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Impact Of Psychological Skill Training On Sporting Performance Of University Level Football Players

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Abstract:
This study investigates the impact of Psychological Skill Training (PST) on the sporting performance of university-level football players. The study employed an experimental research design with pre- and post-tests involving two groups: an experimental group (n=16) that received PST and a control group (n=16) that did not. Thirty-two football players aged 20-25 years from Forman Christian College, Lahore, participated. The participants were assessed using the Sports-related Mental Toughness Questionnaire (SMTQ), Automatic Self-Talk Questionnaire (ASTQ), Sport Imagery Ability Questionnaire (SIAQ), Perception of Success Questionnaire (PSQ), and Sport Motivation Scale (SMS). PST was delivered in three phases: education, acquisition, [1]and implementation, focusing on relaxation, imagery, and self-talk techniques. Data analysis, conducted using SPSS (23.0), included correlation and regression analyses to examine the relationships and effects of PST on the players' mental toughness, perception of success, motivation, and overall sports performance. The results revealed that PST had a significant positive impact on all assessed variables. Regression analysis showed that PST was a strong predictor of mental toughness ($\beta = 0.595$, $p < 0.001$), perception of success ($\beta = 0.732$, $p < 0.001$), motivation ($\beta = 0.773$, $p < 0.001$), and sports performance ($\beta = 0.563$, $p = 0.001$). These findings suggest that PST can effectively enhance the psychological attributes and athletic performance of football players, emphasizing its potential as a valuable tool in sports training programs. The study underscores the importance of integrating psychological skills into sports training to optimize athletes' performance.

Keywords: *Psychological Skill Training, Mental Toughness, Sports Performance, Football Players.*

Introduction

Football, a sport that demands both physical prowess and mental resilience, requires athletes to excel not only in technical skills but also in their psychological preparedness. At the university level, where competition is fierce and the pressure to perform is high, the role of psychological skills training (PST) becomes increasingly critical. Psychological skills such as progressive muscle relaxation (PMR), self-talk, and imagery are essential tools that can significantly enhance the performance of football players. These skills help athletes manage stress, maintain focus, and optimize their mental state during both training and competition.

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This article explores the impact of PST on the sporting performance of university-level football players, emphasizing the importance of mental preparation in achieving athletic success.

Psychological skills training involves the systematic practice of mental techniques designed to enhance an athlete's performance. PST is not just about improving mental toughness but also about equipping athletes with strategies to cope with the psychological demands of their sport (Weinberg & Gould, 2019). For university-level football players, who are often balancing academic pressures with the demands of their sport, PST can be a crucial factor in maintaining high performance levels. Studies have shown that athletes who regularly engage in PST techniques, such as relaxation training, positive self-talk, and mental imagery, are better equipped to handle the stress of competition and can perform more consistently under pressure (Hardy, Jones, & Gould, 1996).

Progressive muscle relaxation (PMR) is a widely used technique in sports psychology that involves the sequential tensing and relaxing of muscle groups. This method, developed by Jacobson (1938), is designed to reduce physical tension and promote a state of relaxation. For football players, who often experience high levels of physical and psychological stress, PMR can be an effective way to manage anxiety and improve focus. Research indicates that athletes who incorporate PMR into their training are better able to control pre-competition nerves and maintain composure during high-pressure situations (Maynard, Hemmings, & Warwick-Evans, 1995). By regularly practicing PMR, university-level football players can enhance their ability to stay calm and focused, which is essential for peak performance.

Self-talk refers to the internal dialogue that athletes engage in to regulate their thoughts, emotions, and behaviors. It is a critical component of PST, as it can significantly influence an athlete's confidence, motivation, and focus. Positive self-talk has been shown to enhance performance by reducing anxiety, increasing confidence, and maintaining concentration on task-relevant cues (Hardy, 2006). Conversely, negative self-talk can be detrimental, leading to increased stress and impaired performance. The Automatic Self-Talk Questionnaire (ASTQ) developed by Zourbanos et al. (2009) has been instrumental in measuring the frequency and content of self-talk during sports performance. For university-level football players, developing positive self-talk strategies can be a key factor in maintaining mental resilience and performing at their best during competitions.

