


## Knowledge Assessment And Application *Psychological Skills Training (Pst)* In the Co-Curricular Trainer of the Malaysian Teacher Education Institute

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### Abstract

*The purpose of this study is to examine the level of knowledge and skilled to apply the Psychological Skills Training (PST) among the Co-Curriculum Coaches of Malaysian Teachers' Teachers Institute which are randomly selected. A total of 77coches participated in this study consisting of 63 male coaches and 14 female coaches. The instrument for this study is a set of The Sport Psychology Revised Coach-2 (SPARC) questionnaire modified by the researchers based on the suitability. The questionnaire consists of 2 parts namely coaches demography and knowledge level Psychological Skills Training (PST) consisting of 10 items of questions and skilled to apply Psychological Skills Training (PST) exercise sports psychology skills (10 items) based on Likert scale five values. Analysis is carried out descriptively involving frequency and percentage. The results based on application training showed that the method of self-talk training was very frequent and always applied, by 10 samples or 12.9%, followed by stress management training method by 6 samples or 7.8% and findings also showed that 66.2% or 51 samples did not apply the biofeedback training session method while training their athletes. Findings also showed that Co-Curriculum Coaches at the Malaysian Teachers Institute of Malaysia are less knowledgeable and less skilled to apply Psychological Skills Training (PST) even though the coaches have the qualifications in sports specific and sports science certificate at the highest level. 8% and findings also showed that 66.2% or 51 samples did not apply the biofeedback training session method while training their athletes. Findings also showed that Co-Curriculum Coaches at the Malaysian Teachers Institute of Malaysia are less knowledgeable and less skilled to apply Psychological Skills Training (PST) even though the coaches have the qualifications in sports specific and sports science certificate at the highest level. 8% and findings also showed that 66.2% or 51 samples did not apply the biofeedback training session method while training their athletes. Findings also showed that Co-Curriculum Coaches at the Malaysian Teachers Institute of Malaysia are less knowledgeable and less skilled to apply Psychological Skills Training (PST) even though the coaches have the qualifications in sports specific and sports science certificate at the highest level.*

**Keywords:** Knowledge level, Psychological Skills Training (PST), Sport Psychological Skills Training's Application

### INTRODUCTION

The IPGM curriculum curriculum is part of a teacher education program to educate and train teacher educators to enable them to become well-trained teachers and to carry out the teaching tasks at school. The curriculum components are compulsory and are intended to enable them to

acquire the appropriate knowledge, skills and attitudes as a co-curriculum teacher in the school.

The objective of the co-curriculum program is to enable IPGM students to become co-curricular teachers who can plan, implement, and evaluate their curriculum activities (Teacher Education Division, 2004).



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It is also to enable teachers to organize and administer competition activities in the curriculum, to inculcate good values, and to administer co-curricular facilities and facilities in schools (Malaysian Institute of Teacher Education, 2007). The IPGM curriculum program comprises five components, namely, co-curriculum management, sports and games components, uniformed unit components, sports components and club and association components.

Implementation of co-curricular programs at IPGM is the responsibility of each Institute for Teachers College (GPA) on a uniform basis for all GPA. The co-curricular unit at the GPA is tasked with implementing the program. The co-curriculum unit plans, implements and manages all co-curricular programs at the HEIs.

These tasks also include identifying and selecting qualified and appropriate co-curricular coaches for each type of co-curriculum offered, assigning students to different types of co-curriculars, briefing students, managing facilities and equipment, and monitoring the implementation of co-curricular programs at the GPA.

In addition, these co-curricular coaches will also serve as coaches of various sports and games organized by the IPGM as well as other sports-specific agencies owned by the coaches.

According to Junaidy Mohamad Hashim (2017), in addition to sports specific skills aspects, these co-curricular coaches also need to be exposed to other aspects of coaching such as coaching competency, training program or periodization (Training Program or Periodization), Sports Nutrition, Sports Injuries, Physical Fitness and Sports Psychology.

