

Chapter III

Method

This chapter clearly describes the detail procedure carried out for the present study “Effectiveness of Mindfulness Therapy in Managing Performance Anxiety and Enhancing Self-efficacy among Hockey Players”. It contains operational definitions of the variables, objectives, hypotheses, research design, area, hockey players, inclusion and exclusion criteria of the hockey players, tools used, procedures and statistical analysis used to analyze the data.

- Operational Definitions
- Objectives
- Hypotheses
- Area
- Sample
- Inclusion Criteria
- Exclusion Criteria
- Tools
- Procedure
- Analysis of Data

Operational Definitions

Self-efficacy

It is described as people's confidence in their ability to use their own activities to achieve desired results. One concept that is more closely associated with an individual's view of their own abilities is self-efficacy. An individual's confidence to complete a responsibility or reach an objective is referred to as self-efficacy.

Performance Anxiety

The phrase is frequently used to refer to stage fright, which is anxiety or nervousness before speaking or performing in front of an audience. It is anxiety regarding one's capacity to carry out a certain duty. Before a task has even started, people with performance anxiety may fear that they won't complete it. Up to a certain extent,

performance anxiety can be helpful since it sets off the body's "fight or flight" reaction, which makes us more vigilant and prepared to react to any threat

Mindfulness Therapy

One type of talk therapy that emphasizes raising awareness and reducing automatic responses is mindfulness therapy. Present-moment awareness without evaluation is a definition of traditional mindfulness practices. Being mindful involves observing one's internal thoughts, feelings, and emotions as well as the exterior environment and circumstances without letting natural reactions like tension or judgment get in the way.

Hockey

Hockey is a sport in which two teams play against each other by trying to manoeuvre a ball or a puck into the opponent's goal using a hockey stick. Hockey is an outdoor game played between two teams of 11 players who use long curved sticks to hit a small ball and try to score goals. A game played on a sports field between two teams of eleven players who each have a curved stick with which they try to put a small, hard ball into the other team's goal.

Statement of the Problem

To find out the effectiveness of mindfulness therapy in Managing Performance Anxiety and Enhancing Self-efficacy among Hockey Players.

Objectives

- To assess the level of performance anxiety, Self-efficacy and mindfulness among Hockey Players.
- To find out the correlation between Performance Anxiety, Self-efficacy and Mindfulness among Hockey Players
- To find out the significant difference between Male and Female Hockey Players across Performance Anxiety, Self-efficacy and Mindfulness
- To find out the effectiveness of Mindfulness Therapy in reducing Performance Anxiety and improving Self-efficacy and Mindfulness among Male and Female Hockey Players.

Hypotheses

The following Hypotheses were framed to fulfill the above stated objectives

H1: There will be significant correlation in performance anxiety, self-efficacy and mindfulness among Hockey Players

H2: There will be significant differences in male and female Hockey Players across performance anxiety, self-efficacy and mindfulness

H3: There will be significant differences in Somatic dimension of performance anxiety during before, after and follow-up phases of mindfulness therapy among Hockey Players

H4: There will be significant differences in Worry dimension of performance anxiety during before, after and follow-up phases of mindfulness therapy among Hockey Players

H5: There will be significant differences in Concentration disruption of performance anxiety during before, after and follow-up phases of mindfulness therapy among Hockey Players

H6: There will be significant differences in performance anxiety during before, after and follow-up phases of mindfulness therapy among Hockey Players

H7: There will be significant differences in self-efficacy during before, after and follow-up phases of mindfulness therapy among Hockey Players

H8: There will be significant differences in observation dimension of mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H9: There will be significant differences in describing dimension of mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H10: There will be significant differences in Acting with Awareness dimension of mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H11: There will be significant differences in non-judging dimension of mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H12: There will be significant differences in non-reactivity dimension of mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H13: There will be significant differences in mindfulness during before, after and follow-up phases of mindfulness therapy among Hockey Players

H14: There will be significant differences in performance anxiety during before, after and follow-up phases of mindfulness therapy among male Hockey Players

