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EFFECT OF PSYCHOLOGICAL SKILL TRAINING ON SELF-ESTEEM OF FOOTBALL PLAYERS OF MANIPUR

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Abstract

Objective: To investigate the impact of psychological skill training on the self-esteem levels of football players from Manipur.

Design and Method: 20 male football players from Manipur, falling within the age range of 18 to 23 years, were randomly selected for the study, with the mean and standard deviation 20.05 ± 1.31. Initially, the subjects were randomly assigned to either an Experimental group or an Active control group, with each group comprising of 10 football players. Following the group assignment, preliminary testing was conducted, and the Rosenberg Self-Esteem Scale (RSES) was administered to all participants. Subsequently, the subjects in the Experimental group underwent an intervention based on a self-esteem enhancement program, which incorporated deep breathing exercises, relaxation techniques, and positive self-talk. In contrast, the Active control group continued with their regular normal training schedule.
Results: The result shows that F-value for comparing the adjusted mean of the two groups (experimental group and active control group) during post data testing in self-esteem shows a significant difference between the scores of experimental group and active control group in pre-test and post-test as the p-value associated with it is 0.04 which is less than 0.05, thus the hypothesis of significant difference among the adjusted mean for the data on criterion variable (self-esteem) in experimental and active control group may be accepted at 0.05 level of significance.
Conclusion: A significant improvement in self-esteem levels was observed among football players in the experimental group after a six-week psychological training program. The program, which included deep breathing, positive self-talk, and relaxation techniques, had a profoundly positive impact on the players' self-esteem. The findings suggest that psychological training can be an effective strategy to enhance self-esteem, overall well-being, and improving athletic performance in footballers.

Keywords: intervention, performance enhancement, JPMR, Deep breathing, Positive self-talk.

INTRODUCTION: "Psychological skill training refers to the systematic and structured teaching of specific mental skills to enhance performance, achievement, and overall well-being." (Weinberg & Gould, 2015)

"Psychological skill training involves the acquisition and development of specific mental skills, such as goal-setting, self-talk, and relaxation, to improve performance and achieve success."

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(Orlick, 2008). psychological skill training programs are designed to equip individuals with specific mental skills to enhance their performance, achievement, and overall well-being. These programs focus on developing skills such as goal-setting, positive self-talk, relaxation, and emotional control. By acquiring these skills, individuals can improve their mental toughness, confidence, and resilience, ultimately leading to better performance and achievement in various aspects of life. Additionally, these programs can help individuals manage stress, build positive relationships, and promote performance boost. A sports psychologist can help athletes improve their performance and well-being by addressing mental and emotional challenges. They can develop strategies like enhancing confidence, planning interventions, giving psychological skill trainings, managing emotions, and coping with pressure. Additionally, sports psychologists can support athletes in building mental toughness, resilience, and teamwork skills, as well as aid in injury rehabilitation and personal growth. . "Self-esteem refers to an individual's overall evaluation of their own worth, value, and abilities. It encompasses both positive and negative self-evaluations, and is influenced by a variety of factors, including experiences, relationships, and cultural and societal norms." (APA, 2020). Self-esteem is a person's overall opinion of themselves, including their abilities, worth, and value. It encompasses self-worth, self-confidence, and self-respect. Having healthy self-esteem is crucial for mental well-being, resilience, and positive relationships. On the other hand, low self-esteem can lead to self-doubt, negative self-talk, and people-pleasing behaviour. Building healthy self-esteem involves self-awareness, self-compassion, and positive affirmations, ultimately leading to greater overall well-being and life satisfaction. Athletes' self-esteem plays a significant role in their performance and overall well-being. Factors like positive feedback, social support, and self-efficacy can boost an athlete's self-esteem, leading to better performance and resilience. On the other hand, criticism, injury, and pressure to perform can erode self-esteem. Coaches, parents, and teammates can help promote healthy self-esteem by focusing on effort, providing positive feedback, and encouraging self-reflection. Various Researches has demonstrated that self-esteem has a profound impact on the performance and overall well-being of football players. Studies have revealed that participation in team sports can enhance collective self-esteem, which in turn fosters a sense of unity and cooperation among team members, ultimately leading to increased sport trait confidence. Key findings indicate that football players with high collective self-esteem tend to exhibit stronger team cohesion and active participation in training and competitions. Furthermore, individuals with high self-esteem tend to perform better and exhibit increased confidence in their athletic abilities. These findings have significant practical implications for football coaches, trainers, parents, and educators. By developing strategies that promote collective and individual self-esteem, coaches and trainers can enhance player’s performance and overall well-being.. The Rosenberg self-esteem scale (RSES) is a widely used psychological assessment tool design to measure an individual’s self-esteem level, it was developed by Morris Rosenberg in 1965 this self-esteem measuring tool is widely used in social-science researches.

