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TEMPORAL CHANGES IN SOURCES OF

SPORT CONFIDENCE

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ABSTRACT

This study examined the temporal changes in sources of sport confidence across five consecutive games in a sample sixteen female hockey players from one squad. Participants completed the Sources of Sport Confidence Questionnaire (SSCQ; Vealey et al., 1998) 1 hour prior to each game, along with a 6-item questionnaire which examined a number of performance variables. A repeated measures ANOVA was carried out which demonstrated that sources of *physical/mental preparation, coaches leadership, support, environmental comfort* and *climate* (source domain), changed over the five time periods. Bonferroni corrected t tests revealed that the sources of *physical/mental preparation* and *coaches leadership* changed significantly and that three of the performance variables changed in accordance with these sources, which were *perceived opponent ability, importance of outcome* and *individual performance expectancies*. A Linear regression analysis was performed which showed that the changes in the sources of confidence were not directly caused by any of the effects of any of the performance variables. Implications of the findings show that coaches need to be aware of the sources which are more susceptible to change and also need to focus on getting athletes to use more controllable sources of confidence, in order to maintain confidence levels. Recommended areas for further research were provided.

CHAPTER I

INTRODUCTION

1. INTRODUCTION

Self confidence has been widely acclaimed as the single most important aspect affecting sport performance (Vealey et al., 1998; Jones & Hanton, 2001; Vealey, 2001) and consistently appears as a key skill possessed by successful, elite athletes (Mahoney & Avenier, 1977; Gould et al., 2002). Jones and Hardy (1990a) highlighted the importance of a high level of confidence in their report of interviews carried out with several elite performers. For example, javelin thrower Steve Backley, stated “If you’re slightly down and doubting yourself then you’ve lost...you’ve lost the battle with yourself to create a highly skilled performance” (p. 273). Contrary to this, the dramatic influence that loss of self-confidence has on performance (e.g. choking), as well as the often unstable and unpredictable nature of self-confidence over a period of time (e.g. slumps), has fueled the need for research in this area. Fluctuations in confidence have also been identified to account for differences in best and worst performances in sport competition (Eklund, 1994, 1996; Greenleaf et al., 2001). The concept of sport confidence is therefore a vital aspect of research within the sport domain and consistent development of the literature will give researchers and practitioners a thorough insight into the processes and mechanisms by which confidence can be enhanced. This information can then be feed back to coaches so that they are able to create the best possible confidence enhancing strategies and programmes for their athletes and the best performances can be produced. Janssen & Dale (2002) reinforce this as they stated that the ability to build confidence in one’s athlete’s has been identified in the sport psychology literature as one of the “secrets” of successful coaches.

In order to increase or sustain confidence levels, however, coaches first need to understand each athlete’s particular source or sources of sport confidence before intervening to enhance that confidence (Vealey & Chase, 2007). As Bandura (1997) states, self-confidence is constructed through a complex process of self-persuasion, as athletes choose and interpret internal and environmental sources of information that affect their beliefs about their

abilities to succeed. If coaches are aware of the multiple sources of self-confidence that are available to athletes in sport, and how these change, they will then be able to construct the competitive environment and interact individually with athletes in ways that will facilitate each source of confidence.

In particular, information regarding how sources of sport confidence change over a period of consecutive events is an important area of study. This is due to the unstable and fleeting nature of confidence, especially considering the effects of the competitive environment in influencing changes in self-confidence across time (Vealey, 2007). Bandura (1997) talks about the importance of developing a resilient self-confidence that can withstand the constant obstacles and setbacks that are inherent in life. Athletes in sport constantly face obstacles such as losing, making mistakes, receiving critical feedback from coaches, and returning from injuries, and a resilient belief in their abilities to weather these setbacks and succeed is critical. Elite athletes identified not just confidence, but rather a *resilient* confidence in the form of “unshakable self-belief” as the key to mental toughness and success in sport (Bull et al., 2005; Jones et al., 2002). Temporal considerations are therefore extremely important as each event will present new and often uncontrollable demands. Thus, it is vitally important that coaches are able to adapt coaching strategies, game by game, to ensure that confidence levels are sustained throughout the course of a season. Performance that is consistent is crucial in determining the successful from the unsuccessful teams or individual athletes. The instability of this confidence over time would then seem to be a function of the sources upon which that confidence is based (Vealey & Sinclair, 1987). Therefore, by targeting the sources of this confidence and the way that they change, confidence should subsequently be enhanced and maintained.