Coaches need not only have specific sports credentials but also need to have approved a Level I, II or III Sports Science Course to enhance each coach's knowledge of the science of sports science applications.

The combination of these two qualifications can enhance the coaches' knowledge and in turn help improve their performance (National Sports Council of Malaysia, 2014; National Sports Institute of Malaysia, 2016; Junaidy Mohamad Hashim, 2017).

According to the statement, it is clear that achievement in sports is not only the result of

physiological strength or fitness and biomechanical factors which is a mere technique but also due to psychological factors.

It clearly shows that Psychology of Sport is also a very important aspect and contributes significantly to performance improvement. In line with the statement by the National Sports Institute of Malaysia, (2016) that the aspect of Sports Psychology is recognized as important for athletes, coaches and individuals involved in high level sports competitions as it helps athletes improve their performance during training and during competitions.

Sport psychology is an area that involves behavioral observation and how it impacts sports performance. In line with Shahrudin A. Aziz's (2001) opinion, sports psychology is a field of scientific research that examines the impact and impact of an activity on physical, affective and cognitive behavior on those directly or indirectly involved in the activity.

This statement is proven by Krane & Williams (2006), that an athlete's psychological profile such as high self-esteem, energy, self-control, focus, positive attitude, commitment and commitment contribute to athlete success.

In fact, athletes with skills in sports psychology can improve self-esteem and build good team cohesion and cohesion. Knowledge in sports psychology is essential in building an athlete's awareness, developing good self-discipline, reducing stress, and improving athlete confidence (Weinberg and Gould, 2014; Orlick 2015).

*Psychological Skill Training (PST)* or Psychological Skills Training is a combination of the methods selected to achieve psychologically designed skills (Gill, 2000). There is a Psychological Skill Training (PST) that can be used in a program depending on the individual's psychological state and sport.

To ensure that the Psychological Skill Training (PST) program is implemented successfully, it is important to distinguish between the Psychological Skill Training (PST) and the Psychological Skill Training (PST) training methods.

Psychological Skill Training (PST) is a quality or trait that needs to be developed (ie confidence, concentration) in psychology, while the Psychological Skill Training (PST) training

method is a tool that will be used to help improve Psychological Skill Training (PST) (Calmels, d'Arripe-Longueville, Fournier, and Soulard, 2003).

According to Garza and Feltz (1998); Martin, Moritz and Hall, (1999) and Thelwell and Greenlees, (2001), conducted many preliminary studies using prescriptive Psychological Skill Training (PST) programs, single Psychological Skill Training (PST) methods and looked at their effects on performance.

The combination of mental skills is more effective and effective when used in specific sports and the effectiveness of Psychological Skill Training (PST) is good in all sports. For Fournier, Calmels, Durand-Bush and Salmela (2005), five psychological skills training namely relaxation, self-talk, goal setting, focus and visualization but imagination, relaxation, activity and focus are the most effective methods.

While Matveyev (1981), as well as Bomp and Buzzichelli (2018), emphasize that for athletes to reach the highest level of achievement, all athletes must apply Psychological Skill Training (PST) during the preparation phase period before participating in a competition namely physical preparation, technical preparation, tactical preparation and psychological preparation.

Since the introduction of sports psychology, many exercises have been tailored to the needs of the field and have been provided with training programs to assist coaches and athletes in their efforts to identify problems and address them (Pandey & Patel, 2015).

Blumenstein and Orbach, (2018), suggest that *Psychological Skill Training (PST)* and application skills training can be practiced in the preparation phase, competition phase and transition phase as training process. This integration can be realized by using the principle of periodization as a guide for Psychological Skill Training (PST) intervention.

