



The Effectiveness of Imagery and Strategies in Sports Performance

Dr. Suresh Kumar Uikey

Assistant Director of Physical Education
Govt. Kalaniketan Polytechnic College
Jabalpur (M.P.), [INDIA]
Email: suresh.uikey3@gmail.com

Rajendra Singh

Assistant Director Physical Education
Govt. Engineering College
Jabalpur (M.P.), [INDIA]
Email: rajendrasinghjcbp@yahoo.com

Dr. Adhir Kumar Ghodeswar

Physical Training Instructor
Govt. Higher Secondary
Garhi, Balaghat (M.P.), [INDIA]
Email: adhir1973@gmail.com

Abstract—The present study investigated the effectiveness of imagery and coping strategies in sports performance. Participants were 50 person both male ($n=25$) and female ($n=15$) aged between 16 and 35 years old who represented the different level of participant of sprit. Which the state players ($n=30$, National players ($n=20$ and District/university players ($n=10$) in various sports competitions. Participants completed the SIQ questionnaires to measure imagery skill while using 39 questionnaires to measure coping skill. Result halved Malay respondents are the higher interested in the study are 25 persons. Meanwhile, sports involved of respondents are other sports (volleyball, Football, hockey and athletics which are 50%.The most level of age participated are 17 to 24 years old. Most probably, in this age level, some of them represented for national ($n=08$) and state ($n=32$). The result of this study showed that the SIQ and 39 is tillable to the respondents participated which is the Cronabach's alpha coefficients, mean and standard deviation of all the variables are presented were 600.

1. INTRODUCTION

For the ACSI 39, the participants most frequently used coping skills is the confidence ($M=2.0802$, $SD=.5644$) and the least

frequently used is coach ability ($M=1.5519$, $SD=.4361$). From the resulted, there were significant ;differences in one subscales of ACSI-34 coping with adversity between male and female, which are concentrated with $t(106)=2.118$, $p=.037$. One Way ANOVA analysis subscales with level of participants result showed that all subscales imagery (ACSI) were significant differences with levels of participation. In addition five subscales ACSI-28 also were significant differences with level of participations in this study. It might be because of the participated from a national and state player ($n=28$, $n=08$). In addition, result showed only subscales coping with diversity are significant differences where $p=.030$ compare the rest of subscales ACSI-.39.

2. IMAGERY

Imagery, in the context of sport, may be considered as the voluntary or involuntary creation or recreation of an experience generated from memorial information, involving quasi-perceptual, and quasi-affective characteristics which may occur in the absence of the real stimulus antecedents normally associated with the actual experience and which may have physiological and psychological effects on the imager, modified version of Morris, Spittle, and Watt's people

Furthermore, Watt, Spittle and Morris (2002) defined imagery use as the manner in which people imagine themselves in ways that can lead to learning and developing skills and can facilitate performance of those skills. It is normally assessed in terms of its cognitive and motivational attributes.

Imagery is a part of sport psychology skill (mental skill), where it effect to athletes to success in their tournament or game, In addition, many athletes and coaches today recognize the power of imagery. This report was supported Murphy and Martin (2002), said imagery that have better in relationship between imagery ability and sport performance.

Both athletes and exercisers use imagery to aid in their performances (Haunsenblas, Hall Rodgers & Munroe, 1999). But not all athletes are able for great athletes. This fact was supported by Anderson (2000), the imagery system can be used to help person meet some personal or performance goal, but it most effective when it is used for a specific purpose.

The concept of imagery is used in many different contexts (Khalid, 2004). Sport imagery can be defund as using all sense to re-create a sport experience in the mind with the goal of enhancing sport performance during training and competition (Mirrusm Spittle & Wall, 2005; Taylor & Wilson, 2005; Weinberg & Gould, 2007). It was explained clearly where your brain recalls and reconstructs paces of information stored in your memory to build a meaningful imagery. It is means that most athletes can recall previous experiences in great vividness and detail through imagery because according to Hall, (2001) said most imagery research has concerned the effect of the cognitive rehearsal of sport skills of subsequent performance. This can be explaining by this phenomenon; a softball player may result what it feels like hit of contact the pitched ball. Athletes can also create images of event yet to occur by piercing together bits of information already stored in their memories.

Beside imagery use for replaying it also can creating new experience. Or in the other meaning, imagery is a product of your memory system. It meanings that athletes need to be able to manipulate the content of their imagery to create images that do what they want to do. Without strong imagery control, athletes especially those low in self-confident my find themselves repeating mistakes in their imagery. Some example of weak imagery is a softball player might see herself marking critical error, or a runner might experience an overwhelming sense of fatigue in the last leg of a race. Such negative imagery are counter productivrm, serving only to hurt performance (Bullock, Afremow, robe, & Car 2001; short et al. 2002).

