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The Effect Of Psychological Skill Training Program To Enhance The Self-Esteem In Inter Collegiate Football Players

DONAVAN ARUN KUMAR ¹, Research Scholar, University College Of Physical Education And Sports Sciences, Acharya Nagarjuna University, Guntur, A.P, India.

Dr.P.JOHNSON ², Professor, University College Of Physical Education And Sports Sciences, Acharya Nagarjuna University, Guntur, A.P, India.

ABSTRACT: Keeping in mind the needs of modern Football and to make the players ready physically as a whole, the purpose of this study was to design and find the effect of the intervention program in Football for the development of young Football players. The present study aims to examine the effect of psychological skills training (PST) program to enhance the self-esteem in inter Collegiate Football players ($n = 80$), aged ranged 18–27 years, we selected subjects Acharya Nagarjuna University Affiliated College players. PST program was administered for 12 Weeks, the total of 48 sessions was conducted for each student, 4 sessions in Week and 1 session a Day of 45–60 min. Pre-data were collected before administration of PST program and post-data were collected completion of 12 weeks training program using self-esteem scale (Rosenberg, 1965). [6] Statistically analyzed by employing descriptive statistics, paired t -test at the level of significance 0.05. The obtained result indicated that students have improved their self-esteem after undergoing the planned PST.

Keywords: Psychological skill training, Self-esteem, inter collegiate football players.

INTRODUCTION

The world is changing, so football is changing. Football is challenging just as fast as, for example, our mobile phones are changing. Top football, nowadays, is very demanding. Technique, speed, decision-making, and pressure, it all requires top athletes, and therefore, we need to prepare our elite players for a game of the future. That can only be done by training always match related (Scott O'Donnell and Robert Baan 2013). The psychological training methods practiced in India are old and non-scientific; this needs to improve to improve overall performance in Football in the country. A Football coach coaches' Football, not something else (Footy4kids). Football tactics range from the way a player stands or moves to the pace, style, positioning, and movement of the entire team. The drills, games, and activities in this section will help you build a team that can adapt to different playing styles. Dribbling, ball possession, passing the ball, shooting, and communication are some of the things to be introduced through various Football drills. Tactics are a great way to create team togetherness and promote communication in all areas of the pitch.

There are different types of training and session organization that have developed over the years, such as conditional play, pressure training, shadow play, focus play, phase play, grid training, and so on (Bangsbo and Birger, 2000). Activities should fit the developmental levels of the children. Football is natural for young children because Football players experience body awareness, and they use various body parts. How they use balance, agility, coordination, vision, and social interaction can determine how they develop physical and social skills. As players get older, their development is psychomotor, cognitive, and psychosocial levels mature. This growth allows coaches to create more

complexities in the training environment. Drills are generally an absence of thought. An individual repeats the same movement or patterns exactly the same way each time. This approach with regard to youth Football has several limitations.

Over the years, developing young Football players will confront hundreds of ideas, notions, questions, commands, assertions, musings, and principles as they learn how to play the game. Some of these abstractions and concepts will deal with

techniques, some with tactics, others with physical fitness, or with their psychological approach to the game. Choosing a system play and game strategy are the most important and often the first decision a coach must make for the team. The two main philosophies are as follows: One, the coach insists on a particular system and recruits players who fit that system or trains available players to conform. Second, the coach evaluates the players and their talent, the opposition, and then picks a system that is best suited for the team. Both philosophies are valid. What is important is to recognize the particular situation and choose the appropriate philosophy (Sauder, 2010). Therefore, keeping in mind the needs of modern Football, the researcher developed two programs, namely, the individual drill program and grid game program, and its effect will be studied. sample test was performed to find if there was a difference between pre-test and post-test for the same group. The data were analyzed for descriptive statistics and inferential statistics such as paired sample “*t*”-test and independent “*t*”-test to know the difference within the groups.

Psychological skills training (PST) also called a mental training it's referring to well-planned and regular practice of mental skills to achieve advance performance, enjoyment, and physical activity. The specific skills of a psychological training differ in some of these skills indulge imagery, setting of goal, attention, self-talk, anxiety, and confidence.

PST interventions predominantly emphasis on the single psychological skill (Wann, 1998). Last 20 years composite PST package programs enlarge, execute, and evaluated. This program focuses to improve many psychological skills and offer optimal training (Macdougall, 2001) (Wann, 1998).

Self-esteem is a person's inner appreciation or assessment of himself or herself. It matters because people who do not value themselves – who have low self-esteem – treat themselves and others badly. Thus, low self-esteem can be seen as a major factor in abuse, addiction, crime, depression, loneliness, low educational achievement, mental illness, and unhappiness. People high in self esteem are often creative, joyful, and fun to be with and productive.

