness component, Rebound ability of boys was 3.64 with standard deviation ± 1.36 and girls was 3.63 with standard deviation ± 1.30 and the mean difference was 0.01. The obtained 't' value of 0.08 was not significant at 0.05 as the obtained 't' value was lesser than the required 't' value of 1.65 to be significant at 0.05 level. Comparison proved that there was insignificant difference between boys and girls on mental fitness variable Rebound ability.

TABLE II
MEAN, MEAN DIFFERENCE, STANDARD DEVIATION AND OBTAINED 'T' RATIO ON ABILITY TO HANDLE PRESSURE AMONG UNDERGRADUATE BOYS AND GIRLS

Groups	N	Means	MD	SD	SDM	Obtained 't'
Boys	200	3.68	0.90	1.35	0.13	7.02*
Girls	200	2.79		1.20		

* Significant at 0.05 level
't' Value Required at (0.05)(1,199) = 1.65

The obtained means on mental health fitness component, Ability to Handle Pressure of boys was 3.68 with standard deviation ± 1.35 and girls was 2.79 with standard deviation ± 1.20 and the mean difference was 0.90. The obtained 't' value of 7.02 was significant at 0.05 as the obtained 't' value was greater than the required 't' value of 1.65 to be significant at 0.05 level. Comparison proved that there was significant difference between boys and girls on mental health fitness variable Ability to Handle Pressure.

TABLE III
MEAN, MEAN DIFFERENCE, STANDARD DEVIATION AND OBTAINED 'T' RATIO ON CONCENTRATION ABILITY AMONG UNDERGRADUATE BOYS AND GIRLS

Groups	N	Means	MD	SD	SDM	Obtained 't'
Boys	200	3.56	0.09	1.36	0.13	0.64
Girls	200	3.65		1.32		

Not Significant at 0.05 level
't' Value Required at (0.05)(1,199) = 1.65

The obtained means on mental health fitness component, Concentration Ability of boys was 3.56 with standard deviation ± 1.36 and girls was 3.65 with standard deviation ± 1.32 and the mean difference was -0.09. The obtained 't' value of -0.64 was not significant at 0.05 as the obtained 't' value was lesser than the required 't' value of 1.65 to be significant at 0.05 level. Comparison proved that there was insignificant difference between boys and girls on mental health fitness variable Concentration Ability.

TABLE IV
MEAN, MEAN DIFFERENCE, STANDARD DEVIATION AND OBTAINED 'T' RATIO ON LEVEL OF CONFIDENCE AMONG UNDERGRADUATE BOYS AND GIRLS

Groups	N	Means	MD	SD	SDM	Obtained 't'
Boys	200	3.62	0.07	1.37	0.13	0.48
Girls	200	3.55		1.32		

Not Significant at 0.05 level
't' Value Required at (0.05)(1,199) = 1.65

The obtained means on mental health fitness component, Level of Confidence of boys was 3.62 with standard deviation ± 1.37 and girls was 3.55 with standard deviation ± 1.32 and the mean difference was 0.07. The obtained 't' value of 0.48 was not significant at 0.05 as the obtained 't' value was lesser than the required 't' value of 1.65 to be significant at 0.05 level. Comparison proved that there was insignificant difference between boys and girls on mental health fitness variable Level of Confidence.

TABLE V
MEAN, MEAN DIFFERENCE, STANDARD DEVIATION AND OBTAINED 'T' RATIO ON MOTIVATION AMONG UNDERGRADUATE BOYS AND GIRLS

Groups	N	Means	MD	SD	SDM	Obtained 't'
Boys	200	3.61	0.25	1.35	0.13	1.83*
Girls	200	3.36		1.32		

* Significant at 0.05 level
't' Value Required at (0.05)(1,199) = 1.65

The obtained means on mental health of boys was 3.61 with standard deviation ± 1.35 and girls was 3.36 with standard deviation ± 1.32 and the mean difference was 0.25. The obtained 't' value of 1.83 was significant at 0.05 as the obtained 't' value was greater than the required 't' value of 1.65 to be significant at 0.05 level. Comparison proved that there was significant difference between boys and girls on mental health fitness variable Motivation.

CONCLUSION

Health related Physical Fitness of boys and girls showed significant difference in mental toughness. In all the cases obtained 't' value was greater than the required 't' value of 1.65 to be significant at 0.05 level

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