RESILIENCE AND SELF-CONTROL AMONG SWIMMERS.

Dissertation submitted to Kerala University

In partial fulfilment of the requirements for the award of the Degree of

M. Sc. Counselling Psychology

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CERTIFICATE

This is to certify that the Dissertation entitled " **Resilience And Self- control Among Swimmers"**is an authentic work carried out by Kavya Satheesan, Reg. No. 60421115014 under the guidance of Ms Jesline Maria Mamen during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2021- 2023.

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DECLARATION

I, Kavya Satheesan, do hereby declare that the dissertation titled **"Resilience And Self-control Among Swimmers ",** submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of Ms Jesline Maria Mamen , Assistant professor and Head of the Department of Counselling Psychology, for the award of the degree of Master's in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University.

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Abstract

Resilience refers to the ability to withstand adversity and bounce back from difficult life events. Self-control refers to regulate and alter one's response in order to avoid undesirable behaviours and achieve long-term goals**.** This quantitative study looked at swimmers' self-control and resilience. A total sample of 100 swimmers is chosen for the study from the districts of Thiruvananthapuram, Kottayam, Ernakulam, Trissur, Palakkad, and Kozhikode in the state of Kerala. The sample's age ranged from 18 to 25 years. Both the Brief Self-Control Scale (BSCS) and the 14-Item Resilience Scale (RS-14) by Tangney, Baumeister, and Boone (2004) were completed by participants. Following the computation of descriptive statistics, t tests and the Pearson product moment correlation method were used. A considerable gender difference in resilience and resilience among swimmers was found, according to the main findings. Based on age group, swimmers' levels of self-control vary significantly. In swimmers, self-control and resilience have no discernible correlation.

Keywords: Resilience, Self-control, Swimmers

CHAPTER I

INTRODUCTION

Sports have a big impact on a lot of different facets of human existence, such mental and physical health, social integration, and personal growth. Playing sports helps people stay physically active, maintain a healthy weight, and lower their chance of developing chronic diseases. The World Health Organization (WHO) claims that participating in sports and other physical activity on a regular basis helps to avoid obesity, diabetes, cancer, and certain types of heart disease.

Sports are good for mental health since they lessen the signs of anxiety and depression, lift one's spirits, and improve individuals' general psychological well-being. According to a 2005 study by Penedo and Dahn, engaging in physical exercise, such as sports, was linked to fewer signs of anxiety and depression. Teamwork, cooperation, and social integration are fostered through sports, which offer possibilities for social engagement. Particularly team sports participation encourages interaction, cooperation, and the growth of interpersonal skills. The social advantages of sports, such as strengthened social ties, a sense of belonging, and social support networks, were noted in a review by Eime et al. (2013).

Sports promote individual development. Athletes frequently acquire traits like self-control, tenacity, goal-setting, time management, and leadership. According to a study by Holt et al. (2017), playing sports is linked to healthy youth development, including increased self-worth, problem-solving abilities, and moral character. Participating in sports has been associated with improved educational outcomes and academic performance. Dwyer et al.'s (2019) study found a link between extracurricular athletic involvement and better academic performance as well as higher rates of school attendance. Swimmers are considered athletes

due to the rigorous physical training, discipline, and skill required to excel in sports. Athlete is defined as a person who is highly trained in specific sports as his/her major activity (e.g., spending several hours in all or most of the days for training) and actively participated in formal sport competitions including local, regional, and national sport competitions (Araujo etal., 2016)

Swimming is a form of human movement through water, typically performed by coordinating arm and leg movements to propel the body forward. It is a popular recreational activity, competitive sport, and an essential life skill. "Swimmers" can refer to a wide range of contexts, including competitive athletes, recreational enthusiasts, or individuals involved in water safety and rescue. Competitive swimmers are highly skilled athletes who participate in organized swimming competitions at various levels, including local, regional, national, and international events. To reach peak performance in the water, they invest countless hours in intense training, perfecting their technique, and enhancing their physical fitness. Combining strength, endurance, speed, and technical proficiency are necessary for competitive swimming. Swimmers put themselves through rigorous training regimens that combine cardiovascular exercises, weightlifting, and specialized swimming drills. They have coaches who advise them on race tactics, stroke mechanics, and improving their overall performance.

Resilience is the capacity of individuals, groups, or systems to navigate, adapt, and recover from adversity, shocks, or stressors while maintaining overall well-being. It encompasses the ability to bounce back, learn from challenges, and develop coping strategies that enhance psychological, emotional, and social well-being (Masten, A. S.,2001). Sport is a particularly fascinating setting for studying resilience because, in addition to unforeseen hardships like catastrophic injuries, participants frequently voluntarily submit themselves to highly judgmental situations where the results of winning or losing are obvious. Athletes who play sports at a high level for a long time are likely to face a variety of stresses, hurdles, and

failures (Fletche et.al, 2009). Swimmers need to be resilient because they frequently encounter different difficulties and barriers on their path to success. Swimmers frequently experience setbacks including injuries, subpar performances, or failing to reach desired goals. They are able to recover from these setbacks and have a positive outlook thanks to their resilience. Resilience enables athletes to "overcome, adapt, and grow despite adversity," according to Jones et al. (2002).

Swimmers put in long hours of repetitive, physically taxing workouts as part of their tough training regimens. They can persevere despite exhaustion, put up with difficult practices, and continually work to get better because to their resilience. Resilience aids athletes in "coping with demanding training schedules and physical discomfort," according to Sarkar and Fletcher (2014). Important races and championships are two examples of high-pressure circumstances in competitive swimming. Swimmers who are resilient are better able to handle stress, maintain concentration, and give their all when it counts. Fletcher and Sarkar (2012) noted that resilient athletes are more likely to "maintain focus and perform under pressure. “Resilient swimmers see setbacks as lessons learned rather than failures. They evaluate their performances, pinpoint their weaknesses, and modify their tactics as necessary. Resilient athletes, according to Gould et al. (2002), exhibit a "problem-focused coping approach," viewing setbacks as chances to learn and advance. Swimming needs a high level of commitment since athletes must put in constant practice and sacrifices to reach their objectives. Strong intrinsic motivation and a strong sense of commitment enable resilient swimmers to persevere in the face of difficulties. According to Stambulova et al. (2009), resilience is linked to athletes' "sustained motivation and commitment."

Self-control is the cognitive and emotional ability to regulate one's thoughts, feelings, and actions in order to align with desired outcomes, even in the face of immediate temptations or distractions. It involves maintaining discipline, making deliberate choices, and exerting

willpower to achieve long-term goals (Baumeister et al.,1994). Swimming athletes must have self-control in order to follow training plans, maintain discipline, and make the best decisions for their performance and behaviors. Adherence to a regular training programme is essential for swimmers to improve their abilities and keep their bodies in shape. They can avoid temptations or diversions that might prevent them from keeping their training obligations by exercising self-control. Engeser and Rheinberg (2008) addressed the importance of self-control in "regulating goal-directed behaviours. “Swimmers who possess self-control are able to make thoughtful judgements that enhance their performance. They are better able to control their effort, manage their energy, and keep their concentration during practice and competition. According to Hagger et al. (2010), exercising self-control involves "effortful control ofattention and effort allocation. “Managing emotions: Swimming contests can cause people to feel intense feelings like exhilaration, nervousness, or irritation. Swimmers who possess self- control are better able to control their emotions, avoiding being overtaken by unfavorable feelings or becoming overexcited. Baumeister et al. (2007) assert that exercising self-control isessential for "modulating emotional responses."

Swimming athletes may come across circumstances where they are inclined to act in ways that are at odds with their training objectives, such as skipping practices or developing bad habits. They can resist peer pressure and make decisions that are in line with their long-term goals when they have self-control. Self-control, according to Tangney et al. (2004), entails "resisting impulses and temptations. “Self-control is essential for swimmers in maintaining a long-term perspective and working towards their goals when pursuing long-term objectives. It enables people to put off present gratification in favour of future benefits that will be higher, such as forgoing leisure time in favour of intense training. According to Duckworth et al. (2007), self-control is connected to "the ability to work strenuously towards challenges and goals."

Resilience and self-control are both crucial traits for swimmers, as well as athletes in general. Swimmers often face challenges such as injuries, performance fluctuations, or unexpected events. Resilience helps them bounce back from setbacks, maintain a positive mindset, and continue working towards their goals. Competitive swimming can bring intense pressure and stress. Resilience allows swimmers to handle these pressures, maintain focus, and perform at their best even in high-stakes situations. Swimmers must adapt to changes in training routines, environments, and competition schedules. Resilience helps them embrace change and remain committed to their training despite disruptions. Swimmers need self-control to adhere to rigorous training routines, resist the urge to skip sessions, and consistently put in the effort required to improve their skills and performance. Self-control helps swimmers make healthy choices in terms of nutrition, sleep, and recovery. These choices contribute to their overall well-being and performance. Self-control is vital during races, helping swimmers pace themselves, manage energy, and maintain proper technique. It prevents them from starting too fast and conserves energy for crucial moments.