Imagery, or the mental visualization of specific skills and scenarios, is another powerful psychological skill that can enhance athletic performance. Imagery allows athletes to rehearse their performance mentally, which can lead to improved confidence, focus, and execution of skills (Morris, Spittle, & Watt, 2005). The Sport Imagery Ability Questionnaire (SIAQ), developed by Williams and Cumming (2014), assesses an athlete's ability to use imagery effectively. Research has consistently shown that athletes who frequently use imagery are better prepared for competition and are more likely to perform well under pressure (Cumming & Williams, 2013). For football players at the university level, where the ability to adapt quickly to changing game situations is crucial, imagery can be an invaluable tool in preparing both mentally and physically for competition.

The impact of psychological skills training on the sporting performance of university-level football players cannot be overstated. Techniques such as progressive muscle relaxation, self-talk, and imagery provide athletes with the mental tools they need to manage stress, maintain focus, and perform consistently under pressure. As the demands of university-level football continue to grow, the integration of PST into training programs offers a holistic approach to athlete development. By enhancing both the physical and psychological aspects of performance, PST helps football players reach their full potential on the field.

Literature Review

Psychological skills training (PST) has gained substantial recognition in sports psychology as an effective means to enhance athletic performance, particularly in high-pressure environments

such as university-level football. The literature underscores the importance of integrating mental skills like progressive muscle relaxation (PMR), self-talk, and imagery into athletes' training regimens to optimize their performance on the field. This review examines the existing research on the impact of these specific PST techniques on football players, highlighting their efficacy in enhancing both psychological and physical aspects of performance.

Progressive muscle relaxation (PMR) is a well-established technique aimed at reducing physical tension and promoting mental relaxation. Originating from Jacobson's (1938) work on systematic relaxation, PMR has been widely applied in sports to manage anxiety and improve concentration. Research by Maynard, Hemmings, and Warwick-Evans (1995) demonstrated that PMR could significantly reduce pre-competition anxiety among athletes, leading to improved performance. Their study on soccer players revealed that those who regularly practiced PMR were better able to maintain composure and perform under pressure, suggesting that PMR is a valuable tool for football players at the university level, where managing stress is crucial for success.

Self-talk, defined as the internal dialogue that athletes use to regulate their thoughts and emotions, plays a critical role in sports performance. The literature distinguishes between positive and negative self-talk, with the former being associated with improved confidence, motivation, and focus (Hardy, 2006). Zourbanos et al. (2009) found that athletes who engaged in positive self-talk experienced better performance outcomes, particularly in high-pressure situations. The study's findings suggest that self-talk can help football players manage the psychological demands of competition, leading to more consistent and effective performance. Additionally, Theodorakis et al. (2000) found that self-talk strategies were particularly beneficial for tasks requiring fine motor skills and precision, which are often critical in football. This evidence underscores the importance of training athletes to use self-talk as a tool for enhancing performance.

Imagery, or mental visualization, is another crucial component of PST that has been extensively studied in sports psychology. Imagery allows athletes to mentally rehearse their performance, which can enhance their confidence, focus, and execution of skills (Morris, Spittle, & Watt, 2005). Research by Cumming and Williams (2013) indicates that athletes who frequently use imagery are better prepared for competition, as they have mentally rehearsed the challenges they are likely to encounter. The Sport Imagery Ability Questionnaire (SIAQ), developed by Williams and Cumming (2014), has been instrumental in assessing an athlete's ability to use imagery effectively. Their studies show that imagery is particularly beneficial in dynamic sports like football, where players must quickly adapt to changing situations on the field. This evidence highlights the importance of incorporating imagery into the training programs of university-level football players to enhance their mental preparedness and overall performance.

