E-ISSN:2319-3050

Research Article

Sports Science

International Journal of Research Pedagogy and Technology in Education and Movement Sciences

2025 Volume 14 Number 02 APR-JUN

Publisher

www.theuniversityacademics.com

To Study The Effect Of Motivational Videos On Anxiety, Resilience, And Mindfulness Among Injured Players

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DOI:https://doi.org/10.55968/ijems.v14i02.489

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In the realm of competitive sports, athletes often face significant psychological pressure due to performance expectations, which can lead to increased anxiety and hinder optimal performance. This research explored the effectiveness of motivational videos as a strategy to reduce anxiety and foster psychological resilience in athletes recovering from minor injuries. The primary aim was to assess whether such videos could aid in psychological rehabilitation and support a smoother transition back into competition. A total of 46 athletes with minor injuries participated in a controlled experimental study. They were randomly divided into two groups: one received mindfulness-based motivational video training, while the other served as a control. Standardized psychological assessments were administered to evaluate anxiety, resilience, and mindfulness levels before and after the intervention. Findings revealed that the group exposed to motivational videos experienced a significant decline in anxiety and a notable improvement in resilience compared to the control group. While mindfulness scores between the two groups showed no marked differences, there were strong positive correlations between mindfulness, anxiety, and resilience. This suggests that mindfulness may play a role in managing emotional responses and strengthening psychological resilience. Although the study centred on anxiety, resilience, and mindfulness, the use of motivational interventions could have wider psychosocial benefits.

Keywords: Anxiety, Resilience, Motivational Videos, Mindfulness

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How to Cite this Article

Kapur S, Wadhwa N. To Study The Effect Of Motivational Videos On Anxiety, Resilience, And Mindfulness Among Injured Players. ijems. 2025;14(02):32-38.

Available From

https://ijems.net/index.php/ijem/article/view/489/

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Manuscript Received	Review Round 1	Review Round 2	Review Round 3	Accepted
2025-01-02	2025-01-05	2025-02-01	2025-02-22	2025-02-28

Conflict of Interest	Funding	Ethical Approval	Plagiarism X-checker	Note
Authors state no conflict of interest.	Non Funded.	The conducted research is not related to either human or animals use.	5	All authors have accepted responsibility for the entire content of this manuscript and approved its submission.

INTRODUCTION

Athletes commit substantial time to training throughout their careers to enhance their physical abilities, boost fitness, and prepare for competition. However, despite these efforts, the risk of sports injuries remains high, with training itself sometimes playing a role in injury occurrence. In developed countries, sports injuries represent a significant public health concern, frequently resulting in emergency room visits across all levels of athletic participation. The severity and impact of these injuries can vary greatly—some may be minor with minimal disruption to training and performance, while others can be more serious, severely restricting an athlete's ability to compete. Injuries not only hinder physical performance but can also cause discomfort and psychological distress, particularly when they prevent an athlete from regaining their previous level of function.

Anxiety

Anxiety is a common emotion experienced by athletes at all levels and is typically categorized into two components: **somatic** (physical symptoms) and **cognitive** (worry and apprehension). It can manifest as **trait anxiety** (a stable personality characteristic) or **situational anxiety** (a temporary emotional state). In sports, anxiety is often viewed as a normal response to competition and evaluation. Various forms of sport-related anxiety include **competitive state and trait anxiety**, **performance anxiety**, **facilitative and debilitative anxiety**, and **pre and post-competition anxiety** (Martens et al., 1990). Research suggests that anxiety can significantly impair athletic performance (Hanin, 2000; Weinberg & Gould, 2010). High anxiety levels during competition are believed to hinder performance and may even lead to dropout (Raglin & Hanin, 2000). While often seen as negative, anxiety can also be motivating when managed properly (Robinson & Freeston, 1990). Therefore, interventions are essential to help athletes regulate anxiety and enhance performance (Martens et al., 1990).

Resilience and Mindfulness

Resilience is the ability to adapt and recover from adversity—an essential trait for injured athletes. It supports mental strength during setbacks like long rehab or fear of reinjury (Gould, 2007). Resilient athletes show optimism, self-efficacy, And adaptive coping, which can speed up healing and boost return-to-play outcomes (Fletcher & Sarkar, 2012).

Research shows resilience helps manage psychological distress, enhances rehab adherence, and encourages a growth mindset (Rees et al., 2010, 2019; Smith et al., 2006, 2020). Athletes with high resilience are more likely to stay motivated and see injuries as temporary setbacks.

Motivational videos can support resilience by sharing stories of overcoming adversity, inspiring hope and perseverance (Lochbaum, 2010). They help athletes adopt a growth mindset, promoting confidence and determination through recovery.