Need and significance of the study

Investigating swimmers' self-control and resiliency was the goal of this study. Resilience and self-control studies among swimmers are crucial as they aid in understanding how these psychological attributes influence their mental health, performance, injury rehabilitation, and overall career longevity. Swimmers must be resilient since they frequently come across many challenges and roadblocks on their way to success. Setbacks, such as injuries, poor performances, or failure to meet objectives, are common for swimmers. Their tenacity enables them to bounce back from these setbacks and maintain a positive view.

Athletes that exhibit resilience are able to "overcome, adapt, and grow despite adversity," (Jones et al, 2002). Self-control is crucial for "regulating goal-directed behaviours," according to Engeser and Rheinberg (2008). Self-controlled swimmers are able to make deliberate decisions that improve their performance. Studies related to resilience and self-control provide valuable insights for coaches and support staff to develop targeted interventions to enhance swimmers' coping mechanisms, optimize performance, and promote well-being in the demanding sport of swimming.

When look on to the significance of mental health of swimmers in global scenario, according to world champion swimmer Michael Phelps,2021 ‘The hardest thing to understand is you can't just put your mental health on a timeout’. In Indian context, in an exclusive interview with Hindustan Times Digital, Maana Patel talks about her process, her learning from past failures, her next targets and why it’s important not to let the pressure of an event get to your head. Put mind & body to your sport, but put sport out of your mind while at it’. Rehan Poncha, an Olympian swimmer, continues, "Sports can be very difficult, and mental health is key at every level, from building resilience to dealing with the demands of training and competition while maintaining equilibrium through wins and losses." After a certain level, athletes who are physically equal to one another distinguish themselves from the pack by maintaining their composure and mental toughness under pressure. Sajan Prakash, the first ever Indian swimmer to breach the FINA “A” Olympic qualification time, says that “In swimming, I feel it’s always 50-50,50 percent of the preparation is physical while the other half is mental”. The consistent and prevalent discussion of mental health among swimmers in interviews underscores the undeniable importance of studying this topic within the swimming population. The fact that numerous swimmers openly share their experiences, challenges, and strategies related to mental well-being highlights the substantial impact that mental health has

on their athletic journeys. These discussions shed light on the broader recognition of mental health's influence on performance, resilience, and overall quality of life for swimmers.

Sports psychology is a fairly new branch of sport science that has just recently started to take off in India. Research on sports psychology intervention has found that using psychological tools and approaches increases one's performance efficiency (Thakkar.A,2019). The availability of sports psychologists in Kerala is limited, leaving swimmers without access to mental health support. Therefore, conducting studies on psychological variables in this context could provide valuable insights. The outcomes of such studies could be communicated to the Kerala State Aquatic Federation, prompting them to take essential measures.

Reviewing the body of literature revealed that there is currently a dearth of studies that have specifically looked at self-control and resilience and how they affect swimmers, particularly in Kerala. Hence, the proposed research "Resilience And Self-Control Among Swimmers" is highly significant in this context.

Statement of the problem

The problem of the present study has been stated as "Resilience and Self- Control among Swimmers".

Operational definitions of key terms

Resilience

In the present study, resilience refers to the ability to withstand adversity and bounce back from difficult life events

Self - Control

In the present study, self-control refers to regulate and alter ones response in order to avoid undesirable behaviours and achieve long-term goals

Swimmers

In the present study, Swimmers refer to the students participating in Swimming competition at district, state, national and international level belonging to the age of 18-25, from 6 arts and science colleges in the districts of Thiruvananthapuram, Kottayam, Ernakulam, Trissur, Palakkad and Kozhikode in Kerala.

Objectives of the study

- To assess resilience among swimmers
- To examine the gender difference in resilience among swimmers
- To examine the age-group difference in resilience among Swimmers
- To assess self -control among swimmers
- To examine the gender difference in self -control among swimmers
- To examine the age-group difference in self -control among swimmers
- To examine the relationship between resilience and self -control among swimmers

Hypotheses of the study

- There is no significant difference in resilience among swimmers based on gender
- There is no significant difference in resilience among swimmers based on age-group
- There is no significant difference in self-control among swimmers based on gender
- There is no significant difference in self-control among swimmers based on age-group
- There is no significant relationship between resilience and self-control among swimmers

CHAPTER II

REVIEW OF LITERATURE

A literature review is a methodical analysis of a body of existing data that identifies, evaluates, and synthesizes for understandable presentation (Fink, 2010). A literature review, according to Jesson et al. (2011), is a critical analysis and evaluation of a subject. This chapter has been broken down into two main sections: Theoretical Review and Empirical literature review. The empirical review includes various empirical investigations carried out by other researchers that are linked to the current topic, while the theoretical review examines various conceptual frameworks and models of the variables. In order to comprehend the ideas and linkages of the variables of interest, the available literature has been reviewed.

Theoretical review

Reviewing the theoretical stances related to the variables is required in order to comprehend the ideas of resilience and self-control. This section reviews the conceptual framework and the ideas put forth by researchers who have studied the variables used in the current research.

Resilience

Resilience refers to the ability of a substance to rebound, bounce back, or restore its former shape after bending, stretching, or compressing (Strumpfer, 1999). However, the majority of social scientists are focused on resilience from the perspective of people who have exposed to unfavorable conditions. Although there are many definitions of resilience that have

been put forth (Windle, 2011), all of them have as their common denominator a better-than-expected ability to adapt to challenging situations. Resilience was specifically defined as "the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" (Best, Garmezy, and Masten, 1990). Best et al.'s definition illustrates the three overarching ways that resilience has been conceptualized (Reich, Zautra, & Hall, 2010): (i) as a positive outcome (i.e., something people "do" or "achieve"), (ii) as an innate part of individuals' personality (i.e., something people "have"), or (iii) as a process (i.e., a capacity developed over time as people interact with their environment). There is evidence that some people think in ways that allow them to respond to adversity more successfully (Werner & Smith, 1992), possibly through the use of positive emotions (Tugade & Fredrickson, 2007). This is known as ego resilience, and it was the first time that resilience was conceptualized in psychology. The social and environmental context in which people live appears to be at least as essential (Bonanno & Diminich, 2013; Vanderbilt-Adriance & Shaw, 2008; Windle, 2011), even though personal characteristics of individuals are probably an important part of resilience.

The study of children who outperformed expectations in their long-term development despite challenging circumstances including poverty and parents with mental health issues by developmental psychologists in the 1980s sparked a rise in interest in resilience (Rutter, 1985; Werner & Smith, 1992). Researchers have identified a number of protective factors that are believed to help at-risk youth successfully adapt to their environment (Rutter, 1985; Werner & Smith, 1992). These factors include self-efficacy, self-esteem, an internal locus of control, optimism, a sense of humour, family support, and a close personal relationship with an adult. According to Bonanno and Diminich (2013), the trajectory of emergent resilience describes the long-term and enduring positive adaptation to chronic adversity that is present in many children who are exposed to unfavorable circumstances. However, following a brief period of distress,a similar level of healthy functioning is maintained from before to after an adverse event in

response to acutely traumatic life events (such as the death of a loved one) (Bonanno & Diminich, 2013).

Models Of Resilience

The Resilience Framework (Masten, 2001)

The Resilience Framework developed by Ann S. Masten in 2001 provides a comprehensive understanding of how individuals can adapt positively in the face of adversity and challenges. This framework emphasizes the dynamic processes that contribute to resilience and highlights the role of individual strengths and assets in promoting positive adaptation. This paradigm places a strong emphasis on developing the skills and resources necessary for people to be resilient in the face of hardship. It consists of three essential elements (a) positive adaptation to adversity, (b) the maintenance of competence under stress, and (c) the recovery of competence after exposure to significant challenges.

Positive Adaptation to Adversity: This quality highlights people's capacity for navigating and overcoming difficulties and overcoming adversity with positive consequences. People who are resilient exhibit adaptability, problem-solving abilities, and the capacity to make sense of challenging circumstances.

Maintaining Competence During Stress: Resilience entails continuing to function and be competent despite stressors. People can maintain their abilities, skills, and psychological health in the face of difficulty.

Recovery of Competence Following Setbacks: Part of resilience is the capacity to bounce back and resume previous levels of performance following a substantial setback.

Resilient people recover quickly from adversity, frequently exhibiting development and a greater capacity for upcoming difficulties.