H15: There will be significant differences in self-efficacy during before, after and follow-up phases of mindfulness therapy among male Hockey Players

H16: There will be significant differences in mindfulness during before, after and follow-up phases of mindfulness therapy among male Hockey Players

H17: There will be significant differences in performance anxiety during before, after and follow-up phases of mindfulness therapy among female Hockey Players

H18: There will be significant differences in self-efficacy during before, after and follow-up phases of mindfulness therapy among female Hockey Players

H19: There will be significant differences in mindfulness during before, after and follow-up phases of mindfulness therapy among female Hockey Players

Population and Sampling Frame

Location of the study

The location selected to conduct the study was Shanthi Nagar Hockey Stadium for players who were playing Hockey which is located in Bangalore was selected for the data collection. The Players in the age range of 18-25 years were selected using purposive sampling method. The data was collected and intervention was administered for the Hockey players with high level of performance anxiety. The rationale behind choosing this location was the following:

- Availability of the hockey players in the stadium
- Cooperation and interest of the players to participate in the study
- Permission granted by the authorities to carry out the action research

Sampling Procedure

Sample includes the youth (18-25 years) playing hockey in Bangalore Hockey Stadiums. The participants were selected using purposive sampling with Single Group Design without Control Group (Kothari, 2020) was used for the study. Since the availability and grouping the hockey players was difficult the control group was not preferred. From the above-mentioned Hockey Stadium 80 participants were assessed for performance anxiety out of which 49 screened positive for performance anxiety The

Phases I and II of the study involved 49 Hockey Players. Consent for the Written Informed Consent form was taken from all the Hockey Players.

Inclusion Criteria

- Hockey Players in the age range of 18-25 years (Anxiety increased most rapidly among young adults ages 18-25 years old, Goodwin, R. D., 2020)
- Hockey players who are proficient in the English
- Hockey Players with high levels of performance anxiety were included for the study

Exclusion Criteria

- Hockey Players unwilling to participate in the study were excluded
- Hockey Players who could not participate in the study owing to other commitments were excluded

Research Design

The research design applied for the study was “Before, After and Follow-up without Control Group design”. The primary data was obtained from the sample through Standardized Questionnaires and Schedules. The data collection for present research took place in three phases.

Phase-I: In this phase, the study was initiated by using psychological tools which includes Sociodemographic Sheet, Sports Anxiety Scale-2, General Self-efficacy Scale and Five Facet Mindfulness Scale.

