

The Effectiveness of a Program for Sports Psychological Guidance and Counseling on the Self-Confidence of Injured Female Students

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Introduction and Research Problem:

Psychological rehabilitation after sports injuries is one of the applied fields of sports psychology. It deals with problems before they reach the point that requires intervention to solve existing and potential problems; and crisis situations. It also works on understanding the student herself, developing her personality, and achieving the best possible performance development level aiming for self-achievement. It also supports the relationship between students and those in charge of teaching by setting programs that work on developing psychological skills, and developing personal aspects, which contribute to solving problems, especially those related to psychological stress, and also intervene in crisis situations for self-achievement, compatibility, and mental health. (13)

It appears from here the importance of sports psychological counseling in delaying the fatigue appearance, enduring pain, and removing fears. Sports guidance and counseling is the conscious and continuous process during the different stages in the student's life, in which the focus is on assessing the performance level and developing the student's personal aspects. All participants in the training process should work on strengthening the relationship between them, work on team cohesion, introducing the prevention methods, and overcoming psychological stress and this is what the student needs during critical transition periods, crisis situations, developing the

performance level, prevention, and psychological rehabilitation after a sports injury.

Many programs contribute to restoring recovery and have proven their suitability to work with female students, especially concerning reducing the intensity of injury illusion and removing fears associated with recurring injury, especially in sports activities that require direct contact with the competitor. (36, 35:6)

The coach, the psychologist, the sports medicine specialist, and the person in charge of the psychological rehabilitation process for the injured students should take into account the individual differences between them, in terms of psychological reactions to the injury at the beginning of psychological rehabilitation. The coach and the sports psychologist must form a friendly relationship and positive interaction with the injured students to reduce the severity of the injury fear, and the expected risks due to it, encouraging injured students to socially interact and participate with the team in various social activities. Planning helps injured students utilize their free time, which has become more than five hours after the injury through; participating in training and competitions, and continuing their participation with team members in scouting activities, camps, and alternative activities that suit their abilities during the injury, and helping the injured students to regain their self-confidence and their ability to face the injury. (266,265:4)

There are many psychological manifestations that are related to injury and that can affect the injured students, among these multiple manifestations: (fear, anxiety, depression, maladaptation to injury, loneliness, lack of confidence, and pain perception). (8:30-36)

Self-confidence is an expression of a person's value to himself, and the athlete's value to himself is a key to motivation towards achievement and providing a structure motivation towards work, achievement, performance speed, and accuracy. Self-confidence leads to ability, and in the time that this initiative represents a creative behavior and helps to build the ability to make decisions and take responsibility.

Self-confidence is linked to mental health because it prepares the right psychological foundations for emotional balance and positive social adaptation. Self-confidence is considered one of the conditions for successful leadership in all life's areas. Hence, it is necessary to know this psychological structure, determine the paths of its development and stages, and indicate its impact on behavior.

Those responsible for planning the sports curricula must develop a general theoretical framework that helps explain the scientific and practical curricula, prepare the means and methods, and choose activities to develop their self-confidence; so that the students can return to their previous real level before the injury and obtain achievement. From here the research problem was raised "The Effectiveness of a Program for Sports Psychology Guidance and Counseling on the Self-Confidence of Injured Female Students".

It is notable in the sports field in general, and for physical education students in particular, that the performance level of some students is declining and is unstable for others, or the appearance of some students with behavior that is different from their nature and other negative manifestations that affect female students and negatively affect their performance level and limit their progress. It is also noted their fear of being injured again, hence they appear irritated and aggravated resulting from the psychological pressure, which affects their psychological, mental, physical and social health, as well as the injured students case, who are affected with panic, fear and anxiety over their future, and the injury has a negative impact on their physical and psychological health (19:2)

Therefore, we must provide such people with psychological guidance and counseling services to assist them in diagnosing their conditions and guiding them to the best ways to overcome the problems they suffer from and that is expected for the students' to face during the study stages starting from the first year until the end of the study (the fourth year). These long periods and the problems encountered in developing performance, as well as following-up programs during the transition from one stage to another that requires support and psychological services.

Hence the importance of the current research in that it deals with one of the psychological problems that concern the sports field in general and the physical education students in particular.

Research Importance:

1. Theoretical Aspect

- Highlighting misconceptions and beliefs considering it as negative experience as a result of cognitive factors (students).
- The importance of psychological preparation for students before and after injury.
- Demonstrate the importance of applied sports psychology in supporting the injured.