CHAPTER III

METHODOLOGY

3. METHODOLOGY

3.1 Participants

The participants consisted of sixteen female hockey players from one squad (N=16), who were all purposively selected to participate in the study. Participants were members of the UWIC (University of Wales Institute Cardiff) women's 1st team and were currently playing in Western Conference Division 1a of the BUSA league and also in the Premier 1 division of the South Wales league. Individually, the athletes' competitive status was either club/county (n=7), regional (n=4) or national (n=5) standard. The mean age of the participants was 20.13 years (SD \pm 1.36) and ranged from 18-24 years.

3.2 Measures

3.2.1 Sources of Sport Confidence Questionnaire (SSCQ)

The Sources of Sport Confidence Questionnaire (Vealey et al., 1998) was administered to measure the sources that were important in helping participants feel confident over a period of successive games. The questionnaire included 41 items with 9 subscales representing the 9 sources of confidence. Participants were asked to think about how they were feeling in relation to the upcoming event. They were then asked to respond to each item by indicating how important the source represented by that item was in helping them feel self-confident prior to that particular game. The stem used to precede the inventory items was, "I feel confident about the upcoming event because I...". Participants responded by circling a number on a 7-point Likert scale ranging from 1=not at all important to 7=of highest importance. Vealey et al. (1998) confirmed measures of internal consistency for the SSCQ subscales by calculating Cronbachs (1951) alpha coefficients. All subscale alphas exceeded the .70 criterion advocated by Nunnally (1978). All item-total correlations met an

acceptable range ($r > .40$) and all items positively contributed to the alpha total. The validity and reliability of the SSCQ was also verified (Vealey et al., 1998). The overall coefficient of determination (COD) of the inventory was .90, which represents an acceptable generalised measure of reliability for the entire model. A chi-square/*df* ratio was also calculated as 1.80, which represented an acceptable fit of the observed data (SSCQ items) to the proposed model (sources of sport-confidence) (Vealey et al., 1998).

3.2.2 Performance Measures

The *Performance expectancy* measures were based on the recommendations of performance expectancy researchers (Cox & Whaley, 2004; Scanlan & Passer, 1978, 1979, 1981), who used both personal and team expectancies were assessed regarding (a) the quality of their personal performance during the game and (b) the score by which their team would win or lose the game. The current study utilised a subjective measurement of team performance expectancy as this was considered a more sensitive measure and was based on a measure used by Edwards & Hardy (1996). This single-item measure was used by these authors to assess post game performance, however, it was altered slightly in the present study, so that it could be used as a pre-game expectancy measure. Participants responded to the questions, 1) “How well do you think you will play in the game today?” and 2) “In relation to its average usual performance, rate how do you think the team will perform in today’s game?”, by circling a number on a 9-point Likert scale from 1=very well to 9=not well at all.

Perceived Ability, Perceived Opponent Ability and Importance of Outcome

Perceived ability, Perceived opponent ability and Importance of outcome were all measured based on an approach used by Roberts & Duda (1984). For the present study, utilising a team-based assessment of perceived ability was considered necessary, as opposed to only using individual perceptions, as subjects were all participating a team sport. Participants responded to the questions, 1) “How would you rate your own ability, prior to today’s game?”, 2)

“How would you rate your own teams ability, prior to today’s game?, 3) “How would you rate your opponents ability, prior to today’s game?” and 4) “How would you rate the importance placed on winning the upcoming game?” by circling a number on a 9-point likert scale ranging from 1=very high to 9=very low.