Mindfulness, the practice of staying present without judgment, improves emotional regulation and focus (Birrer et al., 2012). In injury recovery, it helps athletes stay grounded, manage stress, and avoid negative thinking about their future.

Relation of Mindfulness, resilience, anxiety

Injured athletes frequently experience psychological difficulties such as anxiety and emotional strain during their recovery process. **Mindfulness**, which involves being fully present and accepting the current moment without judgment, plays a key role in managing these challenges. It promotes emotional regulation and has been shown to strengthen **resilience**—the ability to recover from adversity.

A higher level of **resilience** enables athletes to better handle the stress and setbacks associated with injuries, which can, in turn, lead to a reduction in **anxiety**. As a result, incorporating mindfulness practices can contribute to greater resilience and lower anxiety levels, supporting a more positive recovery journey.

Overall, increased **mindfulness** and **resilience** are often linked to decreased **anxiety** among injured athletes.

Purpose of the study

This study explores how motivational videos can impact anxiety, resilience, and mindfulness in injured athletes.

Objectives

- To assess the impact of motivational videos on anxiety, resilience, and mindfulness in injured athletes.

- To compare pre- and post-intervention scores between experimental and control groups.
- To evaluate the effectiveness of motivational videos as a psychological tool in sports injury rehabilitation.
- To contribute to sports psychology by exploring innovative mental well-being interventions.

Hypothesis

Null Hypothesis (H_0):

There is no significant relationship between anxiety and resilience, and no significant changes in anxiety, resilience, motivation, attitude, or overall improvement in athletes before and after the intervention**.**

Alternative Hypothesis (H_1):

There is a significant relationship between anxiety and resilience, and the intervention leads to significant improvements in anxiety, resilience, motivation, attitude, and overall athlete performance.

DESIGN AND METHODOLOGY

This is a PRE-POST research in which 46 injured athletes (23 in experimental group and 23 in control group) age ranged between 18- 26 years have been participated. They are undergoing from MYAS-GNDUDepartment of Sports Sciences & Medicine rehabilitation centre at Guru Nanak Dev University.

ETHICAL CLEARANCE

The study was approved by the Institutional Ethics Committee (Number2736/HG), dated: 15/05/2024) of Guru Nanak Dev University, Amritsar, Punjab.

SELECTION CRITERIA

Inclusion criteria

- Athletes who have suffered from sports injury and are taking rehabilitation for at least 2 weeks and Athletes have minor injuries (sprains and strains etc.)

Exclusion criteria

- Athletes who are non-injured or recovered are excluded.

Test

- The Five Facet Mindfulness Questionnaire (FFMQ-15) is a 15 questions self-report scale that measures with
- regards to thoughts, experiences, and actions in daily life (Baer, Carmody, & Hunsinger, 2012).
- Sport Competition Anxiety Test (SCAT) questionnaire, developed by Rainer Marten will be used for measuring anxiety.
- Nicholson McBride Resilience Questionnaire (NMRQ) for measuring Resilience Score.

PROCEDURE

The procedure for collecting the data have been conducted in different phases which are as follows

Phase 1 Obtained informed consent. Taking their consents, I give the survey forms fill for the intervention from the participants. And tell them about life coaches and motivational speakers & and encourage them to listen to all the videos.

Phase 2 Make them listen to the selected videos for 3 times a week and this continued for 4 weeks.

Phase 3 The injured athletes are again asked to fill the survey forms for the post intervention scores.

Phase 4 The scores have been calculated, and the participants have been told

About the confidentiality of their identityandscores.

RESULT

Table no1. shows Mean, Std. Deviation, t, Sig. level on all the measured variables (n_1=23) Experimental Group among within groups (PRE-POST).

Paired Samples Statistics					
Variable		Mean	Std. Deviation	t	Sig.
Pair 1	PRE S0MATIC ANXIETY	22.870	2.4365	11.466	.000
	POST S0MATIC ANXIETY	19.348	1.6406		.000
Pair 2	PRE-CONCENTRATION	17.478	1.4419	12.292	.000
	POST CONCENTRATION	13.696	1.5206		.000
Pair 3	PRE-WORRY	25.870	1.2542	13.266	.000
	POST WORRY	21.870	1.3586		.000
Pair 4	PRE-ANXIETY	66.217	3.1617	26.675	.000
	POST ANXIETY	54.913	2.6443		.000

Pair 5	PRE M1 OBSERVING POST M1 OBSERVING	29.435 31.130	6.9533 6.3411	-8.349	.000
Pair 6	PRE M2 DESCRIBING POST M2 DESCRIBING	29.000 27.087	7.8161 7.7689	4.878	.000
Pair 7	PRE M3 ACTING WITH AWARENESS POST M3 ACTING WITH AWARENESS	27.652 29.087	7.4627 7.0834	-2.538	.019
Pair 8	PRE M4 NON-JUDGING POST M4 NON-JUDGING	28.087 30.130	7.9995 7.8642	-5.109	.000
Pair 9	PRE M5 NONREACTIVITY POST M5 NONREACTIVITY	25.739 26.217	8.1532 6.0224	-.556	.583
Pair 10	PRE-MINDFULNESS POST MINDFULNESS	134.696 143.652	41.1211 32.3498	-1.345	.192
Pair 11	PRE RESILENCE POST RESILENCE	41.826 50.826	13.2276 8.8966	-.810	.426