Imagery conducted for sport performance is referred to as sport imagery, but can be used interchangeably with the boarder term mental imagery (Taylor & Wilson, 2005). Several other terms including mental practice, mental rehearsal and visualization have also been used to refer to various components of mental imagery in sport (Morris, Spittle & Watt, 2005; Taylor & Wilson, 2005; Weinberg & Gould, 2007). Since this study will correlates the imagery and coping strategies, the followings will discuss on the coping strategies in sport.

Coping Strategies in Sport

Coping can be described in terms of strategies, tactics, responses, cognitions, or behavior. Actual coping is a phenomenon that can be noticed either by introspection or by observation, and includes internal events as well as over action. According to Lazarus and Folk man (1984) have defined coping as a dynamic Process of cognitive and behavioral attempts to deal with internal or external demands which are experienced as taxing or exceeding the individual's resources. With new fact, Lazarus (1991), defined cognitive and behavioral efforts to manage specific external or internal demands that are appraised a taxing or exceeding the resources of a person. So coping can be employed as one of the

strategies to overcome such problem in the athletes.

Crocker, Kowalski, and Graham (1998) and Lazarus (1999) Said that coping represents an individual's cognitive, affective, and behavioral efforts to manage specific external and/or internal demands. Athletes must develop a range of cognitive and behavioral coping skills to manage the competitive stressors they face (Scanlon, Stein, & Ravizza, 1991). Different coping strategies have to be employed by athletes as they face different critical situations. Kristiansen, Roberts and Abrahamsen said that different sports have different sources of stress, and consequently participants require special strategies to cope successfully in their particular field.

3. THE RESEARCH PROBLEM

Research findings about the relationship or effect of imagery and coping strategies in sports performance are lacking in Malaysia. Thus, there is a lack of information where athletes have to refer for guidance. Therefore, some of the problems identified in this study are that some athletes don't know how to be a good performer like the athlete that they adore. This might be they don't know how to use imagery and coping skills to enhance their performance. Said continued evaluation of imagery use in relation to competitive level and support that task type may influence the functional use of imagery in sports. There are also cases of athletes that do not practice imagery and coping skills in their training thus this creates a negative effect as they find it important to practice.

Indeed imagery and coping strategies are two of a mental skill that should be had by athletes to help them succeed in their performance. So, this study to investigate how these two mental skills (imagery and coping strategies) are effective and inducing in their sports performance as they find it important to practice.

Indeed imagery and coping strategies are two of a mental skill that should be had by athletes to help them succeed in their performance. So, this study to investigate how these two mental

skills (imagery and coping strategies) are effective and inducing in their sports performance especially for state and national athletes. Three different levels were chosen to compare these levels by using imagery and coping skills in their performance because the probability of national athletes using these skills was better than lower levels of participation. Another reason is that national athletes had a good practice in these skills.

4. PURPOSE OF THE STUDY

This study aims to investigate the effectiveness of imagery and coping strategies in sport performance among levels of participation. Also to identify participation. Also to identify how athletes from higher levels of participation use imagery and coping strategies to be a successful athlete.

5. PROCEDURE

In this study we used quantitative data to examine the imagery and coping skills of athletes who participated. The questionnaires were given to the selected athletes with the various sports events. Mostly focused on the student from the largest University in Selangor which is some of them participate with national team and under-state program and the rest were athletes. The session of completing the questionnaires was 15 minutes when explanation of the proposed and information of the questionnaires. This to ensure that the athlete completed the questionnaires as required. The researcher then passed the questionnaires on to the participants to complete when they attend training sessions, tournaments and competitions. All of the respondents have signed the consent letter to participate in this study. But participant from the university, researcher went to the athlete's. The completed questionnaires were collected back after finished the sessions.

6. INSTRUMENTATION

The questionnaire was divided into three parts namely; demographic variables, sport Imagery Questionnaire by Hall, Mack, Pavilion

and Haunsenblas (1998) and the athletic Coping skills Inventory-39 was distributed to the selected athletes. The completed questionnaires were collected back after field.

1. Demographic variables

Contained items that determined the age, gender, race, religion, ethnicity, sport involved, years involved and higher level representative.

2. Sport Imagery Questionnaires

Paivio further conceptualized the practice of imagery to be either Situation Specific or general in nature. Thus, Paivio's conceptual model of imagery is two-dimensional in nature. The cognitive function could be either situation-specific or general and the motivational function could be either situation-specific or general. Utilizing Paivio's two-dimensional model, Hall, Mack, Paivio and Haunsenblas (1998) developed the Sport Imagery Questionnaires for the purpose of measuring how an athlete uses imagery. The Sport Imagery Questionnaires (SIQ; Hall et al., 1998) assesses the frequency with which participants engaged in five types of imagery: CS (Cognitive Specific-specific skill), CG (Cognitive General-game plans and strategies), MS (Motivation Specific-specific goals and goal-oriented behaviors), MG-A (Motivation General-Arousal, anxiety and relaxation), and MG-M. The SIQ has 30 items and is also scored on a 7-point Likert scale, which ordinarily ranges from 1 (never/rarely) to 7 (often). However.