Therefore, related Psychological Skill Training (PST) can be practiced to achieve the best impact and achievement. Blijlevens, Elferink-Gemser, Wylleman, Bool and Visscher (2018), in turn, are of the opinion that Psychological Skill Training (PST) should be applied to talented athletes as they go through the stages of initiation, development (intermediate)

and mastery (advanced) in sports. This is to make it easier for all athletes to be identified for their potential and their talents by their coaches. Thus, their potential and talent can be polished to create future success and compete at the highest level.

Psychological Skill Training (PST) programs and knowledge should be applied to all athletes whether or not they are a reserve player. Future studies need to determine which opportunities are ideal for developing Psychological Skill Training (PST) in which the physical, mental, emotional and cognitive development of young athletes can be achieved (Grobelaar, 2018).

The psychological characteristics of athletes play an important role in improving sports performance and may be a moderator and mediator factor affecting technical, tactical and physical aspects. According to Olmedilla, Torres-Luque, García-Mas, Rubio, Ducoing and Ortega (2018), special attention such as psychological features should be taken into consideration as these may affect the behavior of athletes during training or competition. Therefore, the psychological profile of each athlete should be provided as a guide for designing general psychological training and planning interventions in the training periodization.

This view is supported by Mujika, Halson, Burke, Balagué and Farrow (2018), training or periodization programs provided by coaches traditionally focusing on physical preparation training aspects only and neglecting the integration of other elements that affect preparation. athlete to reach the top of the competition.

Therefore, integrated training or periodization programs should be incorporated into the training component most appropriate to the training phase provided to the athlete program in addition to physical training, focusing on the aspects of Psychological Skill Training (PST). According to Gross, Moore, Gardner, Wolanin, Pess and Marks (2018), the field of sports psychology has long focused on providing psychosocial interventions to improve sports performance for decades and has proven effective.

According to Kristjansdottir, Erlingsdottir, Sveinsson and Saavedra (2018, Commonly practiced Psychological Skill Training (PST) are imagination, self-talk, relaxation, stimulus control



procedures, and goal setting and find that age factors do not affect psychological skills but Psychological Skill Training (PST) used in competitions and training shows little difference between genders.

Therefore, psychological skills training planning needs to be structured according to gender and this situation is known as a multimodal method or format in which a combination of psychological techniques is used in psychological skills training (Gross, Moore, Gardner, Wolanin, Pess & Marks, 2018).

### Research problems

The main differences between winning individual or team athletes and losing are consistent mental preparation and training. *Psychological Skills Training (PST)* This is suitable for all coaches, athletes and not just elite athletes. The implementation of the Psychological Skill Training (PST) program in the early stages of an athlete's involvement in a sporting field is more appropriate than that of an experienced athlete.

Amateur and high-skilled athletes will benefit from the systematic Psychological Skill Training (PST) program (Perna, Neyer, Murphy, Ogilvie & Murphy, 1995), based on recent studies in the Psychological Skill Training (PST) program, 85% of mental training and Discipline plays a key role in their success and demonstrates a positive level of performance at the Olympics.

However there is no specific module on how coaches and sports psychologists can integrate and implement the Psychological Skill Training (PST) program. (Weinberg and William 2001). Weinberg and William (2001), found that when sports psychologists began intervening to apply Psychological Skill Training (PST) in the early 1980s, there was little empirical data or controlled studies available to help guide early attempts at athletes to improve their performance.

It is extremely difficult for psychologists to use the best methods of conducting the Psychological Skill Training (PST). For this reason, trainers who develop training programs or periodizations focus more on physical and tactical training. This problem is due to the lack of exposure and knowledge of Psychological Skill Training (PST).

An athlete's mentality also needs to be strengthened from the outset to overcome the rejection and acceptance of athletes with the importance of implementing Psychological Skill Training (PST). Time constraints also make it difficult to implement the Psychological Skill Training (PST) program for individual athletes and team sports.