Masten's concept emphasizes that resilience is a dynamic process that may be developed and reinforced over time rather than a static feature. It acknowledges that people have innate abilities and resources they can use to successfully deal with obstacles in life. In addition, Masten's model emphasizes how a person's resilience is shaped by a variety of ecological systems, including family, community, and culture. These systems give people the help, opportunity, and resources they need to build and use their resilience abilities. In conclusion, the Ann S. Masten Resilience Framework emphasizes the dynamic and complex nature of resilience. It recognizes people's ability to overcome hardship by utilizing their talents and resources while maintaining competence.

Four Factor Model of Resilience (Luthar et al., 2000)

The Four Factor Model of Resilience, proposed by Suniya Luthar, Dante Cicchetti, and Bronwyn Becker, focuses on understanding the factors that contribute to resilience among individuals who face adversity. Luthar and colleagues proposed a model that identifies four factors contributing to resilience in the face of adversity: personal characteristics, family processes, school contexts, and community resources. The interaction of these factors determines an individual's ability to adapt positively to challenges.

Personal Characteristics: This factor includes an individual's innate traits, such as temperament, intelligence, and coping styles. Some personal qualities that help resilient people to react to adversity in adaptive ways include adaptability.

Family Processes: The family environment has a significant impact on how resilient people become. Individuals can build coping mechanisms and emotional control on a foundation of supportive family relationships, good parenting, and stable attachments.

School and Peer Contexts: The model recognizes the value of a safe learning environment and healthy peer interactions. An individual's capacity to thrive despite difficulties is influenced by schools that offer a sense of community and chances for success.

Community Resources: The availability of community resources, including social services, extracurricular activities, and mentors, can significantly impact resilience. Access to such resources enhances an individual's ability to cope with stressors.

The Four Factor Model emphasizes that resilience is not only a product of individual attributes but a complex interplay of several variables and acknowledges the connection between these components. The interconnectivity of personal, familial, educational, and community variables in promoting resilience among people suffering hardship has been highlighted by this approach.

The Ecological Model of Resilience (Ungar, 2011)

Michael Ungar created the Ecological Model of Resilience in 2011, and it offers a thorough framework for comprehending resilience in the context of multiple ecological systems. In order to promote resilience, this approach emphasizes the dynamic interaction between people and their surroundings. This model's basic tenet is that resilience arises from the interaction of several systems at various levels, not just from individual traits. Ungar points out five important ecological systems that have an impact on a person's ability to adapt and thrive:

Microsystem: This term refers to a person's immediate surroundings, such as their family, close friends, and place of employment. The development of skills and coping mechanisms by an individual is influenced by the supportive relationships and microsystem that exists inside it.

Mesosystem: The interactions and linkages that occur between various elements of the microsystem are a part of the mesosystem. The effects of assistance or difficulties encountered within each individual component may be amplified by these relationships.

Exosystem: The exosystem is made up of outside factors including the workplace, social services, and the media that have an indirect impact on a person. These outside variables may affect a person's ability to access opportunities and resources.

Macrosystem: The political, social, and cultural forces that influence a person's life are included in the macrosystem. Cultural norms, values, and policies have an impact on how people perceive and deal with adversity.

Chronosystem: The chronosystem acknowledges that historical context and the passage of time have an impact on resilience. An individual's resilience can be impacted by long-term changes, such as life events and historical occurrences.

The interconnection of these systems and their function in boosting an individual's resilience are stressed by Ungar's approach. The resources and support that are available within an individual's ecological systems also have a role in how well they are able to adapt to adversity. The model emphasizes the significance of a comprehensive understanding of resilience that takes into consideration the intricate relationships that exist between people and their circumstances. The Ecological Model of Resilience provides a more thorough picture of how people overcome adversity and acquire the capacity to flourish by taking into account these dynamic connections.

The Dynamic Systems Model of Resilience (Masten & Narayan, 2012)

This model proposes that resilience is a dynamic process that involves interactions between individuals and their environment. It highlights the importance of adaptability, self-regulation, and the ability to utilize available resources effectively in response to changing circumstances. This approach is based on the understanding that resilience is not a fixed quality but rather a collection of adaptive strategies that help people overcome obstacles. The significance of relationships between an individual and their environment is emphasised. The model recognizes the following crucial components: Resilience is seen as a collection of adaptive mechanisms that function at several levels, including those of the person, family, community, and societal. These systems interact and have an impact on one another, affecting how well a person can handle stress.

Developmental Processes: Resilience is seen to be an ongoing developmental process. It considers a person's age, stage of development, and life experiences. The way that developmental processes shape a person's capacity for coping with, adapting to, and learning from adversity.

Risk and Protective Factors: The model takes into account how important both risk and protective factors are in determining resilience. While protective factors lessen the effects of risks, risk variables enhance vulnerability to adversity. An individual's path through problems is influenced by how well these aspects are balanced.

Adaptability and Regulation: The model underscores the importance of adaptability and self-regulation in resilience. Adaptive processes involve the dynamic adjustment of coping strategies and behaviors in response to changing circumstances. Effective self-regulation helps individuals manage emotions and stress.

Resource Allocation: To effectively deal with adversity, resilience entails the allocation of resources, both internal (such as skills and cognitive processes) and external (such as social support and community resources). This allocation supports a person's capacity to bounce back and develop after setbacks.

The Dynamic Systems Model of Resilience emphasises that resilience is a complex interplay of elements that affect an individual's response to challenges rather than a fixed attribute. It acknowledges the interconnectivity of systems and the necessity of taking development, adaptation, and regulation into account as key elements in comprehending how people overcome challenges and thrive.

The ABCD Model of Psychological Resilience (Southwick & Charney, 2012)

This model offers a comprehensive framework to understand the factors that contribute to an individual's ability to bounce back from adversity and thrive in the face of challenges. This model encapsulates four essential components that contributing to psychological resilience- Adversity, Beliefs, Coping, and Dispositional factors.It implies that those who are resilient have a system of beliefs and coping mechanisms that help them deal with difficulties.

The "A" represents Adversity, signifying the challenges and hardships that individuals inevitably encounter in life. These adverse experiences can range from personal setbacks to major life crises.

The "B" stands for Beliefs, which encompass an individual's cognitive interpretations and attitudes towards adversity. Resilient individuals tend to hold beliefs that promote

optimism, self-efficacy, and a sense of control, allowing them to perceive challenges as surmountable.

The "C" denotes Coping, highlighting the strategies and mechanisms individuals employ to manage stress and adversity. Effective coping strategies involve problem-solving, emotional regulation, seeking social support, and adaptability. Resilient individuals possess a repertoire of adaptive coping skills that aid them in navigating and recovering from difficult situations.

Lastly, the "D" represents Dispositional factors, encompassing an individual's inherent traits, personality characteristics, and genetic predispositions. Certain traits, such as emotional regulation, optimism, and a growth-oriented mindset, contribute to an individual's ability to build and sustain resilience.

The ABCD paradigm emphasizes how these four elements interact dynamically to form resilience. It emphasizes people's ability to build optimistic ideas, create adaptable coping mechanisms, and use their dispositional qualities to successfully face and overcome adversity. People can increase their resilience by comprehending and developing these elements, which will allow them to not only survive hardships but also thrive and advance through them.

Self- Control

Early definitions of self-control focused on the ability to manage impulses and delay gratification. Self-control was often seen as an important factor for success and well-being(Mischel,1958). According to Tangney, Baumeister, and Boone's definition of self-control, "arguably one of the most powerful and beneficial adaptations of the human psyche". When people can better adapt to their surroundings, they are happier and healthier. The capacity for self-control is one of the most crucial elements of environmental adaptation

(Baumeister,2004). Some people can handle their routes considerably better than others because of self-control. They are better at keeping their word and producing superior work- related outcomes. Better Self-control abilities may be linked to greater performance in several areas of endeavor (Baumeister,2004). The ability to suppress or regulate one's own feelings, alter unpleasant behaviours, or, in other words, the capacity to govern oneself, is what is meant by the concept of self-control (Boone et.al,). Self-control is therefore likely to have a favorable impact on a variety of human accomplishments in this regard.

Alternatives to the term "self-control" that are frequently used in literature are willpower, self-control, and self-regulation (Seligman et al,2005). They are not, however, applied in the same way. According to Baumeister et al. (2004) self-control is a particular type of self-regulation where the individual actively works to maintain self-control, and self-regulation is a broader idea that includes both voluntary and automatic regulatory systems. A trait of self-control can differ from person to person, interact with environmental factors, and alter dramatically as internal resources change, according to Baumeister et al. Self-control is important for a range of sports, for exercise habits, and for athletic results (Duckworth et al). According to Boat et al.2019, people with a high level of self-control are better at controlling their emotions than people with a low level. Stronger levels of self-control, leading to better exercise outcomes. Additionally, it was discovered that the capacity for self-control may be impacted by many forms of exercise. Very strong self-control abilities are thought to be crucial for people's physical activities (boat et al,2019). The study's findings demonstrated that for young athletes, there are associations between motivation, self-control, and success in athletic competitions. Harmful prior efforts to strengthen self-control have been identified as this may reduce athletic performance (Cooper et al,2021).