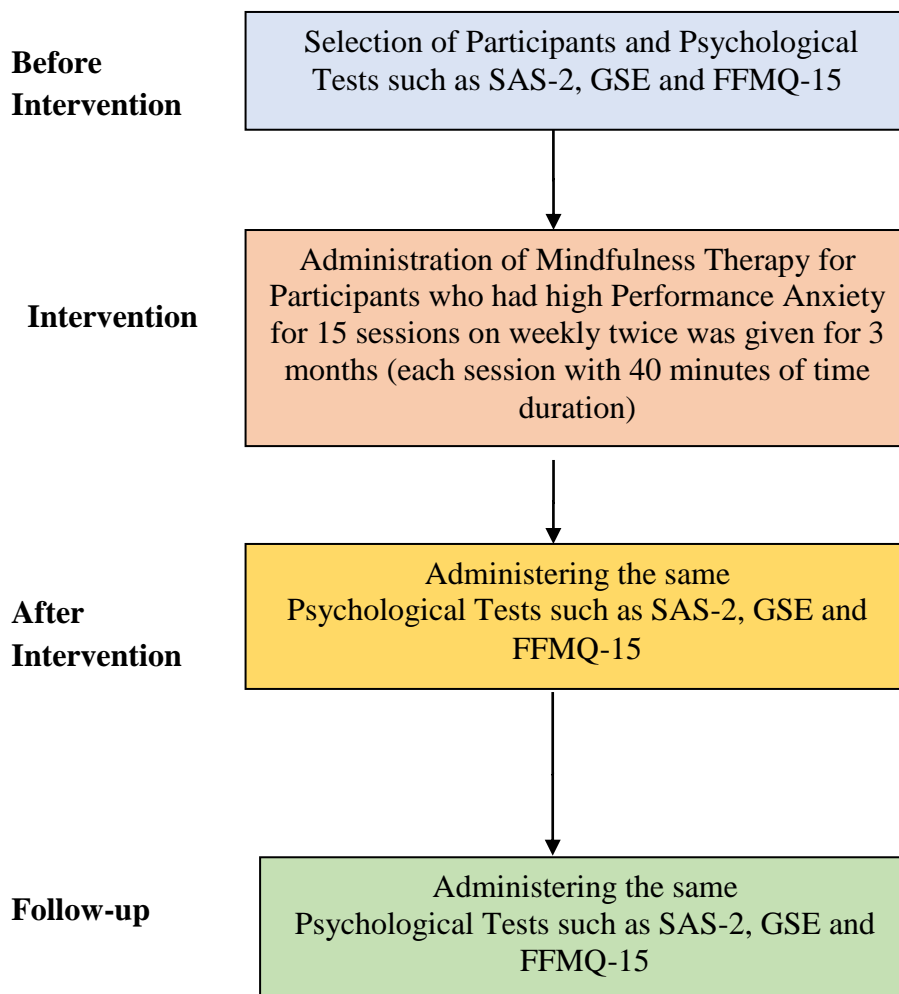
Phase-II: In the Phase-II, Hockey players who scored high on performance anxiety were given Mindfulness Based Intervention Sessions and they were reassessed using the same psychological tools to evaluate their progress on the scales.

Phase-III: In the Phase-III, Hockey players again underwent Mindfulness Based Intervention Sessions and reassessments using the same psychological tools as follow-up. The effectiveness of the interventions was ascertained by comparing the groups Before, After Intervention and Follow-up assessment of hockey players with performance anxiety.

Data collection procedure: Case study schedule was administered to collect the personal details of the participants, since they decent from relatively younger age group only basic information was collected. Participants were further assessed for performance anxiety to allot the intervention programme accordingly. The participants who scored high in performance anxiety were identified to be eligible group for intervention programme and they were administered by mindfulness-based intervention. The data collected from the participants for Before, After and Follow-up Phases were subjected to statistical analysis.

Intervention - Flow Chart

Before, After and Follow-up with the Single Group Design was used to conduct the research.



Tools used for Investigation

- I. Informed Consent Form
- II. Case Study Schedule
- III. Sports Anxiety Scale – 2 (SAS)
- IV. General Self-efficacy Scale (GSE)
- V. Five Facet Mindfulness Questionnaire (FFMQ)

II. Case Study Schedule/ Personal Profile Sheet (Anupama, N. & Dr. S. Gayatri Devi, 2019)

Case study sheet was used to gather the required information about the Hockey Players; it was used to collect the demographic details such as name, age, education, family type, socioeconomic status, siblings and place of living.

III. Sports Anxiety Scale – 2 (SAS)

Sports Anxiety Scale – 2 scale was developed by Smith, Smoll, Cumming, Grossbard et al. (2006). It has 15 items which is a multidimensional measure of cognitive and somatic trait anxiety in sport performance settings yielding three separate 5-subcales for Somatic Anxiety, Worry and Concentration Disruption. The scale reliably predicts pre competition state anxiety scores and proved sensitive to anxiety reduction interventions directed at youth sport coaches and parents.

Somatic Anxiety: Somatic Anxiety is the one where people manifest some of the symptoms such as stomach ache, head ache, fatigue, sweating etc. in physical way. It measures certain aspects of anxiety namely stomach upset, feeling bodily tension and muscles feeling shaky and tight out of nervousness (Smith, Smoll, Cumming, Grossbard et al. 2006).

Worry: Worry is the state or feeling of anxiety and unhappiness caused by the problems that an individual may have or by thinking about unpleasant things that might happen. It measures certain aspects of anxiety namely worrying on not playing well, letting others down, playing badly and messing up during the game (Smith, Smoll, Cumming, Grossbard et al. 2006).