However, time constraints cannot be justified as the basics of training programs cover these aspects but the attitude of coaches who value physical training causes psychological aspects to be overlooked (Junaidy Mohamad Hashim & Mohd Foazi Md. Nor, 2016), Junaidy Mohamad Hashim, 2017) .Lachman (2014). argues that athlete performance is not only influenced by physical, technical and tactical strengths but most importantly the mental aspects and success achieved are the result of their own efforts and displayed in competitions after going through the process of psychological skills training.

Therefore, the knowledge and expertise of coaches in the Psychological Skill Training (PST) method is very important and relevant for the coaches to apply to achieve the highest level of performance for an athlete. Crust (2008) and Coutler, Mallert and Gucciardi (2010), agree that there is agreement that mental strength is an important factor in sports psychology that can effectively control stress.

Individuals who possess a high level of mental strength tend to be competitive and strive for the same. Mental strength is one of the uses of strategies in psychology. Amateur and high-skilled athletes will benefit from the systematic Psychological Skill Training (PST) program (Perna, Neyer, Murphy, Ogilvie & Murphy, 1995; Crust & Azadi, 2010).

Based on these concerns, the researchers conducted a survey method to evaluate the knowledge and training level of the application of Psychological Skill Training (PST) by the IPGM Curriculum Coaches as they were a key figure for the IPGM team in major championships such as KAGUM and SIPMA. Their knowledge of Psychological Skill Training (PST) is one of the factors that determine the success of the IPGM team.

### METHOD



This study was formative and analyzed descriptively. This method is used because researchers can obtain information directly from respondents within a short period of time (Chua Yan Piaw, 2006; Cicciarella, 1997). The study sample consisted of 77 IPGM Curriculum Coaches and was randomly selected among the Curriculum Coaches in 27 HEIs.

This simple random sample has the advantage that every element in the population is considered and has the opportunity to be selected as a sample (Sulaiman Ngah Razali, 1996; Mohamad Najib Abdul Ghafar, 1999). The data in this study were obtained using the questionnaire form.

The method of obtaining data through questionnaire is capable of measuring concepts related to attitudes, perceptions and views (Mohamad Najib Abdul Ghafar, 1999; Uma Sekaran, 2000).

### Instrument of Study

The research instrument used in this research is a set of The Sport Psychology Attitudes Revised Coaches-2 (SPARC) questionnaire that was modified by the researcher and has received expert confirmation from the experts.

The questionnaire consisted of 2 sections namely the demographic and knowledge level of the Psychological Skill Training (PST) which contained 10 question items and the Psychological Skill Training (PST) training method also containing 10 items based on the five-point likert scale.

### RESULTS AND DISCUSSION

Demographic analysis shows that only 2 of the IPGM Curriculum Coaches are 30 to 40 years old representing 2.59% of the total sample. For the 41 to 50 year olds it was 41 or 61.0%, while the sample aged 51 to 60 were 28 or 36.4%.

Academic approval analysis showed that all of them had 77 people or 100% of the sample had a Bachelor's and Master's Degree while 2 of them had a PhD in Philosophy.

Trainer qualification analysis showed that 63 people or 81.8% had Level 1 training certificates. 4 of them had 5.2% or 5.2% had Level 2 training certificates and none of them had Level 3 training certificate qualifications.

Certificate of Coaching (Sports Specific Coaching).

Sports Science Certificate or National Coaching Certification Scheme (SPPK), 52 people or 67.5% have Level 1 Sports Science Certificate, 7 sample or 9.09% have Level 2 Sports Science Certificate, while 18 people sample or 23.4% do not holds a Certificate in Sports Science or the National Coaching Certification Scheme (SPPK).

Experience analysis shows that all samples have more than 4 years of experience. 11 or 14.3% had been coaches for 5 to 9 years and 27 or 35.1% had been coaches for 10 to 14 years, while 39 or 50.6% had been coaches for 15 years.

### Research result

#### Knowledge Level Descriptive Analysis Psychological Skill Training (PST).

Table 1: Percentage Distribution of Samples Attending Exposure Courses / Workshops / Seminars Psychological Skill Training (PST).