Table shows significant decreases in Somatic Anxiety ($t = 11.466$, $p < .001$), Concentration ($t = 12.292$, $p < .001$), Worry ($t = 13.266$, $p < .001$), and Anxiety ($t = 26.675$, $p < .001$) from pre- to post-intervention. Mindfulness subscales Observing ($t = -8.349$, $p < .001$), Non-Judging ($t = -5.109$, $p < .001$), and Acting with Awareness ($t=2.538$, $p = .019$) significantly increased, while Describing ($t = 4.878$, $p < .001$) decreased. Non-Reactivity, overall Mindfulness, and Resilience changes were not statistically significant ($p > .05$).

Table No.2 shows Mean, Std. Deviation, t, Sig. level on all the measured variables (n_1=23) Control Group among within groups (PRE-POST).

Paired Samples Statistics					
Variable		Mean	Std. Deviation	t	Sig.
Pair 1	PRE S0MATIC ANXIETY	21.000	1.6787	-1.373	.184
	POST S0MATIC ANXIETY	21.304	1.4904		
Pair 2	PRE-CONCENTRATION	15.739	1.4838	-1.744	.095
	POST CONCENTRATION	16.130	1.4240		
Pair 3	PRE-WORRY	25.652	1.6406	1.775	.090
	POST WORRY	25.130	1.9611		
Pair 4	PRE-ANXIETY	62.391	3.3130	-.434	.669
	POST ANXIETY	62.569	2.8095		
Pair 5	PRE M1 OBSERVING POST M1OSERVING	28.478 27.652	4.7756 3.9956	1.428	.167
Pair 6	PRE M2 DESCRIBING POSTM2DESCRIBING	25.217 25.435	5.8540 5.7432	-1.000	.328
Pair 7	PRE M3 ACTING WITH AWARENESS POST M3 ACTING WITH AWARENESS	26.567 26.391	6.2800 6.3514	1.000	.328
Pair 8	PRE M4 NON-JUDGING POST M4 NON-JUDGING	26.609 26.348	7.0565 6,798	1.000	.328
Pair 9	PRE M5 NONREACTIVITY POST M5 NONREACTIVITY	24.043 24.174	4.7240 4.6187	-1.000	.328
Pair 10	PRE-MINDFULNESS POST MINDFULNESS	131.043 130.000	24.7927 23.1909	1.232	.231
Pair 11	PRE RESILENCE POST RESILENCE	34.304 34.391	6.9638 8.8966	-.810	.426

Table shows that there were no significant variations in pre- and post-intervention scores across all variables ($p > .05$). Anxiety-related factors (Somatic Anxiety, Concentration, Worry, and Overall Anxiety) displayed slight changes but remained statistically insignificant. Likewise, mindfulness subscales (Observing, Describing, Acting with Awareness, Non-Judging, and Non-Reactivity) and overall Mindfulness and Resilience showed no meaningful differences. These findings indicate consistency in the assessed psychological attributes over time.

Table No.3 shows Mean, Std. Deviation, t, Sig. level on all the measured variables among N=46; n_1=23 (experimental group), n_2=23 (control group) between groups (POST-POST)

Variables	Group	Mean	Std. Deviation	t	Sig.(2-tailed)
POST AGE	Experimental	21.000	1.8586	.246	.807
	Control	20.870	1.7400		
POST M1 OBSERVING	Experimental	31.130	6.3411	2.226	.031
	Control	27.652	3.9956		
POST M2 DESCRIBING	Experimental	27.087	7.7689	.820	.417
	Control	25.435	5.7432		
POST M3 ACTING WITH AWARENESS	Experimental	29.087	7.0834	1.359	.181
	Control	26.391	6.3514		
POST M4 NON-JUDGING	Experimental	30.130	7.8642	1.745	.088
	Control	26.348	6.7998		

POST M5 NONREACTIVITY	Experimental	26.217	6.0224	1.291	.203
	Control	24.174	4.6187		
POST MINDFULNESS	Experimental	143.652	32.3498	1.645	.107
	Control	130.000	23.1909		
POST S0MATIC ANXIETY	Experimental	19.348	1.6406	-4.233	.000
	Control	21.304	1.4904		
POST CONCENTRATION	Experimental	13.696	1.5206	-5.605	.000
	Control	16.130	1.4240		
POST WORRY	Experimental	21.870	1.3586	-6.555	.000
	Control	25.130	1.9611		
POST ANXIETY	Experimental	54.913	2.6443	-9.512	.000
	Control	62.565	2.8095		
POST RESILIENCE	Experimental	50.826	8.8966	6.944	.000
	Control	34.391	7.0501		