Models of Self-Control

Ego Depletion Theory (Baumeister et al, 1998)

According to the Ego Depletion Theory, which was put forth in 1998 by Baumeister, Bratslavsky, Muraven, and Tice, self-control is viewed as a finite resource that can be exhausted via effort. According to the hypothesis, exercising self-control in the face of temptations or having to make a tough choice uses up a limited amount of mental energy, which lowers one's ability to exercise self-control in the future.

The idea of ego depletion, which describes how using self-control in one area might make it harder to use it in an unrelated one, lies at the heart of this theory. In a series of tests, the researchers showed that those who initially exercised self-control on a task were less successful at subsequent self-control tasks, even those that seemed unrelated. This phenomenon is known as ego depletion. Ego depletion is assumed to happen as a result of the limited supply of glucose, a vital source of energy for the brain. Tasks requiring self-control deplete glucose reserves, leaving less available for following tasks. This may result in less sound judgement, more impulsivity, and a weaker ability to resist temptation. Dieting, impulse control, procrastination, and emotional regulation are a few areas where ego depletion has repercussions. Numerous studies have been conducted in response to the hypothesis, some of which support the idea of ego depletion while others have questioned its viability and the contribution of individual circumstances to its outcomes. Overall, by emphasizing the cognitive and physiological factors involved in self-control, the Ego Depletion Theory has had a considerable impact on the area of psychology.

The Strength Model of Self-Control (Baumeister et al, 2007)

The Strength Model of Self-Control, introduced by Baumeister, Vohs, and Tice in 2007, presents an alternative perspective to the traditional ego depletion theory. According to this paradigm, self-control functions similarly to a muscle, becoming weaker with usage but also able to be strengthened and improved with practice and smart management.

The Strength Model's central tenet is that self-control is a resource that, like a muscle, may become momentarily exhausted after exertion. The model contends that this depletion is not irreversible and that it can be stopped over time. Self-control deficits for subsequent tasks may occur after engaging in self-control-demanding activities, although these deficits can be resolved through rest and replenishment. The approach makes the crucial claim that consistent training and practice can improve self-control. Regular self-control exercises, similar to a muscle-strengthening programme, can improve a person's general ability for self-regulation. This viewpoint differs from the ego depletion theory's focus on a finite and scarce resource The Strength Model also recognizes the importance of self-control in terms of motivation and beliefs. Individuals may be more susceptible to experiencing depletion if they think of self-control as a limited resource. However, people who see self-control as a skill that can be learned and practiced may become less worn out and have more success with self-control.

The Strength Model of Self-Control has spurred significant research in the field, exploring how individuals can effectively manage their self-control resources. It has also impacted behaviour modification and self-control therapies. Like any theory, it is not without criticisms and disputes, and there are still ongoing discussions regarding how well the model depicts the complexity of self-control. In conclusion, the Strength Model presents a more

upbeat view on people's ability to improve their self-regulation skills over time by comparing it to a muscle that can be developed via practice and adaptive tactics.

Delay Discounting Theory (Ainslie, 1975)

The psychology concept of delay discounting, first put forth by George Ainslie in 1975, focuses on how people perceive and value rewards in relation to their timing. According to this notion, people value immediate benefits more highly than delayed ones.

The idea of temporal discounting, which describes the propensity for people to undervalue benefits that are further in the future, is at the core of the delay discounting theory. In other words, even when the delayed incentives are objectively more valuable, people frequently favour smaller immediate gains over greater delayed rewards. According to Ainslie's view, this propensity for instant gratification is caused by a type of cognitive bias in which the present moment is prioritized over the future. This temporal mismatch might cause impulsive actions and choices that put short-term pleasure ahead of long-term objectives. Understanding different elements of behaviour, including as addiction, procrastination, and financial decision-making, is significantly impacted by this idea. It explains why people could find it difficult to make healthy decisions (such selecting healthier food options) when tempted by less nutritious options that will provide them pleasure right away.

The importance of self-control and the difficulties people have juggling short-term desires with long-term goals are both highlighted by the delay discounting theory. This hypothesis has been utilized by researchers to create therapies meant to aid people in strengthening their self-regulation abilities and making choices that are more in line with their long-term objectives. In conclusion, the Delay Discounting Theory sheds light on the psychological processes underlying choices involving delayed rewards. It provides a

framework for comprehending impulsive behaviors and serves as a foundation for the formulation of tactics to improve self-control and decision-making abilities.

Control Theory (Carver & Scheier, 1982)

Control Theory is a psychological framework that focuses on people's ideas of control over their behaviour and surroundings. It was first proposed by Charles S. Carver and Michael F. Scheier in 1982. According to this view, people are motivated by a desire to control their experiences and actions so that they conform to their own expectations and goals. The idea of feedback loops is central to control theory. People constantly assess their actions and results, contrasting them with their personal standards or objectives. They make an effort to recover control by changing their actions or ideas when there are differences between their current state and their desired state. This approach works in a variety of life areas, including relationships, success, and emotional experiences. The theory presents two different categories of feedback loops:

Negative Feedback Loop: In this loop, people try to alter their surroundings or behaviour in order to narrow the gap between their goals and their existing state. To restore control and lessen the gap, someone may, for instance, participate in stress-reducing activities if they are feeling stressed.

Positive Feedback Loop: In this loop, specific actions or experiences are amplified in order to boost one's sense of control and alignment with personal objectives. For instance, if someone succeeds in a certain area, they might act in ways that support that success.

The Control Theory also emphasizes the impact of various standards and objectives on behaviour. Long-term behaviour is guided by higher-level, more abstract goals, whereas current actions are influenced by lower-level, more specific goals. Numerous topics, such as

motivation, goal-setting, emotion control, and psychological health, can be addressed by this theory. It offers perceptions into how people deal with difficulties and make choices so they can exercise control over their experiences and settings. In conclusion, Carver and Scheier's Control Theory emphasises people's innate urge to control their experiences and actions in order to achieve their goals. The theory provides important insights into human behaviour and self-regulation processes by emphasizing the function of feedback loops and goal inconsistencies.

Empirical Review

It was necessary to evaluate the available research in order to better comprehend resilience and self-control in swimmers as well as the link between the relevant variables among them. The empirical review includes a thorough summary of the research conducted byprevious researchers that is connected to the current topic. Research papers from 2015 to 2022that are significant to the current research are included in the literature review on resilience, while papers from 2015 to 2021 were evaluated in the literature review on self-control.

Resilience among swimmers

Meggs et al. (2015) Conducted a study on resilience in elite swimmers. From Australia and the northeast of England, 41 swimmers at the national and international levels were selected. Swimmers completed a measure of resilience. The results showed that resilience strongly predicted performance and that resilience mitigated the effect of AUC (cortisol release) on performance. These findings suggest that resilience can influence athletic performance either directly or indirectly, through appraisal.

Codonhato et al. (2018) examined the effect of athletes' resilience levels on stress and recovery. The 2012 Paraná Open Games had a total of 150 athletes from both sexes competing in a variety of sports (92 men and 58 women). The resilience questionnaire (CD-RISC-10) served as an instrument. Results showed that resilience, which is seen as a factor in success, is crucial for coping with and recovering from stress in competitive sports environments.

In order to comprehend the relationship between internal training load, optimism, and resilience with recovery-stress levels in swimmers, Juarros et al. (2018) undertook a study. The participants were 82 swimmers with ages ranging from 13 to 29 (M = 15,79, SD = 2,707).The results indicate that internal training load does not significantly affect stress-recovery levels, however optimism significantly and positively influences the key RESTQ-Sport variables. During the tapering period, swimmers with high levels of resilience and optimists significantly reduce their internal training load.

Harman et al.(2022) researched the resilience and coping in endurance athletes during the Covid-19 pandemic.COVID-19 Pandemic. N=3,551 athletes who participated in running, cycling, or swimming as outdoor endurance activities were recruited for this study. The resilience and emotion management techniques of athletes were measured using an online poll of pertinent factors. High-personal-commitment athletes showed stronger lockdown resilience and a greater utilization of adaptive coping mechanisms.