2. The Practical Aspect

- Obtaining and development of psychological skills, including (self-confidence). (95:3)
- Understand the students, teach and introduce them to the skills to be learned.
- Practicing these skills so that it can be used in competitive situations is the only way to improve the psychological skills performance.

Research Objective:

The aim of the study is to identify:

- The effectiveness of the psychological guidance and counseling program (on the self-confidence of the injured students)

Research Hypothesis:

There are statistically significant differences between the pre and post-measurement in the self-confidence of the injured female students in the favor of the post-measurement

Terminologies Used In Research:

- Sports psychological guidance and counseling: It is the conscious and continuous process during the different stages of the student's life, in which the focus is on developing the performance level, developing the personal aspects of the student, the coach, and all participants in the training process, strengthen the relationship between them, work on team cohesion, and introduce prevention methods and overcoming psychological stress. This is when the student needs the sports psychological guidance and counseling during critical transition periods, crisis situations, developing the performance level, prevention, and psychological rehabilitation after sports injuries, and technical "technological" progress. (13)
- Self-Confidence: The individual's ability to respond consensual responses to the stimuli that face him, his awareness and acceptance of others and himself to a high degree, and his ability to adjust psychologically and socially. (16)

Research Procedures

The researcher used the experimental method using an experimental design of one group, using the pre and post-measurements, due to its suitability with the research nature.

Research Community and Sample

The research community is represented by the injured female students at the Faculty of Physical Education for Girls in Cairo, whose ages ranged from (18:21) years.

Main Research Sample:

The main research sample was selected in a purposive way from the research community, (12) injured students. The researcher has set criteria for selecting the research sample according to the following conditions:

- 1) Age should be from 18 to 21 years old.
- 2) She should be one of the injured female students at the Faculty of Physical Education for Girls in Cairo.
- 3) The extent of injury - the recovery period from the injury ranges from - to -

Pilot Study Sample:

The pilot study sample was chosen randomly from the research community and from outside the main sample; their number was (8) injured female students from the Faculty of Physical Education for Girls in Cairo, in the time period from 1/9/2021 to 1/10/2021, in order to calculate the validity and reliability scientific procedures for the used measurements in the research. Table (1) shows the research community and sample numerical distribution.

Table (1) Research Sample Description

Total Sample		Main Research Sample		Pilot Study	
Number	%	Number	%	Number	%
20	100	12	60.000	8	40.000

The Researcher Used the Analysis:

- A. Scientific references and previous Arab and foreign studies related to the field of sports psychological guidance and counseling programs for the injured students.

- B. Scientific references and previous Arab and foreign studies related to sports psychology and the psychological impact of injury.
- C. View the health status files of the injured students from the treatment class.

Used Tools in the Research:

- Survey form for experts.
 - Personal interview.
 - Self-confidence scale.
 - Sports psychological guidance and counseling program.
- A. Expert opinion survey form:
- The researcher designed an expert opinion survey form to determine the most important self-confidence tests for the injured female students at the Faculty of Physical Education for Girls in Cairo and presented these forms to (10) experts according to the following conditions:
 1. The expert should be a teaching staff member in one of the faculties of physical education in the sports psychology field.
 2. The years of experience should not be less than ten years in the specialized field.

The Proposed Sports Psychological Guidance and Counseling Program: Program General Aim:

The effectiveness of a program for sports psychological guidance and counseling on the self-confidence of injured female students.

Program Preparations Steps:

1. The researcher conducted a reference survey of some scientific references specialized in sports psychology and sports psychological guidance and counseling in order to determine the most important elements of the program affecting the injured students under study.
2. Then she presented the program elements to the experts, as well as the self-confidence scale.
3. The researcher conducted a reference survey of some scientific references specialized in sports psychology, in addition to previous studies, in order to determine the proposed set of exercises.
4. After the researcher formulated the content of the sports psychological guidance and counseling program under study according to the previous principles, it was presented to experts in the sports psychology fields.

Program Foundation

1. The program suits the age group characteristics of the research sample.
2. Suitability of the program with the injured student.
3. Distribution of the total times of the sports psychological guidance and counseling program during the program weeks and the percentages on the program stages.
4. Gradient from easy to difficult and from simple to complex in psychological skills with what is suitable to this age stage and to achieve the proposed program goal.
5. Providing safety and security factors for injured students.
6. The program content is compatible with the available capabilities.
7. Fulfilling the injured students participating in the program needs and desires.