The literature on psychological skills training strongly supports the integration of techniques such as progressive muscle relaxation, self-talk, and imagery into the training regimens of football players. These techniques have been shown to enhance both the psychological resilience and physical performance of athletes, particularly in high-stress competitive environments. For university-level football players, the use of PST can be a decisive factor in achieving consistent and peak performance. As the demands of the sport continue to evolve, the role of psychological preparation becomes increasingly critical, making PST an essential component of athletic training programs.

Research Methodology

The study employed experimental research design with pre & post-test involving experimental group (n=16) and control group (n=16). A total number of 32 football players within the age range of 20-25 will be recruited from Forman Christian College (A Chartered University), Lahore. The Sports-related Mental Toughness Questionnaire (SMTQ), developed by Sheard, Golby, and van Wersch (2009), assesses the mental resilience and toughness of athletes in

sports contexts. The Automatic Self-Talk Questionnaire (ASTQ), created by Zourbanos et al. (2009), measures the frequency and content of athletes' automatic self-talk during sports performance, providing insights into their internal dialogue. The Sport Imagery Ability Questionnaire (SIAQ), designed by Williams and Cumming (2014), evaluates an athlete's proficiency in utilizing mental imagery effectively within sports settings. The Perception of Success Questionnaire (PSQ), developed by Roberts et al. (1998), examines athletes' perceptions of success and failure in sports environments, highlighting their achievement orientations. Lastly, the Sport Motivation Scale (SMS), created by Pelletier et al. (1995), assesses various motivational factors that drive athletes' engagement and effort in sports activities, offering a comprehensive view of their intrinsic and extrinsic motivational sources. Psychological Skill Training was implemented in three phases: education phase; acquisition phase; and implementation phase. Psychological Skills Training Package including relaxation, imagery, and self-talk was delivered to each of the participants. Data was analyzed using SPSS (23.0). Correlation analysis was done to see the relationship of variables whereas, regression analysis was done to see the effect of independent variables on the dependent variables.

Data Analysis and Results

Table 1 Reliability Assessment of Automatic Self-Talk Questionnaire, Sports Imagery Ability Questionnaire, Sports Mental Toughness Questionnaire, Perception of Success Questionnaire and Sport Motivation scale (n=32)

Scales	No. of Items	Cronbach's Alpha		
		Pre-test	Post-test	Overall
Automatic Self-Talk Questionnaire (ASTQ)	36	.765	.954	.921
Sport Imagery Ability Questionnaire (SIAQ)	15	.777	.876	.892
Sports Mental Toughness Questionnaire (SMTQ)	14	.757	.914	.907
Perception of Success Questionnaire (PSQ)	12	.861	.981	.911
Sport Motivation Scale (SMS)	28	.648	.937	.904

Note. Table 1 displays the reliability assessments of the Automatic Self-Talk Questionnaire, Sports Imagery Ability Questionnaire, Sports Mental Toughness Questionnaire, Perception of Success Questionnaire, and Sport Motivation Scale before and after testing. The Cronbach's alpha values for the automatic Self-Talk Questionnaire, Sport Imagery Ability Questionnaire, Sports Mental Toughness Questionnaire, Perception of Success Questionnaire, and Sport Motivation Scale are 0.921, 0.892, 0.907, 0.911, and 0.904, respectively. The Cronbach's Alpha ratings for all the scales exceed 0.892, indicating exceptional reliability of the data.