Concentration disruption: Concentration disruption is the process of diverting the attention from a desired area of focus and thereby blocking or diminishing the reception of desired information. It measures certain aspects of anxiety namely getting hard to concentrate and focus on the game (Smith, Smoll, Cumming, Grossbard et al. 2006).

IV. General Self-efficacy Scale (GSE)

General Self-efficacy scale was developed by Schwarzer and Jerusalem (1995) is a self-report measure of self-efficacy consisting 10 items. The Internal reliability was 0.76 and Cronbach's alphas was 0.90.

V. Five Facet Mindfulness Questionnaire (FFMQ)

Five Facet Mindfulness Questionnaire (FFMQ): It was developed by Baer et al. (2008) and it consists of 15 items includes five unique facets of mindfulness namely 'Observing', 'Describing', 'Acting with Awareness', 'Non judging of Inner Experience' and 'Non reactivity to Inner Experience'

Sub-domains of mindfulness

Observing: The ability to observe and focus on one's thoughts, feelings, and experiences is referred to by this term. Observation is the process of using sensory awareness, seeing, feeling, and perceiving the internal and exterior worlds, as well as selecting the stimuli that require focus and attention. The act of observing involves being more conscious and focused on everyday activities, such as noticing how food and beverages impact one's thoughts, emotions, and bodily sensations, or focusing on the sensations of wind in one's hair or sunlight on one's face (Baer et al., 2008).

Describing: The ability to use words to express one's emotions, sensations, and experiences is referred to as describing. The statements assessing descriptive qualities look at how people categorize and verbally communicate their experiences to both themselves and other people. Even when people are really distressed, they can describe and express their thoughts more easily when they use the appropriate words (Baer et al., 2008).

Acting with Awareness: Being able to focus on tasks and stay focused is the ability to behave with awareness. Self-awareness, intentional behaviour, and mindfulness are strongly related. The test component examines actions one takes after paying attention to the information that is currently available and explores whether one can act quickly and stop being in before reacting to it. while completing tasks or jobs paying attention and being conscious of their actions, as opposed to when they are daydreaming, worried, or engaging in any other kind of distraction (Baer et al., 2008).

Non judging of Inner experience: It refers to the absence of judgments regarding one's experiences, feelings, and thoughts; it is associated with preventing the inner critic from negatively impacting one's happiness and positive state of mind; it requires self-acceptance and unconditional empathy for oneself and others; it includes the development of a non-judgmental thought process and the cessation of belief in inappropriate thoughts, emotions, and feelings that disrupt one's inner experiences (Baer et al., 2008).

Non reactivity to Inner Experience: It is the capacity to see and understand one's own feelings, emotions and thoughts without being responding. In order to accept negative ideas and feelings and decide not to respond them, it means actively distancing oneself from them. It clears the path for mental equilibrium and emotional fortitude. People must learn to think non-reactively in order to either detect their troubling thoughts and let them go without reacting to them, or to step back from them without becoming overwhelmed by them (Baer et al., 2008).

Scoring

Scoring for the tools was done using scoring Key of the corresponding scales.

Intervention Phase

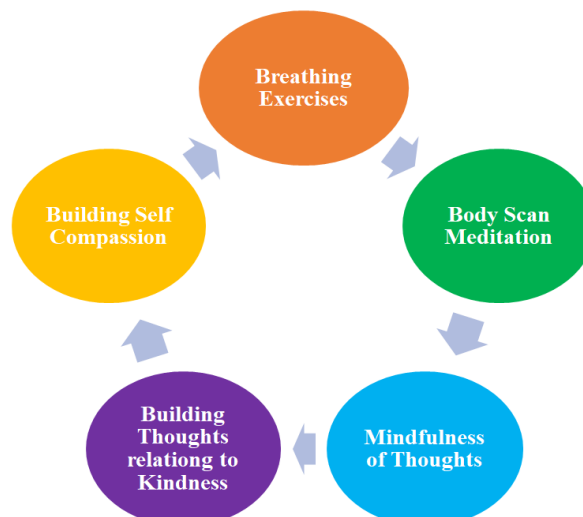
Mindfulness Therapy – as intervention in the study

