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General health, psychological well-being and need for guidance in physical and psychological area among sports students and non-sports students

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Abstract

The aim was to study the general health, psychological well being and need for guidance in physical and psychological area among sports students and non-sports students. The study was conducted on female students aged between 18-21 years pursuing their under graduation course in government colleges. The sample was selected from 3 different government colleges in Bangalore. A between group design with purposive sampling was opted for the study. One group of female college students who were involved in physical sports and representing the college at least at the intercollegiate level from past one year at least and are regularly participating in any one sports event either individual or group were considered for the study. The other group of individuals were those students who were not involved in any kind of physical sports and not involved in even in daily walking. The sample was administered General Health Questionnaire, Psychological Well-Being Questionnaire and Guidance Need Inventory. The results were analysed by computing 't' test to identify the difference between the two groups on general health, psychological well being and need for guidance in physical and psychological area between sports students and non-sports students.

As reviews have indicated any physical activity or sports will have positive impact both physically and psychologically. This study confirmed the same indicating that participating in sports activity has positive impact on health. The study also showed that students involved in sports needed less guidance in terms of physical and psychological aspects.

Keywords: General health, psychological well-being, need for guidance and sports students

1. Introductions

Sports and games are an important part of life. References to games are a common occurrence in the origin myths of various tribes (Culin, 1975) [8]. Games help to refine skills, build character, express oneself and to improve the performance. Games are also about a healthy mind and a healthy body (Lankford & Neal, 1998) [18]. Games also promote active living, a healthy lifestyle and wellness. Games are a fundamental part of human education (Ellis, 1973; Piaget, 1962) [11, 24].

In general, the promotion of physical and mental health has become an important concern all over the world (Saxena, Funk, & Chisholm, 2015) [27]. Exercise and physical activities have many benefits for the health and well-being of individuals (Biddle, Gurley, & Mutrie, 2015) [6]. Research evidences suggest the positive effect of exercise on the health of individuals. For example, Marleir *et al.* (2015) [20] demonstrated a direct relationship between participation in sports activities with mental health.

Psychological well-being is a structure in micro-level and provides information about how one assesses oneself and the quality of his/her life (Ryff *et al.*, 1999) [26]. Ryff (1989) [25] stated that psychological well-being includes self-acceptance, positive relationships with others, self-determination, environmental control, life purpose and personal development. Deci and Ryan (2008) [9] have stated that psychological well-being is a multidimensional concept that affects the individual psychologically, socially and physiologically and that creates an individual-centered influence; Oishi *et al.*, (1999) [21] have expressed that if the individual participates in activities consistent with the basic elements of psychological well-being and succeeds at such activities, it would positively influence individual's psychological well-being. Sports manifest itself as a factor that aims to prepare the individual for life in a multi-directional way and to have a direct impact on individual's psychological

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well-being states. Bhatnagar and Gupta (1999) [4] define guidance as a process of helping the individual find solutions to his/her own problems and accept them as his own. S. K. Kochhar (2006) [17] quoted the words of Mathewson; "Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values." Guidance is required for sports and non-sports students too in different areas. But the difference in guidance required between sports and non-sports students is explored much. In this background the present study aimed was to understand the general health, psychological well being and need for guidance in physical and psychological area among sports students and non-sports students.

2. Methodology

The aim was to study the general health, psychological well-being and need for guidance in physical and psychological area among sports students and non-sports students. The objective was to identify the difference between the two groups on general health, psychological well-being and need for guidance in physical and psychological area between sports students and non-sports students. It was hypothesised that there will be no significant difference in general health, psychological well-being and need for guidance in physical and psychological area between sports students and non-sports students.

The study was conducted on 60 female students aged between 18-21 years pursuing their under graduation course in government college. The sample was selected from 3 different government colleges in Bangalore. A between group design with purposive sampling was opted for the study. One group of female college students (30) who were involved in physical sports and representing the college at least at the intercollegiate level from past one year at least and are regularly participating in any one sports event either individual or group were considered for the study. The other group of individuals (30) were those students who were not involved in any kind of physical sports and not involved in even in daily walking. The sample was administered General Health Questionnaire, Psychological Well Being Questionnaire and Guidance Need Inventory. The responses were scored and the results analysed using independent t test.

2.1 Tools

2.1.1 General Health Questionnaire (GHQ – 30 item version; Goldberg, 1972) [13]

General Health Questionnaire consisted of 30 items. Psychometric properties are adequate with test-retest reliability found to be 0.77, and split half reliability at 0.92. The sensitivity and specificity of the GHQ-30 was 91.4% and 87% respectively (Goldberg & Williams, 1988) [14]. A cut-off score of six was used in the study (Range= zero to 30).

2.1.2 Psychological Well Being Scale (Bhogle and Prakash, 1995) [5]

The questionnaire contains 28 items with true and false response alternative. It covers 12 dimensions of

psychological well-being. The maximum possible score is 28 and minimum is zero. High score indicates high level psychological well-being. The test-retest consistency coefficient is 0.84. The authors have reported satisfactory validity of the questionnaire.