Table 2 Descriptive statistics of demographic variables of Control and Experimental Group (n=32)

Variables	Control Group				Experimental Group			
	Mean ± SD	R	Min	Max	Mean ± SD	R	Min	Max
Age (yr)	22.25±1.80	7	18	25	22.63±1.66	7	18	25
Weight (kg)	75.31±5.95	18	65	83	72.38±5.27	15	68	83
Height (cm)	177.44±5.84	22	167	189	179.25±5.99	20	172	192
Experience (yr)	10.81±3.86	13	5	18	9.25±3.08	10	5	15
Matches Won	61.13±21.08	74	16	90	48.13±25.01	75	13	88

SD=Standard Deviation, R= Range, Min= Minimum Value, Max= Maximum Value

Note. The table presents a comparison between a control group and an experimental group of football players across various variables. Mean values (Mean ± SD), range (Min to Max), and the number of participants (R) are provided for each group. In terms of age, the control group has a mean age of 22.25 ± 1.80 years, with a range of 18 to 25 years, while the experimental group has a slightly higher mean age of 22.63 ± 1.66 years within the same age range. Regarding weight, the control group exhibits a mean weight of 75.31 ± 5.95 kg, with a range of 65 to 83 kg, whereas the experimental group has a slightly lower mean weight of 72.38 ± 5.27 kg, with a similar weight range. In terms of height, the experimental group has a slightly higher mean height (179.25 ± 5.99 cm) compared to the control group (177.44 ± 5.84 cm). Experience, measured in years, is higher in the control group (10.81 ± 3.86 years) compared to the experimental group (9.25 ± 3.08 years). The number of matches won is higher in the control group (61.13 ± 21.08) compared to the experimental group (48.12 ± 25.00). Overall, these findings suggest some differences in demographic and performance-related variables between the two groups, indicating potential areas of interest for further investigation or intervention.

Table 3 Descriptive Statistics and Correlations for Study Variables (n=32)

	Sub-Constructs	**M**	**SD**	**1**	**2**	**3**	**4**	**5**
1	Psychological Skill Training	2.53	.332	---				
2	Sports Mental Toughness Questionnaire	2.77	.592	0.595** <0.001	---			
3	Perception of Success Questionnaire	2.70	.581	0.732** <0.001	0.580** <0.001	---		
4	Sport Motivation Scale	2.52	.368	0.773** <0.001	0.641** <0.001	0.746** <0.001	---	
5	Sports Performance	179.4	22.91	0.563** 0.001	0.435** <0.001	0.707** <0.001	0.544** <0.001	---

** Correlation is significant at the 0.01 level (2-tailed).

Note. A correlation analysis was conducted to examine the relationships between psychological skill training (PST), Sports Mental Toughness Questionnaire (SMTQ), Perception of Success Questionnaire (PSQ), Sport Motivation Scale (SMS), and Sports Performance for football players. Psychological Skill Training (PST) had a moderately positive correlation with SMTQ ($r = 0.595$, $p < 0.001$), PSQ ($r = 0.732$, $p < 0.001$), SMS ($r = 0.773$, $p < 0.001$), and Sports Performance ($r = 0.563$, $p < 0.001$). Sports Mental Toughness Questionnaire (SMTQ) showed strong positive correlations with PSQ ($r = 0.580$, $p < 0.001$), SMS ($r = 0.641$, $p < 0.001$), and Sports Performance ($r = 0.435$, $p < 0.001$). Perception of Success Questionnaire (PSQ) was strongly positively correlated with SMS ($r = 0.746$, $p < 0.001$) and Sports Performance ($r = 0.707$, $p < 0.001$). Sport Motivation Scale (SMS) had strong positive correlations with Sports Performance ($r = 0.544$, $p < 0.001$). Sports Performance had significant positive correlations with all other variables: SMTQ ($r = 0.435$, $p < 0.001$), PSQ ($r = 0.707$, $p < 0.001$), and SMS ($r = 0.544$, $p < 0.001$). Overall, the results indicate significant positive relationships between psychological skill training, mental toughness, perception of success, sports motivation, and sports performance among football players.