METHOD: The study was conducted on a sample of 20 male football players from Manipur, who were randomly selected to participate in this study. The participants fell within the age range of 18 to 23 years, with the mean and standard deviation 20.05 ± 1.31. The players were then divided into two equal groups: an experimental group and an active control group, each comprising 10 football players. The self-esteem levels of the athletes were assessed using the Rosenberg Self-Esteem Scale (RSES) at two time points: pre and post intervention. The experimental group received a specially designed self-esteem enhancement program, which consisted of deep breathing exercises, progressive muscle relaxation (JPMR), and positive self-talk. This intervention was administered three times a week, with each session lasting

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approximately 40-45 minutes. In contrast, the participants in the active control group were instructed to continue with their regular training schedule as usual. To analyze the data, the researchers employed a range of statistical tools, including descriptive statistics, analysis of covariance (ANCOVA), and post-hoc tests.

RESULT:

To examine the hypothesis of the study, Descriptive statistics, ANCOVA and Post hoc test was applied for the data analysis.

Table 1

Descriptive statistics table for self-esteem of experimental and active control group

Groups	Variable	N	Minimum	Maximum	Mean	Standard Deviation
Experimental Group	Pre-Test Self Esteem	**10**	**23.00**	**28.00**	**25.30**	**1.57**
	Post-Test Self Esteem	**10**	**30.00**	**38.00**	**32.70**	**2.36**
Active Control Group	Pre-Test Self Esteem	**10**	**23.00**	**34.00**	**29.60**	**3.37**
	Post-Test Self Esteem	**10**	**25.00**	**36.00**	**30.50**	**3.31**

Table 1 signifies the mean and standard deviation of pre and post self-esteem for experimental and active control group. The mean and standard deviation of pre and post self-esteem of experimental group was found to be 25.30 ±1.57 and 32.70±2.36 respectively. Whereas the mean and SD of pre and post self-esteem in the active control group was found to be 29.60 ± 3.37 and 30.50±3.31 respectively.

Figure 1 shows the graphical representation of pre and post test mean score for experimental and active control group of self-esteem.