A study titled "Resilience in Sports: Sport Type, Gender, Age and Sport Level Differences" was undertaken by Garcia et al. in 2021.The purpose of this study was to examine any connections between levels of resilience and the sports that participants in 1047 competitive athletes from five different sports participated in. The Brief Resilience Scale (BRS) in Spanish was used to measure resilience. There were no significant changes in the level of resilience according to the type of sport practised or the level of competition, according to the

results of independent samples t-tests or analysis of variance (ANOVA). But the analyses of covariance (ANCOVA) revealed that they were correlated with the athletes' gender and age, being higher in males than in girls and having a positive relationship with age.

Patsiaouras (2021) conducted a study on volleyball players. The purpose of this study was to investigate the relationship between resilience levels and anxiety of volleyball players in Greece and to find possible differences that exist between the two genders. Volleyball players made up 195 of the participants (158 women and 37 men). He discovered higher levels of resilience in compared to in women. Compared to men, women were less tenacious in overcoming challenges that stood in the way of their volleyball aspirations.

Stasuik (2022) investigated resilience in endurance athletes (Triathletes, Swimmers, Cyclists, and runners). To measure resilience, 250 endurance athletes responded to three self-reported questionnaires. The difference in resilience scores across the four various types of endurance sports was not statistically significant, according to a one-way ANOVA study. A moderate, positive, and statistically significant association between resilience and self-efficacy was found, according to the Pearson correlation coefficient. Furthermore, resilience and optimism showed a significant, positive association.

Self-control among swimmers

In order to determine the relationship between emotional intelligence (EI) and self-regulation (SR) in competitive male swimmers from East Azerbaijan Province, Iran, Sadri et al. (2015) did a study. 100 male swimmers competing in the 2014 East Azerbaijan Province Swimming Championships in Tabriz from March 18–21 were among the sample. The findings revealed a substantial positive correlation between the overall EI and SR scores. Athletes can control their emotions and passions if they lack emotional self-control or emotional self-management.

The effectiveness of employing quick willpower exercises to improve resilience, self-control, and lessen psychological discomfort in university students was investigated in an experimental study by Morrison et al., (2017) .46 university students were randomly assigned to either the Control Group or the Willpower Strengthening Group. University students in the Willpower Strengthening Group reported significantly higher levels of resilience and self-control and significantly lower levels of psychological distress, according to a two-wayrepeated MANOVA.

Wolff et al. in 2019 examined into the idea of self-control in regard to professional football players' participation in daily activities and its connection to game performance.639 people made up the sample. Results indicate a correlation between self-control and football performance that is favourable. The results may be explained in terms of expert performance by the idea that self-control aids people in maintaining their paths to greatness.

Whether self-control already varies between athletes who were picked for a talent development programme and non-selected athletes was examined by Wolff et al. in 2019. n = 27 (6 = female) age and sex matched youth football players who trained at the same clubs but were not chosen for the programme were compared to n = 25 (7 = female) youth football players who were a part of the German talent development programme. Results showed that top youth football players exhibit more trait self-control than bottom-tier players. Furthermore, they demonstrate that top athletes have better self-control than their less successful peers evenat a young age. This emphasises how crucial self-control is as a personality trait for success.

In order to understand the unique characteristics of undergraduate university student-athletes' emotional intelligence and self-control indicators as well as the function of gender as a predictor in the relationship between emotional intelligence and self-control, Dumciene et al., (2021) conducted a study. 1395 student athletes from Lithuanian universities made up the

sample, with 40.8% men and 59.2% women. A self-control scale and the SSRI inventory were employed for measurement. The components of the self-control construct were estimated differently. Women scored much better on the healthy practises component than men did, whereas the self-discipline component did not differ significantly.

Conclusion

The empirical studies reviewed here accounted for the understanding of the variables:

Resilience and self-control. Prior research on resilience and self-control has predominantly focused on team sports and individual sports such as cycling, football, and basketball (Morrison et al.,2017; Wolff et al.,2019; Dumciene et al.,2021; Codonhato et al.,2018). The scarcity of research on resilience and self-control within the swimming population is a significant gap that limits our understanding of how these psychological attributes contribute to the success and well-being of swimmers. The aquatic environment introduces distinct stressors and demands that may require swimmers to adapt in ways that differ from athletes in other sports. Without insights into the role of resilience and self-control in swimming, coaches, athletes, and sports psychologists lack evidence-based strategies to enhance performance, develop effective coping mechanisms, and promote psychological well-being among swimmers.

India, with its diverse cultural, economic, and social landscape, presents a unique context for understanding psychological attributes such as resilience and self-control. There aren't many studies on these factors among swimmers, and most of the studies have been done in Western nations (Sadri et al.,2015; Juarros et al.,2018; Stasuik.,2022; Meggs et al.,2015). The current understanding of resilience and self-control in this population is limited, hindering the applicability of existing knowledge to address psychological well-being and personal development needs. Without a comprehensive understanding of these variables within the

Indian population, interventions and strategies aimed at promoting well-being, mental health, and personal growth may lack cultural sensitivity and effectiveness. Closing the research gap regarding resilience and self-control within the Indian population is essential for several reasons. First, it enables the development of culturally tailored interventions that resonate with the values and experiences of Indians. Second, understanding how resilience and self-control manifest in different cultural contexts can contribute to a more holistic and global understanding of these attributes. Third, insights from this research can inform policies and practices that promote mental health, education, and personal development among Indians.

There is a dearth of studies on gender variations in swimmers' resilience and self-control, and the current study set out to fill this gap in the body of knowledge. The current study aims to fill a gap in the literature by examining age differences in swimmers' resilience and self-control. By elucidating the explicit links between resilience and self-control, this studyseeks to close the knowledge gap in the field. Only a small number of studies have clearly studied resilience and self-control and their impacts on swimmers, necessitating additional research and academic study.

CHAPTER 3

METHOD

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Research designs, target populations, sample sizes and sampling techniques, data gathering tools, and data processing procedures are all included in the research methodology. According to Kothari (2004) Methodologies offer the theoretical foundation for understanding which technique, or combination of procedures, can be used to a certain scenario rather than delivering solutions.

Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Selltiz et al.,1962). In the present study, a descriptive research design is employed. Survey method used in this study and employed questionnaires.

Participants

The sampling method used here is convenience sampling, which is a non-probability sampling method. Using the convenience sampling method, a total of 100 swimmers were included in the sample. There are 50 male and 50 female individuals in the sample. The swimmers in the relevant sample were between the ages of 18 and 25. Participants from 6 arts, and science colleges in Thiruvananthapuram, Kottayam, Ernakulam, Trissur, Kozhikode, and Palakkad made up the sample.

Tools Used For Data Collection

The 14-Item Resilience Scale (RS-14)

The 14-Item Resilience Scale (RS-14) was developed by Wagnild &Young (2007). It assesses resilience using 14 items with a 7-point rating system ranging from 1(strongly disagree) to 7 (strongly agree).

Reliability and validity

The internal consistency a coefficient has a range from .73 to .94 (Wagnild, 2009; Wagnild& Young, 1993). Evidence of content and construct validity (ie., convergent, discriminant, known groups, and concurrent) has been provided by over 12 published studies (Wagnild, 2009). In each cited study, correlations identified congruent (positive) relationships with instruments measuring similar constructs, and inverse (negative) relationships with instruments measuring dissimilar constructs (Wagnild,2009).

Scoring

From the 14 -items, to derive a total score each item was scored ranging from “1” (strongly disagree) to “7” (strongly agree). For instance, if a participant strongly disagrees with a statement, a score of "1" is assigned; if a participant disagrees moderately, a score of "2" is assigned; if a participant disagrees slightly, a score of "3" is assigned; if a participant is neutral, a score of "4" is assigned; and if a participant agrees slightly, a score of "5" is assigned. Participants received a score of "6" for agreeing moderately and a "7" for highly agreeing.

Higher scores mean superior levels of resilience tendencies. Scores are calculated by a summation of response values for each item, thus enabling scores to range from 14 to 98.

Brief Self-Control Scale

The Brief Self-Control Scale (BSCS) was designed by Tangney, Baumeister, & Boone (2004). It measures Self-Control with 13 items rated on a 5-point scale, ranging from 1 (not at all like me) to 5 (very much like me).It analyses different factors such as self-discipline, deliberate/non impulsive action ,healthy habits and work ethic.

Reliability And Validity

The Brief Self-Control Scale demonstrated good internal reliability (alpha=.85).The test-retest reliability was also high (alpha=.87). The Brief Self Control Scale also exhibits good construct validity,

Scoring

From the 13 items, to derive a total score each item was scored ranging from 1 (not at all like me) to 5 (very much like me). If the participant chose 1 (not at all like me), a score of 1 was given to that item. Similarly for each item the corresponding score was given. The scores were added. The items which were reverse scored are 2,3,4,5,7,9,10,12, and 13.