3.3 Procedures

The sources of sport confidence questionnaire (SSCQ), as well as the 6-item questionnaire, which measured the performance variables, were given out to all sixteen participants to complete prior to five consecutive hockey games (see Appendix B). All data collection took place 1 hour prior to each game and participants filled the questionnaires out in the changing rooms just before they went outside to begin warming-up. Procedures of the study were explained to the participants by the investigator before the first match. Written consent forms were collected from all participants (see Appendix A) and confidentiality was emphasised. Subjects were informed of the option to drop out at any time, without any fear of repercussion. The investigator also distributed and was present for data collected at every time period.

3.4 Data Analysis

A one-way repeated measures ANOVA was carried out to test whether there were any changes in the nine sources of self-confidence, the three source domains and also in the six performance variables, across the 5 consecutive time periods. Effect sizes (ω^2) were calculated to indicate the practical significance of any statistical effects. Bonferroni corrected t tests followed any significant within effects in the ANOVA models testing pairwise comparisons (Field, 2005). The assumption of sphericity was violated in some cases, therefore the Huynh Feldt correction factor was applied for subsequent F statistic calculation (Field, 2005). A Linear regression analysis was then carried out to determine if changes in the sources of confidence were directly predicted by any relative changes in the performance variables.

Reliability scores of the SSCQ (Sources of Sport Confidence Questionnaire) were also computed using Cronbachs Alpha.

CHAPTER IV

RESULTS

4. RESULTS

4.1 Scale Reliabilities

The internal reliability for each SSCQ subscale and source domain was calculated using Cronbachs alpha (1951) over each of the five time periods (see Table 2.). All alpha values exceeded the .70 criterion advocated by Nunnally (1978), except for the *Situational favourableness* subscale at time 1. Because only 3 items were included in the *Situational favourableness* subscale and the criterion for this subscale were met in every other phase, it was decided to retain the subscale. All item-total correlations met an acceptable range ($r > .40$) and all items positively contributed to the alpha total.

Table 2. SSCQ Internal Reliability Coefficients (Cronbach's Alpha)

	Time 1	Time 2	Time 3	Time 4	Time 5
Subscales					
Mastery	.90	.76	.92	.96	.93
Demonstration of ability	.90	.82	.91	.89	.87
Preparation	.81	.78	.83	.94	.87
Physical self-perception	.89	.90	.96	.97	.98
Support	.87	.75	.87	.89	.84
Vicarious experience	.91	.93	.96	.97	.95
Environmental comfort	.85	.77	.91	.93	.78
Situational favourableness	.42*	.78	.87	.83	.88
Coaches Leadership	.90	.82	.87	.96	.92
Source domains					
Achievement	.91	.86	.92	.94	.93
Self-regulation	.84	.78	.82	.92	.88
Climate	.94	.87	.95	.97	.94

Note. SSCQ = Sources of sport confidence questionnaire

*alpha value failed to met the criterion

4.2 Repeated Measures ANOVA

Results from the one-way repeated measures ANOVA showed that four out of the nine subscales changed over the five different time periods and assumptions of sphericity were met on each occasion (see Table 3.). These sources included *physical/mental preparation*, *coaches leadership*, *support*, and *environmental comfort*. The sources that did not change over the five time periods were *mastery*, *demonstration of ability*, *physical self-perception*, *vicarious experience* and *situational favourableness*. Assumptions of sphericity were violated in all but the *physical self-perception* source. The Huynh Feldt correction factor was therefore applied for subsequent F statistic calculation (Field, 2005).