2.2.3 Guidance Need Inventory (Grewal, 1997) [15]

Guidance Needs Inventory consists of 65 questions and five areas. The Guidance Needs Inventory (GNI) can be used to identify the type and strength of guidance needs of an individual student in five areas. Ten items of the Guidance Needs Inventory measure the strength of physical needs and thirteen items of the Guidance Needs Inventory (GNI) measure the strength of psychological needs. The test-retest reliability was estimated to be 0.82 by administering it to a group of 50 students over an interval of 4 weeks. Content validity was ensured through method of selection and classification of items. High score are an indication of less need and low scores on the inventory are an indication of more need. Physical needs are the satisfactions that can possibly be brought about by providing guidance to the pupils in such activities as physical exercises, games and in regulating hours of study and rest. Psychological needs of guidance refer to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel.

2.2 Analysis of results

The results were analysed by computing 't' test to identify the difference between the two groups on general health, psychological well being and need for guidance in physical and psychological area between sports students and non-sports students.

3. Results and Discussion

The objective was to identify the difference between the two groups on general health, psychological well-being and need for guidance in physical and psychological area between sports students and non-sports students. One group of female college students (30) who were involved in physical sports and the other group of individuals (30) were those students who were not involved in any kind of physical sports were administered General Health Questionnaire, Psychological Well Being Questionnaire and Guidance Need Inventory. The responses were scored and the results analysed using independent 't' test.

Table 1a: Showing the mean scores, SD and t ratio of two groups of students on GHQ

	Mean	Standard Deviation	t ratio
Sports Students	5.30	2.58	5.32**
Non-sports students	8.93	2.70	
**P<0.01 Level			

Table 1b: Showing the mean scores, SD and t ratio of two groups of students on PWB

	Mean	Standard Deviation	t ratio
Sports Students	19.23	2.128	4.51**
Non-sports students	16.43	2.65	
**P<0.01 Level			

Table 1c: Showing the mean scores, SD and t ratio of two group of students on Physical and Psychological Need for Guidance

	Mean	Standard Deviation	t ratio
Need for guidance in physical domain			
Sports Students	18.74	6.42	4.42**
Non-sports students	12.33	5.14	
Need for guidance in psychological domain			
Sports Students	23.26	9.24	3.17**
Non-sports students	16.52	7.89	
**P< 0.01 Level			

As indicated in table 1a on General Health Questionnaire the scores of sports students is significantly less than the non-sports students. The scores indicate that the sports students have significantly higher general health when compared to non-sports students. Alamdarloo, Cheric, Doostzadeh and Nazari (2019)^[2] compared general health in athlete and non-athlete women and found that general health in athlete women is better than non-athletic women. In explaining this finding, it can be argued that sport and physical activity has a positive and significant correlation with mental health and can be prevented or controlled various illnesses as a behavioural pattern throughout life (Parker *et al.*, 2011)^[22]. In general, physical activity and regular exercise can prevent diseases and somatic symptoms (Beebe *et al.*, 2005)^[3]. In this regard, there is evidence to suggest that a higher level of physical activity has a greater protective effect on physical illness (Colman & Dave, 2013)^[7].

As indicated in table 1b on Psychological Well Being Questionnaire the scores of non-sports students is significantly less than the sports students. The scores indicate that the sports students have significantly higher psychological well being when compared to non-sports students. A study by Alamdarloo, Shojae, Asadmanesh, Sheikhan Shahin, Rangani and Negahdarifard (2019)^[1] showed a significant difference between athlete and non-athlete women in terms of their psychological well-being and its subscales and concluded that psychological well-being is better in athlete compared to non-athlete women. Studies have shown that sports activities play an important role in reducing mental health problems and increasing psychological well-being (Lordan and Pakrashi, 2014., Edwards and Steyn, 2008)^[19, 10]. In this regard, Penedo and Dahn (2005)^[23] Keyes (2013)^[16], and Ghiami *et al.* (2015)^[12] conducted studies in which they showed that those participating in physical activities had better lifestyles and enjoyed physical and mental health. Therefore, it can be argued that sport activities are effective in improving the psychological well-being of women.

As indicated in table 1c on need for guidance in physical domain the scores of non-sports students is significantly less than the sports students. The scores indicate that the non-sports students have significantly higher need for guidance in physical domain when compared to sports students. On need for guidance in psychological domain the scores of non-sports students is significantly less than the sports students. The scores indicate that the non-sports students have significantly higher need for guidance in psychological domain when compared to sports students. Reviews related to guidance and sports and non-sports students were meager to compare the results of the present study with related studies.

Reviews have indicated any physical activity or sports will have positive impact both physically and psychologically. This study confirmed the same indicating that participating in sports activity has positive impact on health. The study also showed that students involved in sports needed no guidance in terms of physical and psychological aspects.

4. Conclusions

- On general health and psychological well being the sports group has faired significantly better than non-sports group. The results indicating that sports students are physically and psychologically well off when compared to students not involved in sports.
- In need for guidance under physical and psychological area the sports group has indicated significantly lesser need for guidance than non-sports group.
- All these are emphasizing more on need for regular involvement of students in sports activity for better physical and psychological wellness.

5. Implications

The present study and many other studies have showed that sports students have better physical and psychological health. In this background one can emphasise the need for sports for being implemented at the under graduate level.

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