Personal Data Sheet

A personal data sheet was given to each participant to record their sociodemographic information, which included information like name, age, gender, field of study, and participation in swimming.

Informed consent form

To ensure the participants' voluntary participation in the study, a permission form outlining the study's objectives and confidentiality requirements was provided to them.

Procedure For Data Collection

Swimmers belong to 18 to 25 age categories were surveyed personally and via Google Forms for the aim of gathering data, and responses were gathered from both groups. Before administering the questionnaires, rapport was established and participants' consent was obtained. Individuals' voluntary participation in both types of data collecting was guaranteed. The personal data sheet and consent form that were used to collect the data. The participants were handed the questionnaires, advised of all the information needed to complete them, and requested to carefully read the instructions provided in the surveys.

Additionally, the participants were asked to be truthful and to answer each question on the questionnaire.

Statistical Techniques Used for Data Analysis

The following were the statistical techniques used for analysing the data. Statistical analysis for the data was done using the SPSS-22 (Statistical Package for Social Sciences) version.

Frequency distribution and percentage

The frequency distribution method displays how often respondents chose each response option. It arranges statistical data to show the frequency of values. It is a descriptive statistical method. Percent is short for "per hundred," and is denoted by the symbol %.

Mean and standard deviation

A set of values' average is referred to as the "mean." In statistics, the mean is a single value that captures the middle or typical value of all the data in a dataset. A standard deviation is a measurement of the data's variance from the mean.

t-test

The t-test asses the significance of the difference between the means of two groups or two sets of scores (somer & somer 1986). There are two main types of t-test: independent sample t-test and paired sample t-test. An independent sample t-test is used for comparing the mean score, on some continuous variable, for two different groups of subjects. If the t-value exceeds a cutoff point (depending on degree of freedom), the difference in the means is significant. When the t-value is below the cutoff point difference is said to be not significant.

Pearson product-moment correlation

Pearson product-moment correlation measures the degree and direction of linear relationship between two interval variables. It named after Prof.Karl Pearson and it is denoted by r. It assesses the association between two variables under study. The Pearson correlation coefficient, measures how far off all of these data points are from the line of best fit that the Pearson product-moment correlation seeks to draw across the data of two variables.

CHAPTER 4

RESULTS AND DISCUSSION

The present study explores the resilience and self-control among swimmers. 100 people made up the study's sample size. The convenience sampling technique is used to choose participants for the study from the 18 to 25-year age range, including males and females. Existing standardized tests, such as the 14-Item Resilience Scale (RS-14) by Wagnild & Young (2007) and the Brief Self-Control Scale (BSCS) by Tangney, Baumeister, & Boone (2004), are utilized to measure the variables of interest. For the purpose of data analysis, descriptive statistical techniques are used. The normality of data analysis was determined by the values of skewness and Kurtosis. Since the data is normally distributed suitable parametric tests were used for further analysis using the Statistical Package of Social Sciences (SPSS-22.0 version). The following statistical techniques were used for data analysis: frequency distribution and percentage, mean and standard deviation, t-test and Pearson’s Product Moment Correlation.

The study analyses the effect of resilience and self-control among swimmers and it also investigates the relationship between resilience and self-control in swimmers. The obtained results for the variables of interest have been presented in the tables and the results are discussed with respect to objectives and hypotheses

Resilience among swimmers

The result obtained for resilience among swimmers are discussed in the following tables.

Table 4.1

Frequency Distribution of Resilience among Swimmers

Variable	Level	Swimmers(N=100)
Resilience	Low	17
	Average	17
	High	66

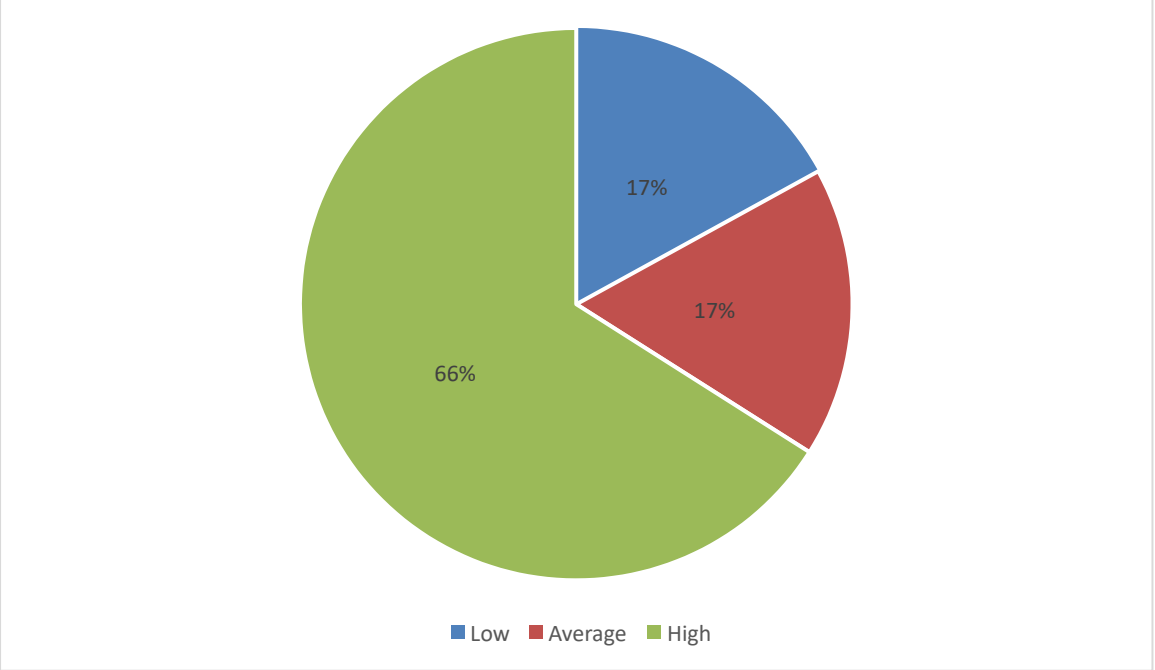

Figure 4.1 frequency distribution of resilience among swimmers

Table 4.1 and the respective pie chart 4.1 represents the frequency distribution of resilience among swimmers (N-100). Both the table and the pie chart show that among 100 swimmers 17 % (17) of swimmers have low resilience, 17 % (17) of swimmers have average resilience and 66% (66) of swimmers have high levels of resilience.

Table 4.2

Resilience Among Swimmers

Variable	N	Mean	Standard Deviation
Resilience	100	68.580	18.065

Table 4.2 shows the mean and standard deviation of resilience among the swimmers. The obtained mean value of resilience among swimmers(N-100) is found to be 68.580 (S.D. = 0.84). Thus, the result, indicates that swimmers in the present study as a whole have a high level of resilience.

Table 4.3

Resilience Among Swimmers Based on Gender

Variables	Sex	N	Mean	S. D.	t-value	Sig
	Male	50	73.540	17.057		
Resilience					2.842	0.005
	Female	50	63.620	17.839		

Table 4.3 shows the scores of resilience among swimmers based on gender. The mean value of resilience among male swimmers (N-50) is found to be 73.540 (S.D. =17.057) and

female swimmers (N-50) is 63.620 (S.D. = 17.839). The obtained result shows that there is a difference in the mean values of resilience between male and female swimmers. The obtained t-value is 2.842 and p-value is 0.005 ($p < 0.01$). The t- value is significant at 0.01 level. Hence, the null hypothesis that states 'there is no significant difference in resilience among swimmers based on gender' is rejected.

This finding is consistent with research by Garcia et al. (2021) on "Resilience in Sports: Sport Type, Gender, Age and Sport Level Differences". 1047 athletes were considered as participants in the study. The results stated that male have higher level of resilience when compared to female.

Biricik and Sivrikaya (2020) studied the resilience levels of 278 university students from the Faculty of Sport Sciences, finding significantly higher values in males than in females.

In his research with volleyball players, Patsiaouras (2021) also discovered higher levels of resilience in compared to in women. Compared to men, women were less tenacious in overcoming challenges that stood in the way of their volleyball aspirations. Men, on the other hand, found it simpler to overcome negative ideas and acquire problem-solving thinking abilities.

Table 4.4

Resilience Among Swimmers Based On Age-Group

Variable	Age-Group	N	Mean	S. D.	t-value	Sig
Resilience	18-21	52	68.250	19.148	-0.190	0.850
	22-25	48	68.937	17.009		

Table 4.4 shows the resilience among swimmers based on age-group. The mean value of resilience among swimmers(N=52) belong to 18-21 age-group is 68.250 (S.D=19.148) and the mean value of resilience among swimmers (N=48) belong to 22-25 age -group is found to be 68.937 (S.D=17.009). The obtained result indicates that there is only a slight difference in the mean values of resilience among swimmers between the age group 18-21 and 22-25. The obtained t-value is -0.190 and p-value is 0.850 (p=0.01). The t- value is non-significant at 0.01 level. Hence, the null hypothesis that states 'there is no significant difference in resilience among swimmers based on age-group' is accepted.