Results showed that *physical/mental preparation* changed over time $F(4, 48) = 5.69$, $p < 0.05$, $\omega^2 = .32$. Pairwise comparisons revealed that participants viewed *preparation* as a more important source of confidence prior to game 5 than before games 2 and 3 ($p < 0.05$). Similarly to this, the *coaches leadership* source also changed over time $F(4, 48) = 4.63$, $p < 0.05$, $\omega^2 = .28$. Pairwise comparisons showed that *leadership* was viewed as a more important source before game 4 than it was before game 1 ($p < 0.05$). Results for both *support* ($F(4, 48) = 4.51$, $p < 0.05$, $\omega^2 = .27$) and *environmental comfort* ($F(4, 48) = 2.60$, $p < 0.05$, $\omega^2 = .18$) showed that these sources changed over the five time periods, however, neither of the post hoc tests displayed any significant results.

Table 3. SSCQ subscales: Descriptive data over five consecutive games

	Mean	(Std. dev.)
Time 1		
Mastery	4.51	1.06
Demonstration of ability	4.21	.98
Physical/mental Preparation	4.72	.67
Physical self-perception	2.92	1.25
Support	4.86	.78
Vicarious Experience	4.26	1.09
Environmental comfort	4.32	.99
Situational favourableness	4.51	.66
Coaches Leadership	4.49*	.98
Time 2		
Mastery	4.35	.84
Demonstration of ability	4.35	.85
Physical/mental Preparation	4.72*	.59
Physical self-perception	2.95	1.25
Support	4.97	.60
Vicarious Experience	4.29	1.08
Environmental comfort	4.38	1.09
Situational favourableness	4.62	.81
Coaches Leadership	4.74	.69
Time 3		
Mastery	4.60	.87
Demonstration of ability	4.64	.94
Physical/mental Preparation	4.96*	.68
Physical self-perception	3.13	1.28
Support	5.06	.70
Vicarious Experience	4.25	1.20
Environmental comfort	4.52	1.13
Situational favourableness	4.44	1.01
Coaches Leadership	5.02	.61
Time 4		
Mastery	4.32	.87
Demonstration of ability	4.44	1.02
Physical/mental Preparation	5.12	.84
Physical self-perception	3.03	1.65
Support	5.21	.81
Vicarious Experience	4.29	1.38
Environmental comfort	4.27	1.62
Situational favourableness	4.44	1.06

Coaches Leadership	5.03*	.98
Time 5		
Mastery	4.42	1.08
Demonstration of ability	4.64	.95
Physical/mental Preparation	5.32*	.73
Physical self-perception	3.10	1.45
Support	5.47	.64
Vicarious Experience	4.51	1.01
Environmental comfort	4.85	1.11
Situational favourableness	4.74	1.16
Coaches Leadership	5.20	.68

*significant changes in the subscales over time

Results from the three source domains stated that only the *climate* domain changed over the five time periods (see Table 4.). The *achievement* and *self-regulation* domains did not reach significance and sphericity was violated for the *achievement* domain. Results showed that the *climate* domain changed over time ($F(3.67, 44.09) = 3.46, p < 0.05, \omega^2 = .23$), however the post hoc test did not reveal any significant results.

Table 4. Sources domains: Descriptive data over five consecutive games

	Mean	(Std. dev)
Time 1		
Achievement	4.36	.92
Self-regulation	3.80	.77
Climate	4.47	.65
Time 2		
Achievement	4.35	.75
Self-regulation	3.83	.72
Climate	4.60	.58
Time 3		
Achievement	4.62	.79
Self-regulation	4.05	.79
Climate	4.66	.76
Time 4		
Achievement	4.38	1.04
Self-regulation	4.07	1.11
Climate	4.65	1.00
Time 5		
Achievement	4.52	1.04
Self-regulation	4.21	.93
Climate	4.95	.74

4.3 Performance Variables

Results from the one-way repeated measures ANOVA revealed that five out of the six performance variables changed over time (see Table 5.). These variables included *performance expectancy (individual)*, *performance expectancy (team)*, *perceived ability (individual)*, *perceived opponent ability* and *importance of outcome*. Assumptions of sphericity were met for all these variables, apart from *importance of outcome*, whereby sphericity was violated and the Huynh Feldt correction factor was applied for subsequent F

statistic calculation. The variable which did not change was *perceived ability (team)*. When interpreting the results, it should be noted that the Likert scales for the performance variables were oppositely scored to the scales on the Sources of Sport Confidence Questionnaire (SSCQ) therefore the lower the mean score, the higher the perception of that performance variable.