Table (2) Time distribution of sports psychological guidance and counseling program for the research sample

Program Duration	Number of weeks	Units number in 3 month	Units number in a week	One unit duration
3 month	12 weeks	36 units	3 units	35 minutes

Program Foundations:

- Reviewing the references and research that dealt with developing trainings program for sports psychological guidance and counseling.
- Take into account the growth characteristics of the injured female students' age group in various physical, skill and emotional aspects.
- Availability of the required capabilities and tools in the program.
- Taking into account the appropriate exercises repetitions.
- The program content should be characterized by diversity, ease and simplicity.
- Program flexibility, taking into account the individual differences in learning among the sample members.
- The program should take into account suspense and excitement factor for female students.
- To take into account the gradation from easy to difficult that is appropriate to the students' level.

- The program content should be compatible with the objectives set for it.
- Achieve interaction between the student and the program contents.
- Achieve happiness feeling when implemented.
- The program provides the opportunity for all students to participate and practice simultaneously.

Determine the Proposed Program Objectives:

- Students (the research sample) learn to perform the exercises under study.
- Help the students visualize the correct exercises performance.
- Help the students perform the sports psychological guidance and counseling program exercises as they saw it.
- Students understand the exercises kinetic sequence of the program.
- Students get used to self-learning.
- Students gain confidence and self-reliance.
- Students develop the strength and accuracy of observation.
- Develop the ability to perceive, understand and pay attention.
- Students acquire a new way of learning.

Program Implementation Methods:

1. Explaining each exercise separately by performing a model to teach the students the basic exercises in the correct scientific way.
2. Encouraging all female students with words of praise, salutations, applause and moral gifts to boost their morale and give them the competition spirit.
3. The use of in-kind and moral incentives that increase the competition spirit and love of success.

Table (3) the training unit model for the experimental group

Week: first

Time: 35 minutes

Cognitive objective: students understand relaxation (muscular - mental) - mental visualization - focus attention - self-confidence - positive self-talk.

Skill objective: to be able to perform activities to develop relaxation (muscular - mental) - mental visualization - focus attention - self-confidence - positive self-talk.

Emotional Objective: student participates positively to relieve pain and strengthen self-confidence.

Table (3)

Training Unit Parts	Objective	Duration
Introduction	<ul style="list-style-type: none"> - Introducing the researcher and the student, what are the psychological rehabilitation program, its aspects, and the program duration. Guidance sessions: <ul style="list-style-type: none"> - Talk about how the injury happened and how she felt afterwards. - Introducing the program main concepts (psychological skills). - Talk about the importance of psychological rehabilitation after injury. - The psychological rehabilitation role in returning to preform sports activity. - The injured students' role towards the rehabilitation program success. 	15 minutes
Main Psychological Skills	Develop psychological skills by giving special exercises for each psychological skill, especially for each stage of the program: <ul style="list-style-type: none"> - Relaxation (muscular, mental) - Mental visualization - Focus attention - Self-confidence - Positive self-talk 	15 minutes
Last stage	-Use some relaxation exercises to relax	5 minutes

Self-Confidence Scale:

A. Sports Confidence Status List:

Designed by: Robin Veley

Translated to Arabic by: Mohamed Hassan Ellawi

- This scale was translated into Arabic and revised and codified by Dr. Mohamed Hassan Ellawi. This scale provides a valid and quick estimate of the sport self-confidence trait level. The scale consists of (13) phrases and for each phrase a gradual series of nine alternatives arranged according to their severity, which represents the sports confidence trait.
- The scale validity was more than 85%.
- The scale is applied on (15) years and over.
- The examinee chooses one of the most suitable alternatives by circling the number that you think you really deserve in your self-confidence at the moment right before your participation in the sports competition, compared to the ideal player from your point of view ... who deserves the maximum grade of sports confidence before his participation in the competition directly, which is 9 grades.

Table (6) Grading scale- Determine the answer duration of the scale

Grading Scale								
1	2	3	4	5	6	7	8	9
Duration		Last Student Answer Duration	Total	Average Time (Appropriate Time)				
First Student Answer Duration								
20 minutes		30 minutes	50 minutes	25 minutes				

Table (6) shows the total time for the answers of the first female student and the last female student. It also shows the appropriate timing for answering the scale form in its final look is (25) minutes.

B. Sports Confidence Trait List:

Designed by: Robin Veley

Translated to Arabic by: Mohamed Hassan Ellawi

- This scale was translated into Arabic and revised and codified by Dr. Mohamed Hassan Ellawi. This scale provides a valid and quick estimate of the sport self-confidence trait level. The scale consists of (13) phrases and for each phrase a gradual series of nine alternatives arranged according to their severity, which represents the sports confidence trait.
- The scale validity was more than 85%.
- The scale is applied on (15) years and over.
- The examinee chooses one of the most suitable alternatives by circling the number that you think you really deserve in your self-confidence at the moment right before your participation in the sports competition, compared to the ideal player from your point of view ... who deserves the maximum grade of sports confidence before his participation in the competition directly, which is 9 grades.