The result of the present study contradicts the findings of the studies conducted by Garcia et al. (2021) which showed that older the athletes, the higher the levels of resilience.ie, resilience increases with age.

In terms of age, our findings oppose those of the study by Codonhato et al. (2018), which included 150 athletes who competed in the 2012 Paraná Open Games. Such authors discovered older athletes possess higher degrees of resilience. The association between age and resilience may be a result congruent with the idea of resilience itself, as stated by Codonhato et al. (2018).

Self-Control Among Swimmers

The results obtained for self-control among swimmers are discussed below

Table 4.5

Frequency Distribution of Self-Control Among Swimmers

Variable	Level	No. Of Swimmers (N=100)
Self-control	Low	4
	Average	66
	High	30

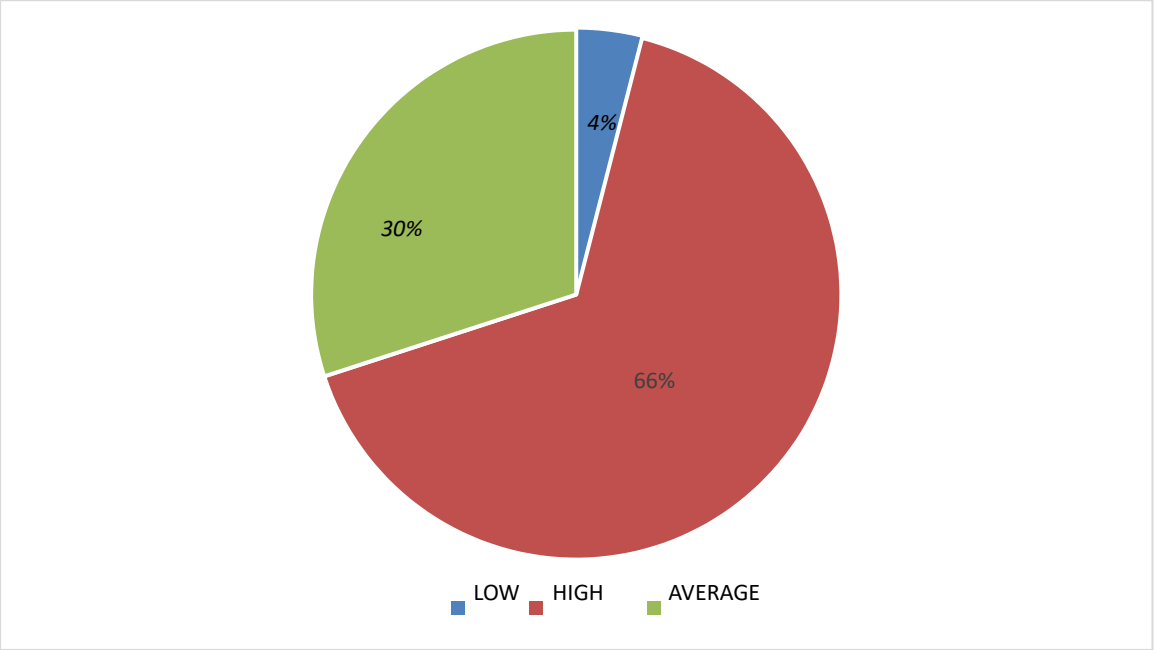

Figure 4.5 Frequency distribution of self-control among swimmers

Table 4.5 and respective figure elucidate frequency distribution of self-control among swimmers (N=100). Both the table and the pie chart show that among 100 swimmers 4% (4) of swimmers have low self-control, 66 % (66) of swimmers have an average level of self-control and 30% (30) of swimmers have high self-control.

Table 4.6

Self-Control Among Swimmers

Variable	N	Mean	S.D.
Self-Control	100	43.580	7.513

Table 4.6 elucidate mean and standard deviation of Self-Control among swimmers. The obtained mean value of self -control among swimmers(N=100) is found to be 43.580 (S.D.=7.513). The result indicates that swimmers in the present study as a whole have an average level of self-control.

Table 4.7

Self-Control Among Swimmers Based on Gender

Variable	Gender	N	Mean	S.D.	t-value	Sig
Self-Control	Male	50	43.360	7.881	0.650	0.517
	Female	50	44.340	7.173		

Table 4.7 shows the scores of self-control among swimmers based on gender. The mean value of self-control among male swimmers (N-50) is found to be 43.360(S.D. =7.881) and female swimmers (N-50) is 44.340(S.D. =7.173). The obtained result shows that there is only a slight difference in the mean values of self-control between male and female swimmers. The obtained t-value is 0.650 and p-value is 0.517 ($p > 0.01$). The t- value is significant at 0.01

level. Hence, the null hypothesis that states ‘there is no significant difference in self-control among swimmers based on gender ‘is accepted.

The findings of the present study stand in contrast to the earlier research conducted by Dumciene et al. in 2021. The current study aimed to explore the aspect of self-control among athletes and reached conclusions that diverge from those of the previous research. The study's results suggest a noteworthy and statistically significant divergence in levels of self-control when considering the factor of gender among athletes. The study's outcomes indicate that male athletes tend to exhibit a higher degree of self-control in comparison to their female counterparts.

Wang et al.,2017 conducted a national cross-sectional survey among adolescents and young adults (N=2910) in China to further clarify the age and gender differences in self-control from a dual-systems perspective. Result shows that Boys exhibited greater good self-control than girls. This previous study also contradictory to the current study.

Table 4.8

Self-Control Among Swimmers Based on Age-Group

Variable	Age-Group	N	Mean	S.D.	t-value	Sig
Self-Control	18-21	52	42.250	6.308	-2.237	0.028
	22-25	48	45.583	8.356		

Table 4.8 shows the self-control among swimmers based on age-group. The mean value of self-control among swimmers(N=52) belong to 18-21 age-group is 42.250 (S.D.=6.308) and

the mean value of self-control among swimmers (N=48) belong to 22-25 age -group is found to be 45.583(S.D.=8.356). The obtained result indicates that there is a difference in the mean values of self-control among swimmers between the age group 18-21 and 22-25. The obtained t-value is -2.237 and p-value is 0.028 (p=0.01). The t- value is significant at 0.01 level. Hence, the null hypothesis that states 'there is no significant difference in self-control among swimmers based on age-group is' rejected.

The current study goes in hand in hand with the study conducted by Wang et al.,2017. In their study, Wang et al. undertook a comprehensive national cross-sectional survey involving 2910 adolescents and young adults in China. The primary objective was to delve into the distinctions in self-control concerning age and gender, utilizing a dual-systems framework. The major findings were during adolescence, self-control exhibited a notable decline between the ages of 12 and 17, only to show signs of improvement afterward. This developmental pattern suggests that the period from early teens to late adolescence is particularly characterized by a susceptibility to weakened self-control, which later stabilizes or strengthens.

Research has shown that self-control, which typically wanes during adolescence, undergoes a transition during early adulthood. Steinberg (2008) found that impulsivity and sensation-seeking tendencies often peak during adolescence and then gradually decline into the early twenties, indicating a gradual increase in self-regulation during this period. This suggests that while poor self-control might be prominent between ages 12 and 17, it tends to improve as individuals enter early adulthood.

Table 4.9

Relationship Between Resilience and Self-control Among Swimmers

Variable	r	Sig
Resilience		
	0.111	0.273
Self-Control		

Table 4.9 shows the relationship between resilience and self-control among swimmers. The correlation coefficient was found to be 0.111 and the value is not significant at the 0.01 level. This indicates that there is no significant relationship between resilience and self-control among swimmers. Hence the null hypothesis which states that 'there is no significant relationship between resilience and self-control among swimmers' is accepted.

In order to better understand how resilience and self-esteem influence the links between self-control and self-efficacy in patients with substance use disorders, Yang et al.,2019 did a study in China (N=298). These studies' findings suggested that patients with higher levels of self-control are more likely than patients with lower levels of self-control to demonstrate more resilience. The studies' findings suggest a positive relationship between higher levels of self-control and greater resilience among individuals. This study is contradictory to the present study.