The Mindfulness Based Stress Theory was established in 1979 by Jon Kabat-Zinn, who also employed guided mindfulness meditation techniques on whole body scan strategies, non-judgmental, love and kindness meditation, resting in awareness, and

observing thoughts. He defines mindfulness as "moment to moment, nonjudgmental awareness." In recent years, interest in mindfulness and how to improve it has subtly skyrocketed. Over the past 20 years, there has been an exponential increase in the amount of psychological and medical research on mindfulness-based interventions.

The concept of mindfulness is most firmly rooted in Buddhist philosophy, but it shares conceptual kinship with ideas advanced by a variety of philosophical and psychological traditions, including ancient Greek philosophy; phenomenology, existentialism and naturalism. Indeed, mindfulness is rooted in the fundamental activities of consciousness: attention and awareness. Mindfulness therapy is also known as "mindful therapy" which focused on increasing an individual awareness of the thoughts, feelings, and actions that hinder his/her progress. Traditional mindfulness practices were articulated by Kabat Zinn (1979) and defined Mindfulness as non-evaluative present moment awareness. Mindfulness in anxiety helps in detachment and disengagement from anxiety related feelings and thoughts. Mindfulness encourages an individual to become more aware of his internal events (thoughts, feelings and bodily sensations) and to change the ways they relate to these. Individuals are asked to view their thoughts as passing events in mind rather than treating them as reality. Everyone in this world is vulnerable to emotional suffering because of the realities of illness, loss, the lack of control over the world, dissatisfaction with life, feelings of overwhelming, insecurity and inadequacy. This suffering was termed as stress, trauma, anxiety, fear, depression and emptiness. The simple method that can assist to alleviate this suffering is mindfulness.

Components of Mindfulness Sessions



1. **Breathing Exercises:** It is practiced to make the players feel comfortable and relax their body by slowly taking in deep breath and slowly breathing out for 5 times.
2. **Body Scan:** This activity supports in relaxing the body and focus on bodily changes that comes to one's knowledge.
3. **Mindfulness of Thoughts:** In this activity, observing, and letting go of one's thoughts, this exercise cultivates present-moment awareness.
4. **Building Thoughts relating to the Kindness:** The feelings of love and care is being experienced by the players and in turn these feelings are directed themselves giving the gift of loving kindness.
5. **Building Self-compassion:** Practicing to be self-compassionate involves treating oneself with kindness and refraining from harsh criticism.

Administration of Mindfulness Therapy

- ▶ Mindfulness therapy was administered by the researcher to the Hockey Players and were asked to practice whenever they are stressed
- ▶ Weekly follow-up sessions were given to help them to practice regularly on daily basis
- ▶ After a month, players were reassessed using the tools except sociodemographic sheet and repeated sessions of intervention covering various components of mindfulness was given to them
- ▶ Again, weekly follow-up sessions were given to help them in practicing the therapy
- ▶ After a month follow-up was carried out for the same players to check their level of performance anxiety and self-efficacy
- ▶ Overall, 15 sessions (40 minutes each session) on weekly twice basis were given for 3 months to practice the mindfulness therapy
- ▶ Frequent telephonic interactions were made with the players in making them to understand the therapy and practice it well