Table (7) Grading scale- Determine the answer duration of the scale

Grading Scale								
1	2	3	4	5	6	7	8	9
Duration		Last Student Answer Duration	Total	Average Time (Appropriate Time)				
First Student Answer Duration								
20 minutes		30 minutes	50 minutes	25 minutes				

Scientific Procedures of the Tests under study:

First: The scientific procedures of the sports confidence scale (as a trait, as a case).

1. The internal consistency validity of the sports confidence scale (as a trait, as a case).
2. Inter rater validity.
3. The researcher calculated the correlation coefficients values between the grades of each scale expression and the scale total score through applying it on the pilot study sample, which consisted of (8) female students who were injured and from outside the main research sample. Table (8) illustrates this.

Table (8) Correlation coefficients between the grade of each scale phrases and the sports confidence scale total score (as a trait, as a case) (n=8)

No.	Calculated R Value		No.	Calculated R Value	
	Trait	Trait		Trait	Trait
1	0.954	0.898	8	0.884	0.908
2	0.907	0.923	9	0.946	0.874
3	0.975	0.957	10	0.951	0.856
4	0.932	0.824	11	0.867	0.892
5	0.909	0.941	12	0.925	0.907
6	0.876	0.835	13	0.962	0.836
7	0.883	0.916			

Tabular t value at 7 degree of freedom and 0.05 = 0.666

It is clear from Table (8) the correlation coefficients between the grade of each scale phrases and the scale total score. It is also clear that all the correlation coefficients values are statistically significant at the 0.05 level, which indicates validity of the internal consistency of the sports confidence scale (as a trait, as a case).

Second - The Reliability of the sports confidence scale (as a trait, as a case).

A. Scale Reliability using half-segmentation.

The researcher calculated the reliability of the sport confidence scale (as a trait, as a case) using the split-segmentation method through finding the correlation coefficients between the odd and even phrases of the sport confidence scale (as a trait, as a case), by applying it to the pilot study sample which consisted of (8) female injured students and from outside the research main sample. Table (9) illustrates that.

Table (9) Correlation coefficients between odd and even phrases for the sports Confidence Scale (as a trait, as a condition) (n=8)

No.	Scale		Odd Phrases		Even Phrases		Correlation Coefficients
			X	SD	X	SD	
1	Sports confidence	As a trait	31.500	7.872	26.625	6.194	0.929
		As a condition	27.125	6.359	24.750	4.528	0.916

Tabular t value at 7 degree of freedom and 0.05 = 0.666

It is clear from Table (9) the correlation coefficients between the odd and even phrases of the sports confidence scale (as a trait, as a case), and it is clear that all the correlation coefficients values are statistically significant at the level of significance of 0.05, which indicates the scale reliability.

B. The reliability of the sport confidence scale (as a trait, as a condition) using Cronbach's alpha coefficients

The researcher used Cronbach's alpha coefficient to find the reliability of the sport confidence scale (as a trait, as a case) by finding the correlation coefficients between the multiple parts of the scale phrases, Table (10) illustrates this.

Table (10) Cronbach's alpha coefficient for the sports confidence scale (as a trait, as a case)

No.	The Scale		Number of phrases	Cronbach's alpha coefficient
1	Sport Confidence	As a trait	13	0.917
		As a case	13	0.924

* Statistically significant at the 0.05 . significance level

It is clear from Table (10) the Cronbach's alpha coefficients value for the sport confidence scale (as a trait, as a case), and it is clear that all the coefficients' values are statistically significant at a significant level of 0.05 and with a high reliability coefficient, which indicates the reliability of the scale's axes.

Research Implementation Steps:

Main study:

1. Pre-Measurement

The researcher and her assistants, who were (2) assistants, after confirming their abilities and giving them the appropriate instructions to apply the measurements, conducted the pre-measurement on the experimental research group, where the variables under study were measured on Saturday 9/10/ 2021 according to the specifications and performance conditions for each test with standardization of measurements and those in charge of the measuring process and measurement time for the experimental group.

2. Program Implementation

The researcher implemented the proposed psychological rehabilitation program on the experimental group in the period from Tuesday 12/10/2021 to Thursday 14/1/2022 for a period of (12) weeks and three units per week, totaling (36) units and the unit time (35) minutes.