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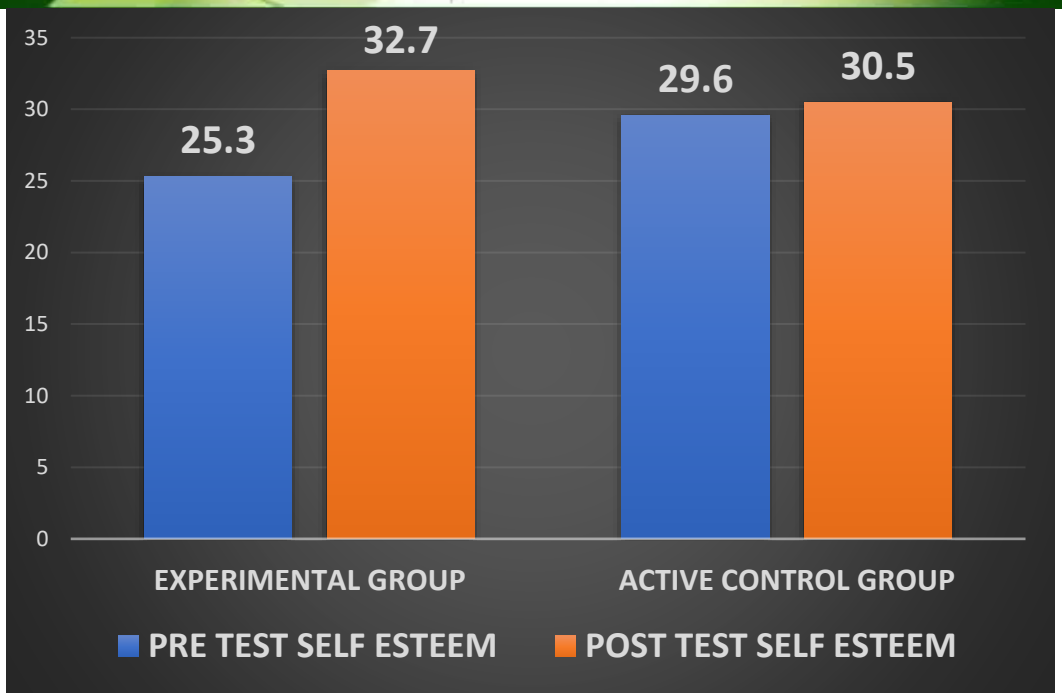

Figure 1. **Pre-test post-test mean score of experimental and active control group for self-esteem.**

Table 2

ANCOVA table for the data on self-esteem in experimental and active control group

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre_Self_Esteem	15.48	1	15.48	1.98	.18
Group	39.63	1	39.63	5.06	.04
Error	133.12	17	7.83		
Corrected Total	172.80	19			

Table 2 shows the F-values for comparing the adjusted means of the two groups (experimental group and active control group) during post data testing. In self- esteem there was significant difference observed between the score of experimental group and active control group in pre-test and post-test as the p-value associated with it is 0.04 which is less than 0.05.

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Table 3

Post-Hoc test table for post self-esteem

(I) Group	(J) Group	Mean Difference (I-J)	Sig.[b]
Experimental Group	Active Control Group	3.72*	.04
Active Control Group	Experimental Group	-3.72*	.04

Based on estimated marginal means

*The mean difference is significant at 0.05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Since *F*- statistic is significant, post hoc comparison has been made for the adjusted mean value of the experimental group and the active control group which is shown in Table 17. It may be noted here that *p*-value for the mean difference between the active control group and experimental group is 0.04. Since *p*- value is less than 0.05, the mean difference is significant at 0.05. thus, it can be concluded that there is significant difference between adjusted mean of criterion variable in experimental group and active control group.

CONCLUSION: A statistically significant difference was observed in the post-intervention assessment between the experimental group and the active-control group on self-esteem levels of the football players. The six-week psychological skill training program, which comprised of deep breathing exercise, positive self-talk, and Jacobson's Progressive Muscle Relaxation (JPMR), yielded a profoundly positive impact on enhancing the self-esteem of the football players from Manipur. A thorough analysis of the data and research findings unequivocally suggests that psychological skill training can be employed as a highly effective intervention strategy to foster and promote self-esteem in footballers, ultimately contributing to their overall psychological well-being and a boost in their athletic performance.

The present findings to a great extend is in consonance with the findings of the studies and experiment conducted by Demeke, Atsede Fenta and Abebe Eshetu (2023). in some of the similar psychological variables and its parameter. This finding clearly indicates that psychological skill training has tremendous impact and significant effect on the mental toughness variable level. Therefore, the researcher conclude that PST has a significant effect on mental toughness. Therefore, PST is suggested to project players belonging to both team and individual sports to improve their mental status.

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