Benefits of Mindfulness therapy

- In life, one will inevitably experience both physical and emotional pain, but suffering arises when one becomes enmeshed in attitudes and ideas that prevent one from accepting, letting go, or acting logically.
- The mind is always alternating between the past and the potential future. It never gets much rest and spends most of its time lost in thinking. One such technique is mindfulness, which teaches people to be conscious of their thoughts, bodily sensations, and physical environment as they occur in the here and now. Instead of seeing things through the lens of judgments, hopes, fears, or imaginations, people in the mindfulness state just see things as they are.
- Accepting the experience as it is, without passing judgment on what occurs in the mind or the outside environment, results in less anxiety and a sense of peace.
- Despite the challenges and suffering, accepting the many things of this life that cannot be avoided brings to a certain kind of tranquillity.
- Learning, problem-solving, decision-making, and other cognitive processes are expected to benefit from instruction in the conscious management of attentional processes (maintaining, selecting, shifting).
- Emotion control, a critical component of resilience, may directly benefit from awareness and acceptance of thoughts and feelings, especially unpleasant ones.
- The idea that responding rather than reacting might lessen undesirable interpersonal behaviours like rage or violence may be one of the benefits of mindfulness for interpersonal relationships.

Step by step procedure of Intervention**Practice of Mindfulness**

- Try listening to the mindfulness meditation techniques on a regular basis when you first begin. Ideally, ten minutes every day. The greatest approach to learn the practice is to do it every day.
- Try meditating in a peaceful setting with few interruptions. Wear comfortable clothes when you meditate, and you can sit on a chair or the floor if that is more comfortable for you.

- When you meditate, sit with your back straight and your shoulders relaxed. You can modify the meditation technique to fit your needs as you get more at ease with it. If you'd like, you can prolong the meditation practice's minimal duration.
- There is no need to wait for something exceptional or unique when you engage in mindfulness practice. In the early stages of meditation, it's crucial to bear in mind that your focus will continue to wander. There's nothing to worry about. It's just the way the mind works. All you have to do is return your focus to the present within and outside of yourself. Being attentive involves recognizing when your focus has strayed and bringing it back to the present. It is not about avoiding distractions. Mindfulness can be as simple as recognizing when your focus has shifted.

Mindfulness in routine life (Informal Mindfulness Practices)

It involves intentionally bringing an open, accepting and discerning attention to whatever an individual is engaged in day today activities. Purpose is to generalize mindfulness to everyday life. In order to move from sitting practice to spontaneous daily, walking about, living the life as it unfolds moment to moment practice, bring your attention to your breath and open to all the senses, and be mindful of thinking, feelings, images, sounds, smells. When you encounter strong negative experiences, practice the following method.

Pause

Breathe

Be Mindful (situation, problem, your response, how it is unfolding)

Discern

Open/Accept/Release/Live Through/Act

Types of Informal Mindfulness Practices

Washing dishes

- Noticing water and feel sensation of the warmth, soap bubbles

Noticing nature

- Listening to the sounds of the birds, or the leaves rustling in the trees as one walk

Showering

- Feeling the sensations and warmth of the water
- Listening to the sound of the spray of the water
- Noticing thoughts and feelings

Driving

- Paying attention with focused attention on what one sees, the feel of the steering wheel in hands and what one hears

Movement

- Bringing focus to the sensations in body, while walking out of home, going into workplace, walking up the stairs or during any other movement throughout the day

Self-compassion

- Noticing harsh and judgmental attitude toward self and guiding thoughts toward self-compassion

Instructions - Briefing and consent

“We are conducting research on managing performance anxiety and enhancing self-efficacy in sports persons through mindfulness therapy. Mindfulness is the practice of deliberately directing our attention to what occurs in our own mind, moment by moment, openly and non-judgmentally, without reactions of anxiety and depression. This sounds too simple a solution to our complex problems. Mindfulness does not solve our problems, but it changes how we experience our - problems by focusing attention on the - problem (anxiety, thought, urge, images, bodily pain) and by noticing the sensations in your body and breathing non-judgmentally”.

We will be teaching you mindfulness and how to practice it. It will take around 20 minutes for the session now. Once you will be done with today’s session, we will provide further guidance.

During the process, you might feel uneasy or restlessness. Please don’t worry. When we become aware of here and now, we feel ourselves of being in the moment. If you think you are not able take it, you can tell me.

Breathing Exercises

A - Please sit comfortably and relax your shoulders and keep your back straight. Put your hands on your lap. Look around and see the way things are in front of you. Slowly take a deep breath in and slowly breath out. Repeat for 5 times.