3. Post-Measurements

After the implementation completion, the post-measurement of the experimental research group was conducted on psychological tests (self-confidence) on Saturday 16/1/2022 to Sunday 17/1/2022, where the same tests conducted in the pre-measurements were applied, under the same terms and conditions. Then start filling the prepared tables with the collected data in preparation for statistical treatment.

Results Presentation and Discussion

First Data Presentation

To achieve the research objectives and verify the hypotheses validity, the researcher reached the following results:

1. Present the research hypothesis results

- Which states (there are statistically significant differences between the pre and post-measurements of the experimental group in favor of the post-measurement in the sport confidence scale (as a trait, as a case) under study).

Table (11) The significance differences between the pre and post- measurements of the experimental group in the sport confidence scale (as a trait, as a case) (n=12)

No.	Scale		Measuring Unit	Pre-measurement		Post-Measurement		Calculated T Value
				X	SD	X	SD	
1	Sports confidence	As a trait	Grade	59.917	12.653	87.750	13.765	4.937
		As a condition	Grade	53.683	11.248	79.667	12.238	5.185

Tabular T-value at the 0.05 level and 11 degrees of freedom = 2.201

It is clear from Table (11) that there are statistically significant differences between the pre and post-measurements of the experimental group in favor of the post measurement in the sport confidence scale (as a trait, as a case) under study.

Results Discussion:

The researcher considers that the process of psychological guidance and counseling for the injured student (after the injury) is one of the most important stages in the treatment of sports injuries, and the goal is to return the injured student to training and sports competitions as soon as possible, and in the best case, after the injury occurs, and to reduce the loss as much as possible. The psychological rehabilitation process is considered a continuous process until the injured student returns to normal sports practice, that is, she was in before the injury occurred.

The researcher attributes this to the fact that the proposed psychological guidance and counseling program, including a variety of exercises, helped to increase the dissemination of the spirit of fun, pleasure and competition among the students, and to increase the students' motivation towards the rehabilitation process, which led to the existence of effective in gaining self-confidence among the affected students.

The researcher believes that the superiority of the students is due to the guidance and counseling program, including the preparatory exercises it contains, which provide the students with experiences that take into account the personality of the students who are presented to them and provide them with self-confidence.

The researcher also attributes the students' superiority in dimensional measurements to that the program of psychological counseling and

psychological rehabilitation exercises is characterized by a logical sequence and is placed in an organized, sequential and interconnected manner, which helps the students to focus attention and understand and learn each part easily, which increases self-confidence and tranquility.

The researcher also believes that the reason for the improvement of the dimensional measurement of the experimental group in self-confidence may be due to the excellence of the counseling program and the psychological guidance at a good and integrated level. Developing and improving both self-confidence among the affected students under research.

The messages also agree with the results and the researcher's opinion:-

Table (11) shows that there are statistically significant differences between the pre and post-measurements of the experimental group in favor of the post measurement in the sport confidence scale (as a trait, as a case) under study.

The result of the current study is in agreement with the results of Ahmed Mohamedd Ali Farag and Mohamed Khamis Anwar (2018) studies that stated the players' with the least injures are the players with the most sense of self-confidence.

The results of the current study also is in agreement with the results of Ayed Ali Zorikat (2018) study that mentioned that the injured players' self-confidence is negatively affected - mental visualization is an appropriate psychological rehabilitation method for rehabilitating players after sports injuries and boosting their self-confidence level.

Thus, the validity of the first hypothesis is achieved, which states that there is a relationship between the counseling program and psychological counseling and the self-confidence of the injured students.

Table (12) improvement percentages between the pre and post measurements of the experimental group in the sport confidence scale (as a trait, as a case) (n=12)

No.	Scale	Measuring Unit	Pre-measurement		Post-Measurement		Improvement Level
			X	SD	X	SD	
1	As a trait	Grade	59.917	12.653	87.750	13.765	46.453
	As a condition	Grade	53.683	11.248	79.667	12.238	48.403

It is clear from the table (12) the improvement percentages between the pre and post-measurements of the experimental group in the sport confidence scale (as a trait, as a case) under study is in varying proportions.

Conclusion:

In light of the research objective and within the sample limits, the procedures used, and by discussing the results, the researcher concluded that there are statistically significant differences between the pre and post-measurements of the experimental group in favor of the post-measurement in the sport confidence scale (as a trait, as a case).

Recommendations:

1. Make use of the sports psychological guidance and counseling program to improve the self-confidence of the injured students.
2. Conduct more research on different samples using the sports psychological guidance and counseling program.
3. Invite and encourage those in charge of the educational process in the field of physical education to use and develop psychological exercises effectively.

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