STATEMENT OF THE PROBLEM

“The Effect Of Psychological Skill Training Program To Enhance The Self-Esteem In Inter Collegiate Football Players”

METHODOLOGY

Participants

A total of 80 students from Inter Collegiate Football Players in Acharya Nagarjuna University Affiliated Colleges Players, age ranged 18–27 years were randomly selected for the study from those who have voluntary participated and written consent was taken from them.

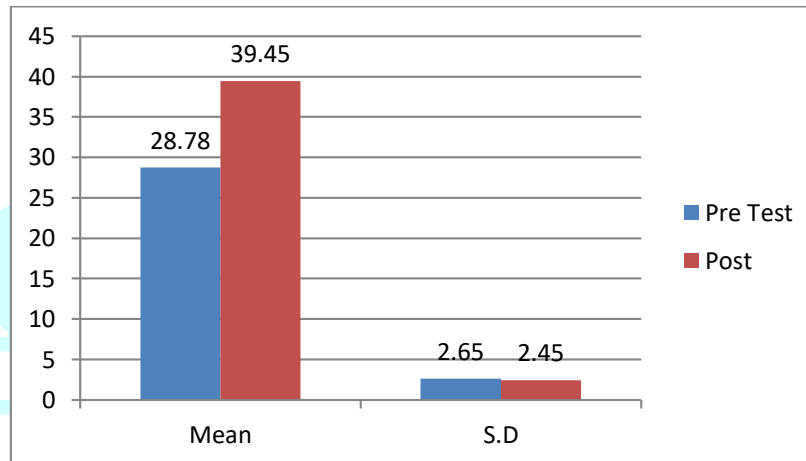
Table 1: Descriptive statistics of paired self-esteem

Performance	Number of Subjects(n)	Mean	S.D	Std. error mean
Pre Test	80	28.78	2.65	0.56
Post	80	39.45	2.45	0.56

Table 2: Analysis of paired *t*-test of self-esteem within pre and post scores

Performance	Paired Differences					t	D.f	Sig (two tailed)
Pre - Post	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval Of the difference		-46.56	56	0.001*
	-			Lower	Upper			
	10.67	2.56	0.20	-11.08	-10.12			

significant differences at 0.05 *level of significance

Figure 1: Descriptive statistics of paired self-esteem

Criterion Measure

Self-esteem scale (RSE) developed by Rosenberg, 1965[6] is a 10 items scale to be answered on five Likert-type scales from 1 (strongly disagree) to 5 (strongly agree). Example of items: “On the whole, I am satisfied with myself”. The scores range from 10 to 50, with higher scores indicating higher self-esteem to be filled by students who were used to measure the self-esteem.

Preparation of PST Program

PST program was designed with the help of various experts. Sequence of training was changed after completion of 2 Weeks to avoid carry over effect. Different specific exercise was selected for each variable and implemented to see the progressive effect of training for 12 Weeks. The selected training items were planned and specifically designed to improve the PST of these subjects.

Administration of the PST Program

PST program on various factors was administered for 12 Weeks, the total of 48 sessions was conducted for each student, 4 sessions in month and 1 session/day of 45–60 min to develop the self-esteem of the student. The PST was planned 1 session/week in between the session's students provide sufficient recovery. Self-esteem questionnaire was filled at two stages pre-data were collected before begin the PS program and post-data were collected after finishing the 12 Weeks training program.

Collection of Data

Pre-data

Pre-data were collected before administration of PST program, questionnaire was circulated around the participants. For gather the accurate response, mentor was described all the questions to the students. Collected the pre-data evolution, on the basis of random sampling, participants was selected.

Training program

During the 12 Weeks of PST program, we were prepared monthly recording for the performance of the students.

Post-data

After successfully complete of 12 Weeks psychological training program, again the questionnaire was filled up by the students for assessments of post-test performance of all selected students for assessments of psychological skills.

Statistical Analysis

In this study, paired *t*-test was used to the effect of 12 Weeks PST program for the development of self-esteem. The level of significance at 0.05.

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RESULTS

Table 1 explains the descriptive analysis of the self-esteem score of pre- and post-training program. It represents pre-test mean is 28.78 (standard deviation [SD] 2.65), whereas the post mean shows 39.45 (SD 2.45), respectively. The paired *t*-test analysis was computed to check whether there was any statistically significant difference between pre and post self-esteem scores.

Result is shown in Table 2.

Table 2 shows that the obtained paired value of self-esteem scores in pre- and post-training. As the calculated *t*-value (-46.56) was noted to be higher than the tabulated *P* value (0.001), the pre-test and post-test show statistically significant differences at 0.05 level of significance.

DISCUSSION AND CONCLUSION

The present study concludes that there was a significance difference found due to 12 Weeks PST program on self esteem. The obtained result indicated that when students go through specific PST program to get better results in self-esteem. Since SPSS provides significance value of two- tailed testing, no more conclusions can be drawn about PST of self-esteem. However, to conclude, the PST program was effective or not, one-tailed test should be used. Where null hypothesis may be rejected and it can be concluded that PST program was effective to enhance the self-esteem.

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