Table 4 Regression coefficients of psychological skill training on the mental toughness of football players

Model	B	SE	t	p	95%CI	DW

1	Constant	.091	.67	.137	.892	[-1.29, 1.45]	1.63
	PST	1.06	.26	4.06	.000	[.527, 1.59]	

SE=Standard Error, CI= Confidence Interval, DW= Durbin Watson

Note. The presented table illustrates the influence of psychological skill training on the mental resilience of football players. The coefficient of determination (R2) of 0.354 indicates that the predictors accounted for 35.4% of the variability in the outcome variable. The F-statistic (1, 30) = 16.47, $p < 0.001$, further supports the statistical significance of the predictors. The results indicated that the implementation of psychological skill training has a strong and statistically significant impact on the development of mental toughness ($\beta = 0.595$, $p < 0.001$). A linear regression analysis was performed to investigate the correlation between Psychological Skill Training (PST) as the predictor variable and Mental Toughness as the outcome variable in football players. The constant coefficient (B) is 0.091, which represents the predicted value of Mental Toughness when Psychological Skill Training is absent. The statistical analysis indicates that this constant is not statistically significant ($t = 0.137$, $p = 0.892$). This suggests that the predicted value of Mental Toughness is not substantially different from zero when Psychological Skill Training is maintained constant. The coefficient for PST is 1.06, which signifies the exact amount by which Mental Toughness changes for every single unit change in Psychological Skill Training. The coefficient in question exhibits statistical significance ($t = 4.06$, $p < 0.001$), indicating a substantial positive linear correlation between Psychological Skill Training and Mental Toughness among football players. The 95% confidence interval for the coefficient of PST is 0.527 to 1.59. This means that we may be 95% certain that the actual population coefficient is within this range. Thus, the findings indicate that Psychological Skill Training is a substantial determinant of Mental Toughness in football players. More precisely, a one-unit increase in Psychological Skill Training is associated with a 1.06-unit rise in Mental Toughness.

Table 5 Regression coefficients of psychological skill training on the Perception of Success of football players

Model		B	SE	t	p	95%CI	DB
2	Constant	-.522	.554	-.942	.354	[-1.65, .61]	1.86
	PST	1.28	.217	5.88	.000	[.834, 1.72]	

Note. This table presents the effects of psychological skill training on the Perception of Success among football players. The R2 value of .535 indicated that the predictors accounted for 53.5% of the variability in the outcome variable. The F(1, 30) value was 34.54, with a significance level of $p < 0.001$. The results indicated that the implementation of psychological skill training has a strong and statistically significant impact on the development of mental toughness ($\beta = 0.732$, $p < 0.001$). A linear regression analysis was performed to investigate the correlation between Psychological Skill Training (PST) as the predictor variable and Perception of Success as the outcome variable among football players. The constant coefficient (B) is -0.522, which represents the predicted value of Perception of Success when Psychological Skill Training is equal to zero. The statistical analysis indicates that the constant in question ($t = -0.942$, $p = 0.354$) is not statistically significant. This suggests that the predicted value of Perception of Success is not substantially different from zero when Psychological Skill Training is maintained constant. The coefficient for PST is 1.28, which signifies the exact amount by which the Perception of Success changes for every single unit change in Psychological Skill Training. The coefficient in question exhibits statistical significance ($t = 5.88$, $p < 0.001$), indicating a substantial positive linear correlation between Psychological Skill Training and Perception of Success among football players. The 95% confidence interval for the coefficient of PST is 0.834 to 1.72. This means that we may be 95% certain that the actual population

coefficient is within this range. Thus, the findings indicate that Psychological Skill Training is a substantial determinant of the Perception of Success in football players. More precisely, a one-unit increase in Psychological Skill Training is anticipated to result in a 1.28-unit rise in Perception of Success.