Attendance	No.	%
	Yes, yes	26
No.	51	66.2
Amount	77	100
Name of Disclosure		
Course	11	42.3
Workshop	8	30.7
Seminar	7	27.0
Amount	26	100

Table 1 shows the percentage distribution of samples for sports psychology skills training courses / seminars / workshops. Analysis showed that 26 people or 33.8% had attended sports psychology skills training courses / seminars / workshops and 51 people or 66.2% had never attended sports psychology skills training courses / seminars / workshops.

Various disclosures indicated that 11 people or 42.3% attended the course, 8 people or 30.7% attended the workshop and 7 people 27.0% attended the seminar.

Table 2: Percentage Distribution of Samples by Sports Psychologists Serving with Own Teams

Have an Expert	No.	%
	Yes, yes	0
No.	0	0
Amount	0	0



Table 2 shows the percentage distribution of the sample of Sports Psychology Specialists serving on their own team and the analysis showing that the coaches do not have their own Psychology Specialist serving on their own team.

Table 3: Percentage Distribution of Samples with Knowledge Levels Psychological Skill Training (PST).

Knowledge level	No.	%
I don't know right away	12	15.6
Know a little	36	46.8
Simple to Know	12	15.6
Know a lot	17	22.0
Amount	77	100

Table 3 shows the percentage distribution of samples with knowledge of Psychological Skill Training (PST). The analysis showed that 12 or 15.6% of the sample did not know, 36 or 46.8% only knew a little and 12 or 15.6% knew only a simple whereas 17 or 22.0% knew a lot about Psychological Skill Training (PST).

Table 4: Percentage Distribution of Experiences with Levels of Experience with Psychological Skill Training (PST). (either as an athlete, coach or sports psychologist)

Experience Level	No.	%
LiveNo Experience	48	62.3
Very little experience	7	9.1
A little experience	6	7.8
Simple Experience	7	9.1
Experience a lot	5	6.5
So much experience	4	5.2
Amount	77	100

Table 4 shows the percentage distribution of samples with experience in Psychological Skill Training (PST). The analysis showed 48 people or 62.3% inexperienced, 7 people or 9.1% had very little experience, 6 people or 7.8% little experience, 7 people or 9.1% simple experience and 5 people or 6.5% many experiences, while 4 people or 5.2% has extensive experience in Psychological Skill Training (PST).

Training Application *Psychological Skill Training (PST)* in Coaching Practice

Table 5: Percentage Distribution of Psychological Skill Training (PST).

		Very often		Always		Some times		Rarely		Never	
PST training		N	%	N	%	N	%	N	%	N	%
1	Breathing Exercises	4	5.2	5	6.5	9	11.7	1	1.3	3	3.9
2	Progressive Muscle relaxation (PMR)	3	3.9	4	5.2	1	1.3	1	1.3	3	3.9
3	Autogenic Training	2	2.6	5	6.5	7	9.1	2	2.6	4	5.2
4	Concentration Exercises	4	5.2	6	7.8	8	10.4	1	1.3	2	2.6
5	Imagery	4	5.2	4	5.2	8	10.4	1	1.3	2	2.6
6	Self talk	1	1.3	1	1.3	1	1.3	2	2.6	3	3.9
7	Meditation	3	3.9	5	6.5	1	1.3	1	1.3	2	2.6
8	Stress Management	6	7.8	1	1.3	6	7.8	3	3.9	5	6.5
9	Periodization of the Psychol	4	5.2	4	5.2	7	9.1	1	1.3	4	5.2





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Insights for descriptive analysis of applications *Psychological Skill Training (PST)* showed that the self-talk training method was very frequent and was consistently applied in the training practice of 10 or 13.0%, followed by the stress management training method of 6 or 7.8%. Of the Biofeedback training methods, 51 people or 66.2% never applied this method when training their athletes.