Athletic Coping Skill Inventory

The Athletic coping skill Inventory-39 was used to assess the psychological coping skill for each athletic. The 39 is a self-report questionnaire development using exploratory and confirmatory factor analysis. The instruments consisted of a 39-item scale measuring seven classes of sports specific psychological coping skills including coping with adversity, peaking under pressure, goal setting and mental preparation, concentration, freedom from worry, confidence and

achievement motivation and coach ability. Individuals were asked to respond to each statement by indicating how often they experienced different situation using a 4 point scale.

6. DISCUSSION

This study attempted to examine the effectiveness imagery and coping strategies in sports performance where imagery was also found to be associated with coping strategies. The result of the study showed the total respondent participate in this study are 50 (male=35, female=15, schedule tribes, schedule cast, respondent is the higher interested in study are 30 persons. Sports involved of respondents are others sports (football, kabbaddi, kho-kho, hockey and athletics,) which are 50% It might be the respondent more like the other sports compare to sports stated in questionnaires. The most level of age participated 17 to 24 years old, Most probably, in this age label, some of them represented for national and state This because, they have maximum of energy to spend for their sports and still younger compare to others.

From the resulted, there were significant differences are one subscales of 39 coping with adversity between male and female. Which are concentrated It mean that the respondent can remains positive and enthusiastic even when thinks are going badly, remains calm and controlled and can quickly bounce back from mistake and setbacks.

One way ANOVA analysis subscales with level of participants result he or the needs to gain a lot of imagery experience through competing in tournament and training.

7. CONCLUSION AND RECOMMENDATION

In occlusion result show their there are relationship between the imagery skill and coping strategies where two of these skills affect the sports information. These two skills are mental practice as very useful practicing

for all athletes to enhancing the performance. Murphy, Nation and coming (2008) said that imagery can aid learning and performance, support important psychological qualities such as self-confidence, and is characteristic of high-level performance. Besides that according to Cox (2002) mental practice is more effective for activities that require some thinking and planning. The more they are used these skills, the more helpful mental practice will be of them and it proved by Cumming and hall said successful and highly skilled athletes are more likely than less accomplished athletes to use imagery regularly. In addition according the higher the skill level of the athlete and the larger the cognitive component of the skill, the stronger relationship between imagery and enhanced performance. Furthermore, the national and state athletes had more mental skill compare to novice athletes through training and game experienced. In this study, national and state players used effectively these two skill be involve in high level.

In addition, the state and national athletes had better imagery and coping strategies skill to succeed in sports perforation. Researchers have found athlete of higher skill level employ all functions of imagery more frequently than athletes participating at lower skill levels. For example coming and hall found provincial and national level athletes engaged in significantly more imagery than regional level athletes during the off season. These skill should be polish to every athlete in every level of participant because these skills will support the athletes though the situation they experienced while participating in tournaments. The younger athletes should practice these skills to improve and control the situation during the game. These skills are very effective to succeed in their game. However, these finding also suggest that further research in this area is likely assist sport psychologist and coaches in developing a more thorough understanding of the importance and the effectiveness of imagery skill and coping strategies in sport performance. Therefore this study should be conducted in large population scale and focuses more on the athlete. Maybe

this study can also be done not only for level of participation.

Moreover, further study should compare the gender differences on the imagery and coping skill among the athletes (national athletes). In addition, the effect of coach ability among level of athletes also be conducted longitudinally for more effective results.

REFERENCES:

- [1] Anderson, M.B. (2000) Doing sport psychology.
- [2] Cumming, J. & Hall, C. R. (2002). Athletes' use of imagery in the Off-season his sport psychology, 16,160-172.
- [3] Cox, R.H. (2002) Sport psychology concepts ad applications 5th Ed.
- [4] Hall, C.R. Mack, D.E., Parivio, A, & Hausenblas, H.A. (1998) Imagery Use by athletes; Development of the sport Imagery Questionnaires.
- [5] Hall, C. (2001) why athletes and exercisers use imagery. Symposium
- [6] Presented at the annual conference for the association or the Advancement of Applied Sport Psychology,
- [7] Lazarus, R.S., & Folk man, S.(1984). Stress. Appraisal and coping. New York;
- [8] Lazarus, R.S.(1991). Emotion and adaptation New York: Oxford University.
- [9] Lazarus, R.S. (1999). Stress and emotion; a new synthesis New York, Springer.