CHAPTER V

SUMMARY AND CONCLUSION

The study's objective was to look at swimmers' self-control and resilience.100 people made up the study's sample size. The convenience sampling technique is used to choose participants for the study from the 18 to 25-year age range, including males and females. Existing standardised tests, such as the 14-Item Resilience Scale (RS-14) by Wagnild & Young (2007) and the Brief Self-Control Scale (BSCS) by Tangney, Baumeister, & Boone (2004), are utilised to measure the variables of interest. The chosen participants are also required to sign an informed consent form and a personal information page. After data analysis, statistical analysis of the data is performed using parametric tests like the t-test and Pearson product-moment correlation method. With regard to the analysis's goals and hypotheses, the findings are thoroughly discussed.

Summary of the study

The major objectives of the study were1) To assess resilience among Swimmers 2) To examine the gender difference in resilience among swimmers 3) To examine the age-group difference in resilience among Swimmers 4) To assess self -control among swimmers 5) To examine the gender difference in self -control among swimmers 6) To examine the age-group difference in self -control among swimmers 7) To examine the relationship between resilience and self -control among swimmers.

The hypotheses of the study were, hypothesis 1 being that there is no significant difference in resilience among swimmers based on gender. The second hypothesis is that there

is no significant difference in resilience among swimmers based on age-group. Hypothesis 3 being there is no significant difference in self-control among swimmers based on gender. The fourth hypothesis states that there is no significant difference in self-control among swimmers based on age-group. According to hypothesis 5, there is no significant relationship between resilience and self-control among swimmers.

100 swimmers from the Keralan districts of Thiruvananthapuram, Kottayam, Trissur, Ernakulam, Palakkad, and Kozhikode made up the study's sample. Male and female swimmers who were between the ages of 18 and 25 made up the sample. For this study, a descriptive research strategy was chosen. The data were gathered using the 14-Item Resilience Scale (RS-14) by Wagnild & Young (2007) and the Brief Self-Control Scale (BSCS) by Tangney, Baumeister, & Boone (2004). Using SPSS version 22, data were statistically examined. Frequency distribution and percentage, mean and standard deviation, t-test, and Pearson product-moment correlation method were the statistical techniques employed for the data analysis.

The findings of the present study state that there is a significant difference in resilience and resilience among swimmers based on gender. There is a significant difference in self-control among swimmers based on age-group. There is no significant relationship between resilience and self-control among swimmers.

Major findings and conclusions of the study

1. Among 100 swimmers majority of the sample (66%) have high level of resilience

2. In the present study among 100 swimmers as a whole have a high level (mean=68.580) of resilience

3. There is a significant difference in the mean values of resilience between male and female swimmers ($p = 0.005 < 0.01$).

4. No significant difference in the mean values of resilience among swimmers based on age-group ($p = 0.850 > 0.01$)

5. Among 100 swimmers,62.85% of students have an average level of self-control

6. In the present study among 100 swimmers as a whole have average level (mean= 43.580) of self-control

7. No significant difference in the mean values of self-control between male and female swimmers ($p = 0.517 > 0.01$).

8. There is a significant difference in the mean values of self -control among swimmers based on age-group($p = 0.028 > 0.01$).

9. There is no significant relationship observed between resilience and self-control among swimmers ($p = 0.273 > 0.01$).

Tenability of hypotheses

On the basis of the study's findings, the tenability of hypotheses is explored.

Table 5.1

Tenability of Hypotheses

No	Hypothesis	Tenability
1	There is no significant difference in resilience among swimmers based on gender	Rejected
2	There is no significant difference in resilience among swimmers based on age-group	Accepted
3	There is no significant difference in self-control among swimmers based on gender	Accepted
4	There is no significant difference in self-control among swimmers based on age-group.	Rejected
5	There is no significant relationship between resilience and self-control among swimmers	Accepted

Implications of the study

The current study makes an important contribution to the body of psychological literature by providing recommendations for further exploration and study. As it deepens our understanding of resilience, self-control, and their theoretical and empirical frameworks, this study offers valuable insights.

The majority of research on self-control and resilience has focused on regular individuals. Scarce are the studies that center on the key aspects of these constructs within swimmers. Like all athletes, swimmers face pressure, competition-related stress, and performance anxiety. The current study can provide insights into how athletes, particularly swimmers, can develop coping mechanisms to manage stress and maintain optimal mental health. Similarly, self-control is closely linked to improved emotional regulation, which positively influences overall well-being. The findings of this study can inform the creation of comprehensive athlete development programs. These programs should not only emphasize physical training but also prioritize mental and emotional resilience, helping young swimmers in Kerala navigate the challenges of training, competition, and personal growth. Coaches can adapt their coaching styles using insights from this study. They can incorporate techniques that foster these qualities, such as delivering constructive feedback that aids in building resilience or teaching time management skills to enhance self-control. This adaptation can result in more effective coach-athlete relationships and enhanced communication.

Kerala's unique culture and social context can significantly influence how athletes perceive and cultivate resilience and self-control. Recognizing the interplay of these cultural factors with sports psychology can lead to coaching and training strategies that are culturally sensitive and resonate with local swimmers.

Within the context of counselling and psychotherapy, these findings could provide guidance to university or college counselling services regarding factors to take into account when providing individual counselling or psychotherapy sessions in the context of counselling and psychotherapy. The results of this study show that swimmers generally possess average levels of self-control. Thus, it is necessary to provide interventions to aid swimmers in improving their self-control. Yoga, CBT, delay discounting techniques, mindfulness meditation and behavioural contracts can be administered to improve their self-control.

Limitations of the study

- Based on a small sample of 100 people, the study was conducted. The sample size was determined to be considerably too small when compared to the overall general population.
- The sample size was constrained to specific geographic areas.
- The connection of the dimensions with other demographic factors (apart from gender and age group) was not examined in the current study. Other demographic factors such as stream of study or location of residence may have shown potential covariance.
- The conclusions may have been influenced by response biases because they were based on self-reported data.

Suggestions for future research

- The current study only included a sample of young adults; future research may also include other age groups.
- Future studies could include more demographic factors.
- The possibility of longitudinal investigations exists.
- This finding may be replicated in other regions by future research. Cross-cultural Understanding the cultural influences on resiliency and self-control would benefit from studies.

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APPENDICES

INFORMED CONSENT FORM

Dear participant,

I am Kavya Satheesan, currently pursuing Master's in Counselling Psychology at Loyola College Of Social Sciences I'm undertaking research for my course as part of the curriculumon "Resilience And Self-Control Among Swimmers" . In this concern, your opinion is really valuable to proceed with my study. This study requires the completion of questionnaires, which will take roughly 10 to 13 minutes. You are requested to give your honest opinion. The information provided by you will be kept completely confidential and will be used for research purposes only. I am in sincere hope that youwill participate in this study and I greatly appreciate your help in assisting me with thisresearch. Thank you very much for sparing your precious time and cooperation.

Sincerely,

……

I hereby declare my willingness to participate in this study:

Signature…….

PERSONAL DATA SHEET

Name/Initials:

Age:

Gender: M/ F/ Other

Education: Doing under graduation/ Doing postgraduation

Name & location of College/ Institution:

Course:

Stream: Arts/ Science/ Commerce/ Humanities/ Engineering/ Medicine/ Paramedical

Year of study :

Are you an athletic swimmer: Yes/ No

If yes, please specify: College level /University level/ Regional level /District level /

State level/ National level /International level

Specify the hours spent for practicing in a week:

14 ITEM RESILIENCE SCALE

Please read the following statements. To the right of each you will find seven numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree) on the right. Circle below the number which best indicates your feelings about that statement.

Seria No.	Circle in the appropriate column	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
1	I usually manage one way or another							
2	I feel proud that I have accomplished things in my life							
3	I usually take things in stride							
4	I am friends with myself							
5	I feel that I can handle many things at a time							
6	I am determined.							
7	I can get through difficult times because I've experienced difficulties before.							
8	I have self-discipline.							
9	I keep interested in things							
10	I can usually find something to laugh about.							
11	My belief in myself gets me through hard times.							
12	In an emergency, I'm someone people can generally rely on.							
13	My life has meaning.							
14	When I'm in a difficult situation, I can usually Find my way out of it.							

BRIEF SELF-CONTROL SCALE

Instructions - using the 1 to 5 scale below, please indicate how much each of the following statements reflects how you typically are:

		1- Not at all	2	3	4	5-Very much
1.	I am good at resisting temptation					
2.	I have a hard time breaking bad habits					
3.	I am lazy					
4.	I say inappropriate things					
5.	I do certain things that are bad for me, if they are fun					
6.	I refuse things that are bad for me					
7.	I wish I had more self-discipline					
8.	People would say that I have iron self-discipline					
9.	pleasure and fun sometimes keep me from getting work done					
10.	I have trouble concentrating					
11.	I am able to work effectively toward long-term goals					
12.	sometimes I can't stop myself from doing something, even if I know it is wrong					
13.	I often act without thinking through all the alternatives					