Once the client is settled, start with instructions of body scan and following the other two practices.

After the session,

A- Please open your eyes once you are comfortable. How do you feel?

C-.

A- Would you like to practice this ahead at home?

C-.

A- You can also practice informally.

A- Please remember to practice each day. This will enhance you to feel better about yourself around.

C-.

A- Closing the session, I hope you had a calm time.

Body Scan Meditation

- This exercise will help you in relaxing your body. It will also help you pay focus to your body and notice, what it might be telling you.
- To start with the exercise, try to sit comfortably, with your back straight and both the feet on the floor. If you feel comfortable, you can keep your hands on your lap.
- If your attention diverts, which is a very normal thing, try to bring back your attention back by focusing on your breath.
- Now try to bring attention to your breath. Follow the rhythm of your breath in your belly. Notice how it rise and falls when you breathe in and out.
- Feel the breath coming and going out. Focus on it moment by moment and stay with the breath sensations in the body. Focus the feeling of breath, moment by moment by moment.

It must not be easy to focus your attention, body have a mind of its own. If you feel that your attention is no longer on the breath, then notice what is happening with your

mind. Your thoughts, worrying or burden, tension or fear, liking or disliking, let it be. Acknowledge it and let it be.

(Pause)

- You don't have to change anything about your breath. Just let it be, as it is in the moment.
- And now shift your attention from your breath to your body, to the soles of both the feet. You may feel the contact of your feet with the ground or shoes. Take few moments to really noticing any feelings in the feet, any tightness, pressure, warmth or coolness or tingling.

(Pause)

- As you breath in try bringing your all attention to your feet, and as you breath out try letting go any tension or tiredness, right from the soles of both feet.

(Pause)

- Now move your attention from your feet to your legs, to the bottom and your whole back. Notice any sensations feelings, which is happening right now in the moment. You may notice different things, perhaps you may notice, tension in some part, or even may notice pain.

(Pause)

- As you notice anything, take a note of it, and then as you breath in bring all your attention to that body part and as you breath out, let go any tensions or tiredness. Breathing in relaxation and breathing out any tiredness.

(Pause)

- Now, move your attention to the front of your body. Notice the front of your body, your chest, your belly, your shoulders, neck, arms, hands and even fingers. Be aware of any sensations or any tensions and pain. Just take a few moments to notice the tensions, and pains or any different sensation if any. As you breathe in bring all your attention to that body part and as you breath out, let go any tensions or tiredness.

(Pause)

- Now, bring your attention to your whole body. Notice the movement of breath from your head to toe. Notice how the breath moves through your whole body. Take just few moments to notice what is happening right now. Just noticing tensions, or at all if any relaxation. Simply noticing it.
- You can do this exercise while you are walking or sitting or while you are stressed. Just doing it for 4-5 minutes or even more as you feel comfortable can help you relax.

Mindfulness of Thoughts

- Now in this exercise we will try to build present moment-to-moment awareness. We will be practicing noticing our thoughts and letting go these thoughts.
- Remember our mind wanders, so if your attention diverts you can simply bring it back by focusing back on your breath, no matter how often it happens.
- So, sit comfortably in your chair, keeping your back straight but not too stiff. You can relax your shoulders by place your hand on your lap. Now gently close your eyes.
- Now gently bring your attention to your breath and follow the rhythm of your breath. You can notice your breath anywhere in our body. Perhaps you can notice your breath around your nostrils or notice how your belly rise and falls with breathing movements.
- You have to just notice your breath without changing anything about your breath. You don't have to control it, allow it to be as it is. Try to keep your whole attention with your breath, as your breath in and out.

(Pause)

- Now, as you are noticing and observing your breath, you might notice that you are thinking about something. Take some time to listen to all these thoughts.
- You may find yourself thinking about something you did, or you have to do. Or thinking about someone, or something they did. Usually, our mind is preoccupied with such kind of thoughts, almost spontaneously all the times.