Table 6 Regression coefficients of psychological skill training on the Sport Motivation of football players

Model		B	SE	t	p	95%CI	DB
3	Constant	.357	.327	1.10	.283	[-.31, 1.03]	1.66
	PST	.857	.128	6.68	.000	[.595, 1.12]	

Note. This table presents the effects of psychological skill training on the athletic motivation of football players. The coefficient of determination (R2) of 0.598 indicates that the predictors accounted for 59.8% of the variability in the outcome variable. The F-statistic (1, 30) = 44.62, $p < 0.001$ further supports the statistical significance of the predictors. The results indicate that the training of psychological skills has a strong and favorable impact on sports motivation ($\beta = 0.773$, $p < 0.001$). A linear regression analysis was performed to investigate the correlation between Psychological Skill Training (PST) as the predictor variable and Sport Motivation as the outcome variable among football players. The constant coefficient (B) is 0.357, which represents the predicted value of Sports motivation when Psychological Skill Training is set to zero. The statistical analysis indicates that this constant is not statistically significant ($t = 1.10$, $p = 0.283$). This suggests that the predicted value of Sports Motivation does not change substantially from zero when Psychological Skill Training is maintained constant. The PST coefficient is 0.857, which signifies the impact of each unit change in Psychological Skill Training on Sports Motivation. The coefficient in question has statistical significance ($t = 6.68$, $p < 0.001$), indicating a substantial positive linear correlation between Psychological Skill Training and Sport Motivation among football players. The 95% confidence interval for the coefficient of PST is 0.595 to 1.12. This means that there is a 95% probability that the real population coefficient is within this range. Thus, the findings indicate that Psychological Skill Training is a substantial determinant of Sport Motivation in football players. More precisely, a one-unit increase in Psychological Skill Training is anticipated to result in a 0.857 unit rise in Sport Motivation.

Table 7 Regression coefficients of psychological skill training on the Sports Performance of football players

Model		B	SE	t	p	95%CI	DB
4	Constant	81.51	26.49	3.08	.004	[27.42, 135.6]	2.13
	PST	38.74	10.40	73.72	.001	[17.51, 59.97]	

Note. This table presents the effects of psychological skill training on the athletic performance of football players. The coefficient of determination (R2) of 0.316 indicates that the predictors accounted for 31.6% of the variability in the outcome variable. The F-statistic (1, 30) = 13.88, $p = 0.001$ confirms the statistical significance of the relationship. The results indicated that the implementation of psychological skill training had a strong and favorable impact on sports performance ($\beta = 0.563$, $p = 0.001$). A linear regression analysis was performed to investigate the correlation between Psychological Skill Training (PST) as the predictor variable and Sports Performance as the outcome variable for football players. The constant coefficient (B) is 81.51, which represents the predicted value of Sports Performance when Psychological Skill Training is absent. The statistical analysis shows that this constant has a substantial effect ($t = 3.08$, $p = 0.004$), indicating that the predicted value of Sports Performance is considerably different from

zero when Psychological Skill Training is kept constant. The coefficient for PST is 38.74, which signifies the impact on Sports Performance for every individual increment in Psychological Skill Training. The coefficient has a high level of statistical significance ($t = 73.72$, $p < 0.001$), indicating a substantial positive linear correlation between Psychological Skill Training and Sports Performance among football players. The 95% confidence interval for the coefficient of PST is 17.51 to 59.97. This means that we may be 95% certain that the real population coefficient is within this range. Thus, the findings indicate that Psychological Skill Training is a very influential factor in predicting Sports Performance among football players. More precisely, a one-unit increase in Psychological Skill Training is associated with a 38.74-unit improvement in Sports Performance.

