

Effect of Imagery on Self Confidence among Junior Soccer Players

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Abstract

The purpose of the study was to find out the effect of imagery on self confidence among junior soccer players. Forty (N- 40) Soccer players aged between 15 to 18 were selected as subjects from Govt. Higher Secondary School Erumapetty, Kerala. The subjects were randomly assigned in to four groups' viz., Internal imagery group, External imagery group, Video modelling imagery group and Control group. The selected psychological variable was Self confidence. The experimental groups underwent 12 weeks of experimental training programme. Imagery training were given for three skills viz., dribbling, passing and shooting, following the Latin square repeated measure design. Imagery training for each of the skill was given to the group for a period of four weeks. Self Confidence was assessed before and after twelve weeks of imagery training programme. The result of the study indicates that the self confidence of the experimental groups improved significantly. It also shows that internal imagery and video modelling group's self confidence improved significantly as compared to control group. However there was no significant difference in self confidence of external imagery group when compared to control group.

KEYWORDS : Imagery, Internal Imagery, External Imagery, Video Modelling, Self Confidence

INTRODUCTION

More research on motivation and self-efficacy/self-confidence as frameworks for analyzing imagery effects is needed. However, the motivational and self-efficacy effects may be by-products rather than causes of performance change. Most sport psychologists would probably agree that athletes can affect their confidence, anxiety, mood, and emotions by using imagery; however, whether it affects behaviour independent of these affective states seems to require more evidence. To investigate motivational and self-efficacy self-confidence explanations, studies must compare imagery that is employed to affect motivation, self-confidence, or anxiety with imagery employed to affect performance directly. In these studies researchers would need to test for changes in the psychological variables and performance and determine whether they can be separated.

Self-efficacy or confidence explanations for imagery's effects have some research support in that imagery does seem to influence self-efficacy levels and performance (Callery and Morris 1997). However, Callery and Morris (1997) did not find that self-efficacy was a mediator between imagery and performance. Additionally, self-efficacy and self-confidence theories do not explain the effects on cognitive skills as opposed to strength or motor tasks (Feltz and Landers 1983), or the fine-grain muscle innervations that has occurred during imagery in some studies (Hale 1982; Harris and Robinson 1986; Jacobson 1931). One explanation is that increased self-efficacy of a

sport task may be an outcome of imagery, which occurs when the imagery that is experienced (as opposed to that which is scripted or instructed) includes imagining successful performance. This would explain why increased self-efficacy sometimes occurs during imagery intended for another purpose and why increases in self-efficacy are more likely outcomes of scripts that emphasize success.

II. METHODS

The subjects of the study were 40 Soccer players aged between 15 to 18 from Govt. Higher Secondary School, Erumapetty. They were given general imagery training one week to orient and prepare them for the specific imagery training. The subjects were tested for their imagery ability by the SIAM (Spots Imagery Ability Measure Questionnaire by Morris and Watt, 1997). According to the imagery ability, 40 subjects divided in to four group's viz., Internal imagery group, External imagery group, Video modelling imagery and Control group. They were selected as samples for the actual 12 weeks of the experimental training programme. Imagery training was given for three skills viz., Dribbling, Passing and Shooting following the Latin square repeated measure design. The subjects grouped in each group received the imagery training on rotation basis. Imagery training for each of the skill was given to the group for a period of four weeks, after which group was rotated for imagery training for another skill.

Self confidence was measured by questionnaire (Philip et. al 1996) before and after twelve weeks training programme.

III. RESULTS OF THE STUDY

Self confidence

Descriptive statistics on self confidence of experimental and control groups are presented in Table I

Table 1

Descriptive Statistics of Self confidence among groups

Group	test	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Internal Imagery	Pre	10.00	36.00	61.00	97.00	785.00	78.50	10.07
	Post	10.00	27.00	75.00	102.00	895.00	89.50	9.10
External Imagery	Pre	10.00	24.00	68.00	92.00	807.00	80.70	8.56
	Post	10.00	30.00	75.00	105.00	890.00	89.00	9.51
Video Modelling	Pre	10.00	29.00	68.00	97.00	824.00	82.40	8.44
	Post	10.00	45.00	72.00	117.00	948.00	94.80	12.11
Control	Pre	10.00	30.00	68.00	98.00	839.00	83.90	9.81
	Post	10.00	32.00	67.00	99.00	831.00	83.10	10.79

Table I shows that the pre test mean and standard deviation on Self confidence of Internal imagery, External imagery, Video modelling imagery and Control group are 78.50 ± 10.07 , 80.70 ± 8.56 , 82.40 ± 8.44 and 83.90 ± 9.81 respectively.

The post test mean and standard deviation on Self confidence of Internal imagery, External imagery, Video modelling and Control group are 89.50 ± 9.10 , 89.00 ± 9.51 , 94.80 ± 12.11 and 83.10 ± 10.79 respectively.

In order to find out the effect of training on self confidence, analysis of covariance was applied and the results are presented in table II

Table II
Analysis of Co-variance on Self confidence of Experimental and Control Groups

Source	Sum of Squares	Df	Mean Square	F Ratio	Sig.
Between	863.52	3	287.84	3.66	0.02
Within	2752.39	35	78.64		

F .05(2.87)

Table II reveals that the obtained F ratio value of 3.66 is significant at 0.05 level of confidence for degrees of freedom 3 and 35.

In order to determine which of the paired means have significant difference, Scheffe’s post hoc test was computed and the results are presented in table III.

Table III
Adjusted mean difference scores of Experimental and Control Groups

Internal	External	Video	Control	MD	Sig.
91.27	89.42			1.86	0.64
91.27		94.17		2.89	0.48
91.27			81.54	9.73*	0.02
	89.42	94.17		4.75	0.24
	89.42		81.54	7.86	0.06
		94.17	81.54	12.63*	0.00

*Significant at .05 level of confidence

Table III shows that the adjusted post test paired mean difference on Self confidence between Internal Imagery and External Imagery was 1.86 which is not significant 0.05 level of confidence. The adjusted post test paired mean difference on Self confidence between Internal imagery and Video modelling imagery was 2.89 which is not significant of 0.05 level of confidence. The adjusted post test paired mean difference on Self confidence between Internal imagery and Control group was 9.73 and it is significant at 0.05 level. The adjusted post test paired mean difference on Self confidence between External and Video modelling was 4.75 and which is not significant at 0.05 level of confidence. The adjusted post test mean difference on Self confidence between External imagery and Control group was 7.86 which is not significant at 0.05 levels. The adjusted post test paired mean difference on Self confidence between Video modelling and Control group was 12.63 which is significant at 0.05 level of confidence.

IV.DISCUSSION ON FINDINGS

Self confidence

The result of the study indicates that self confidence of the experimental groups improved significantly. It also shows that internal imagery and video modelling groups self confidence improved significantly as compared to control group. How

ever there was no significant difference in self confidence of external imagery group when compared to control group. The findings of the study are in conformity with the study conducted by Martin et.al (1993).

Conclusions

The following conclusions are drawn based on the results of the study.

1. The self confidence of internal imagery group improved significantly.
2. The self confidence of video modelling group improved significantly.
3. There was no significant difference in self confidence of external imagery group

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