### Discussion

Knowledge and understanding of the aspects of Psychological Skill Training (PST) in sports can benefit theoretically and practically for co-curriculum coaches, sports coaches, athletes, physical education teachers, team managers and sports psychologists.

This study to assess the level of knowledge of Psychological Skill Training (PST) reflects the current trends in methods of exploring sports psychology and identifying psychological factors as well as influencing an athlete's performance in addition to physical fitness factors.

It is proven by Krane & Williams (2006), that athletes' psychological profiles such as high self-esteem, energy, self-control, focus, positive attitude, commitment and commitment contribute to athlete success. It is also argued by Lachman (2014), that athletes' performance is not only influenced by their physical, technical and tactical strengths but most importantly, their mental and achievement aspects are a result of their own efforts and exhibited in competition after the process of psychological training.

The research conducted by this researcher is a preliminary study and the findings of this study can be used as a guide by relevant parties to enhance the knowledge and competency of IPGM curriculum coaches especially in the aspects of Psychological Skill Training (PST) towards performance development athletes in sports.

The IPGM may also make this issue a reference and a basis for consideration in providing programs to enhance the professionalism of the IPGM Curriculum Coach. According to Sheard and Golby (2006), the psychological aspect (mental strength) is a key factor in determining success in sports. Therefore, athletes with good mental strength are more likely to succeed.

ASKetches with skills in sports psychology can enhance self-confidence and build team harmony (Mohd Sofian Omar Fauzee, 2003; 2009; Tajul Ariffin Muhammad, Ruslin Amir & Zamri Mohamad, 2004).

Realistically, the findings of this study show that IPGM coaches are less exposed and knowledgeable in Psychological Skill Training (PST) and that only a few are able to apply it in their coaching practice.

There is no denying that IPGM co-curricular coaches have academic qualifications at the undergraduate and postgraduate level, have a Sports Specific Coaching Certificate, have Sports Science Certificates at Level 1 and 2 after attending the National Coaching Certification Scheme (SPKK) ) organized by the National Sports Council of Malaysia (MSNM) and the National Sports Institute of Malaysia (ISNM) but disclosures on Psychological Skills Training (PST) are very limited and cannot be applied in real situations.

According to Nur Dalilah Dahlan and Tajul Ariffin Muhammad (2017), Knowledge in sports psychology is essential in building an athlete's awareness, developing good self-discipline, reducing stress, and improving athlete self-esteem.

Research on Psychological Skill Training (PST) can provide greater exposure and deep learning in helping these curriculum teachers master a skill-based skill that influences an athlete's performance.

Therefore, it is hoped that this study will help increase the competence of coaches and athletes in structuring training programs, assessing and addressing psychological problems that often interfere with athletes before, during and after competing in a competition or tournament.

### CONCLUSIONS



Researchers would also like to suggest to the Ministry of Education Malaysia (MOE) especially the Malaysian Teacher Education Institute (IPGM), Teacher Education Division (BPG), Curriculum Development Division, Textbook Division, Sports Division and Arts & Curriculum Division to give serious attention to Psychological aspects This Skill Training (PST) is due to its importance in ensuring that athletes' performance is in line with their physical fitness needs.

The parties should play a role in ensuring exposure to the IPGM Curriculum coach so that this aspect can be realized when participating in higher level competitions or tournaments. Intelligent sharing of expertise with other agencies such as IPTAs, ISNMs and MSNMs should be developed immediately to realize this agenda. IPGM Curriculum Coaches need to be given more professional exposure in the future to produce futuristic IPGM educators in the future and be able to win the IPGM name as a world-class teacher manufacturer.

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### WORDS OF THANKS

The findings of this study can also serve as a source of information or benchmark for the IPGM Curriculum Coaches to increase their knowledge and subsequently apply the Psychological Skill Training (PST) to provide more efficient exposure to athletes, especially in the areas of psychology especially Psychological Skill Training (PST).