Table displays T-test results comparing the experimental and control groups after the intervention. The experimental group exhibited significantly lower anxiety ($p < .001$) and greater resilience ($p < .001$). Significant decreases were also noted in somatic anxiety, concentration issues, and worry ($p < .001$). While most mindfulness subscales showed no major differences, the observing subscale improved ($p = .031$). These results indicate that the intervention effectively reduced anxiety and strengthened resilience.

DISCUSSION

This study investigated the impact of a psychological intervention on athletes' anxiety, mindfulness, and resilience. Results showed significant difference between the experimental group and control group. After the intervention, the experimental group reported significant reduction in the all the sub- dimensions of anxiety, i.e somatic anxiety, concentration difficulties, and worry ($p < .001$). Athletes often experience anxiety due to performance pressures, particularly in competitive settings (Martens et al., 1990). While moderate anxiety can enhance focus and motivation (Jones, 1995), excessive levels can impair performance (Craft et al., 2003). The variability in anxiety responses is influenced by sport type, competition level, and individual coping strategies (Robinson et al., 2015).

Recent research emphasizes the role of mindfulness in regulating anxiety and improving emotional resilience (Gardner & Moore, 2007; Kabat-Zinn, 2003). Motivational videos-based interventions have shown significant positive effects on psychological outcomes in athletes. In a controlled Study, the experimental group demonstrated marked improvements in mindfulness (Baer et al., 2006), reduced somatic anxiety (Spielberger, 1983), and lower levels of worry and general anxiety post-intervention. Notably, the "observing" and "non-judging" subscales of the Five Facet Mindfulness Questionnaire (FFMQ) improved significantly ($p < 0.05$, $p < 0.001$).Comparative analysis revealed no significant pre-test differences between groups, but post-test results confirmed superior outcomes for the intervention group across all variables (p-values ranging from < 0.001 to 0.020), underscoring the effectiveness of motivational videos.

Mindfulness is increasingly recognized as integral to athletic development, aiding not only performance but also mental well-being (Anderson et al., 2021). The strong correlation between mindfulness, anxiety reduction, and resilience affirms its relevance in sports psychology and athlete care.

No significant changes are observed in non-reactivity on total mindfulness, suggesting some mindfulness skills may need more time or focused strategies to develop fully. The most substantial change is in resilience, which increased significantly in the experimental group ($p < .001$). This aligns with prior research (Fletcher & Sarkar, 2012; Rees et al., 2010) showing that psychological training can strengthen athletes' ability to bounce back from setbacks and maintain motivation during recovery. Between-group comparisons confirmed the experimental group had significantly lower anxiety and higher resilience after the intervention. Among mindfulness components, only observing showed a significant difference between groups ($p = .031$), reflecting greater self-awareness and attentiveness in the intervention group. In summary, the intervention proved effective in enhancing key psychological traits that support athletic performance and recovery. These results support existing evidence that mental training tools like mindfulness and resilience-building strategies play a crucial role in athlete well-being and success.

Limitations and Future Directions

This study has a few limitations, including a small sample size (23 participants per group), which may affect the generalizability of the results. Future research should involve larger, more diverse groups. Additionally, the study only measured short-term effects, so long-term studies are needed to

Assess the sustainability of the findings. Lastly, self-reported data may be subject to bias, so future studies should incorporate objective measures, like heart rate variability or cortisol levels, for more accurate results.

CONCLUSION

The results of this study highlight the effectiveness of motivational videos as a supportive psychological tool for injured athletes. Those who received the intervention showed significant reductions in anxiety symptoms—such as physical tension, worry, and trouble focusing—along with a notable increase in resilience. Improvements were also seen in specific mindfulness traits like observing, non-judging, and acting with awareness, suggesting better emotional control and mental clarity during the recovery period. In contrast, the control group did not experience meaningful changes, reinforcing the specific impact of the intervention. While some areas of mindfulness did not show significant progress, the improvements observed suggest that with continued or more focused practice, further benefits could be achieved.

In summary, incorporating motivational videos into injury rehabilitation programs can play a key role in supporting athletes' psychological recovery. By reducing stress and enhancing resilience and mindfulness, such interventions contribute positively to both mental well-being and athletic performance.

Practical Implications

This study can help institutions, individuals, and teams apply psychological strategies to manage anxiety, resilience, and mindfulness. It raises awareness among athletes about improving these traits and can guide future research on interventions to boost resilience and mindfulness while reducing anxiety.

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