- Just try and notice your thoughts as they arise. Simply becoming aware of what you are thinking.

(Pause)

- Just notice thoughts without trying to suppress it or push it away. Let it go on its own.
- Now bring your attention to your breath in your belly or around your nostrils. Just notice the sensations as your breath in and out.

(Pause)

- Our thoughts are like flowing water, they come and go. You just have to sit and observe them as they come and go. By bringing back your attention to your breath.
- As you watch your thoughts and observe them, you can simply make a mental note of your thoughts. Such as you notice any thought, inwardly you can say to yourself,

It is a planning thought,

It is a self-critical thought,

It is a reminder

(Pause)

- And then, simply moving your attention to the sensations of your breath. Just staying with your breath and being aware of it is enough.
- As this exercise comes to close, I want you to remember that this practice will help you deal with troubling thoughts. All the time we are distressed by some kind of thoughts. These thoughts keep coming and going, you don't have to always do what your thought say and certainly not believe your all thoughts, they are just thoughts and they don't know everything. So, the next time you notice that your head is full of thoughts, simply direct your attention to your breath and let go the thoughts on its own.

Building Thoughts relating to the Kindness

- The next exercise will help us build feelings of loving-kindness for ourselves and for others. This practice is simply wishing that we enjoy happiness, peace and well-being.

- The important message here is that one can cultivate and build these attitudes with regular practice. Most of the time we practice anger, sadness, frustration by being judgmental towards ourselves and toward others. So, for the next few moments
- In this practice, you will need to repeat inwardly certain phrases or wishes. Once you get familiar with the practice, you can change the phrases as you wish or as it suits you.
- So now sitting comfortably and quietly, we will begin by being with our breath. Just bring your attention to your breath. Simply notice that you are breathing as enough.

(Pause)

- Now think of someone with whom you have felt close in your life. The person can be anyone, your friend, relative, siblings, parent, teacher, or even a stranger, or even it can be your pet.

Accept whatever feelings come when you think of the person.

- Now recall of a time when you really felt close to that person. Try to think of that memory as vividly as possible. So, now visualize that event. And notice if you can experience the feelings of closeness now as you visualize.
- Try noticing how this feels in your body right now. Perhaps you may feel light in your body. Try to capture the experience of being treated nicely and kindly.

Building Self-compassion

- Now, as you experience the feelings of being loved and cared for, take these feelings and direct them toward yourself, giving yourself the gift of loving-kindness, while you inwardly repeat the phrases:

May I be happy,

May I be strong?

May I be peaceful?

May I be balanced?

(Pause)

- Now recall the person that you remembered before and recall of the special qualities of this person.
- Now thinking of this person direct the feelings of kindness to him or her by inwardly repeating the phrases:

Just as I wish to be happy, may you also be happy,

Just as I wish to be strong, may you also be strong,

Just as I wish to be peaceful, may you also be peaceful,

Just as I wish to be balanced, may you also be balanced.

(Pause)

- Now if you wish, think of someone in your life, who has caused difficulty. And just we practiced loving-kindness with the close person try practicing loving-kindness with the person you don't like or you find difficult by repeating the same phrases:

Just as I wish to be happy, may you also be happy,

Just as I wish to be strong, may you also be strong,

Just as I wish to be peaceful, may you also be peaceful,

Just as I wish to be balanced, may you also be balanced?

(Pause)

- You might be finding it difficult but remember you don't need to try hard to feel something. It's not a practice to feel something special but instead on breaking the practice of being mean/critical toward ourselves.
- Just as you build self-compassion, you also build self-strength at the same time

Statistical Analysis

- ▶ The data was analysed using the SPSS Package version 25
- ▶ Independent sample t test was used for male and female players
- ▶ Pearson's correlation test was analysed to examine the relationship between variables
- ▶ Repeated Measures ANOVA was used to assess differences between phases of intervention
- ▶ Since Alternate Hypothesis was framed, and about 4 hypothesis statements was written, since the study consisted alternate hypothesis, the homogeneity tests was not carried out