Discussion

The study examined the impact of psychological skill training on the enhancement of skills and athletic performance in football players at the university level. The study conducted a thorough investigation and found valuable information about the connection between psychological aspects and athletic performance. A comparison between the control group and the experimental group revealed significant differences in terms of demographic and performance-related characteristics. A comparison between the experimental group and the control group revealed that the control group had a slightly lower mean age, but a higher mean weight and more years of experience. On the other hand, the experimental group had a little higher mean height, but they won an average of less matches. The distributions of age, weight, height, prior experience, and number of matches won within each group. These findings, when taken as a whole, provide useful insights into the reliability of measuring instruments, the distribution of data, and the various traits that differentiate across groups. They also highlight the complexity of psychological and performance dynamics in sports situations. As a result of these variations, it is recommended that demographic and performance-related characteristics be taken into consideration when creating intervention programs(Coutinho et al., 2019).
The results of the study make a substantial input to the current literature about the connection between psychological aspects and athletic performance, specifically with regard to football players. The first thing that was discovered was that the dependability of the measuring scales that were utilized in this research project revealed consistently high Cronbach's alpha values. This indicates that the data that was obtained possessed outstanding internal consistency and reliability. According to Smith et al. (2018), this agrees with the findings of prior research that emphasized the significance of employing measuring instruments that are both trustworthy and valid in order to guarantee an appropriate evaluation of psychological constructs in the context of sports.

During the process of contrasting the control group with the experimental group in terms of the demographic and performance-related factors, a number of significant differences were discovered. When compared to the experimental group, the control group had a tendency to have a little lower mean age, but a higher mean weight and experience. While on the contrary, the experimental group had a slightly higher mean height, but they won less matches on average. Previous research has suggested that demographic and performance-related factors may impact the psychological qualities of athletes as well as their responsiveness to treatments (Coutinho et al., 2019).

Furthermore, there was a significant influence that the intervention had on a variety of psychological characteristics and performance measures among football players. The effectiveness of the intervention in enhancing psychological resilience, performance mindset, and motivation is demonstrated by the significant increases in scores that were observed for the experimental group across a variety of measures, including the Automatic Self-Talk Questionnaire, the Sports Imagery Ability Questionnaire, the Sports Mental Toughness Questionnaire, the Perception of Success Questionnaire, and the Sport Motivation Scale.

Previous research has shown that psychological therapies are beneficial in enhancing athletes' mental skills and performance results (Hays et al., 2020). These findings are consistent with that study and demonstrate that psychological interventions are effective. Furthermore, the positive correlations between psychological skill training, mental toughness, perception of success, sport motivation, and sports performance align with theoretical frameworks that highlight the interconnectedness of these constructs in shaping athletes' overall performance and well-being (Staiano et al., 2017). These frameworks highlight the interconnectedness of these constructs in shaping athletes' overall performance and well-being.

The importance of psychological skill training as a major predictor of mental toughness, sense of success, sport motivation, and sports performance among football players was further explored through the use of regression analysis. The significant amount of variation that can be attributed to psychological skill training in each model demonstrates the significance of this factor as a primary factor in determining the results of athletes. These findings are in line with those of prior studies that highlighted the significant impact that mental skills training plays in strengthening the psychological resilience, goal orientation, and competitive drive of athletes (Gucciardi et al., 2017).

In the context of football players, regression studies provide more evidence that psychological skill training plays a vital role as a substantial predictor of mental toughness, sense of success, sport motivation, and sports performance. In each of the models, psychological skill training was found to explain a significant amount of the variation, which highlights the significance of this factor as a primary predictor of athlete results. These findings are consistent with theoretical frameworks that place an emphasis on the significant role that mental skills training plays in strengthening the psychological resilience, goal orientation, and competitive drive of athletes (Gucciardi et al., 2017).

In general, the conclusions drawn from this study add to a more sophisticated knowledge of the intricate relationship that exists between psychological elements and the degree to which football players excel in their respective sports. This study provides significant insights for coaches, practitioners, and sports psychologists who are looking to maximize athlete development and performance outcomes. (Barker et al., 2020; Birrer, 2010). It does this by explaining the influence that focused treatments have on a variety of psychological dimensions and performance measurements. Exploring the long-term impacts of psychological therapies, studying possible moderators or mediators of intervention efficacy, and analyzing the generalizability of these findings to different sports contexts are all viable avenues for future research that might expand upon these findings.

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