Results showed that *performance expectancy (individual)* changed over time ($F(4, 48) = 7.10, p < 0.05, \omega^2 = .37$). Specifically, participants' individual perceptions of *performance expectancies* were higher before the fifth game than prior to the first game and also prior to the second game. *Performance expectancy (team)* ($F(4, 48) = 5.62, p < 0.05, \omega^2 = .32$) was higher before fourth game than prior to the second game. *Perceived ability (individual)* ($F(4, 48) = 5.27, p < 0.05, \omega^2 = .31$) was higher before the fourth game than prior to the second game. *Perceived opponent ability* ($F(4, 48) = 6.95, p < 0.05, \omega^2 = .37$) was higher before the fourth game than prior to the first game and prior to the second game. Finally, results showed that *Perceived importance of outcome* ($F(2.72, 32.664) = 8.46, p < 0.05, \omega^2 = .42$) was higher before game 5 than before game 2, game 3, and game 4.

Table 5. Performance variables: Descriptive data over five consecutive games

	Mean	(Std.
	dev)	
Time 1		
Performance expectancy (indiv.)	3.85*	1.35
Performance expectancy (team)	3.23	.83
Perceived ability (indiv.)	3.69	.86
Perceived ability (team)	3.08	1.32
Perceived opponent ability	4.54*	.88
Importance of outcome	2.00	1.08
Time 2		
Performance expectancy (indiv.)	4.08*	1.19
Performance expectancy (team)	3.23*	.60
Perceived ability (indiv.)	4.00*	.91
Perceived ability (team)	3.08	.76
Perceived opponent ability	5.15*	1.28
Importance of outcome	3.15*	1.21
Time 3		
Performance expectancy (indiv.)	3.31	1.11
Performance expectancy (team)	3.00	.82
Perceived ability (indiv.)	3.23	.83
Perceived ability (team)	2.77	.73
Perceived opponent ability	4.23	1.09
Importance of outcome	3.08*	1.89
Time 4		
Performance expectancy (indiv.)	2.92	.95
Performance expectancy (team)	2.38*	.77
Perceived ability (indiv.)	3.23*	.60
Perceived ability (team)	2.62	.65
Perceived opponent ability	3.62*	.77
Importance of outcome	2.08*	.76
Time 5		
Performance expectancy (indiv.)	2.62*	.65
Performance expectancy (team)	2.38	.65
Perceived ability (indiv.)	3.15	1.06
Perceived ability (team)	2.46	1.27
Perceived opponent ability	3.62	.96
Importance of outcome	1.15*	.38

*significant changes in the performance variables over time

The only important changes in the performance variables, however, were the ones which directly coincided with the changes observed in the sources of confidence, which were between games 1 and 4, games 2 and 5, and games 3 and 5. Results found that both *leadership* and *perceived opponent ability* were higher in game 4 compared to game 1. Both *preparation* and *importance of outcome* were higher in game 5 compared to game 3. Finally, *preparation*, *individual performance expectancies* and *importance of outcome* were all found to be higher in the fifth game than the second game.

These results illustrated that there were changes in the performance variables that coincided with similar changes in the sources of sport confidence, but they didn't show that these performance variables were the direct cause of these changes. A Linear regression analysis was therefore performed to find out if any one of the six performance variables were significant predictors of *coaches leadership* or *physical/mental preparation* during the time periods at which these sources changed. Results from this analysis, however, found that none of the variables significantly predicted these changes. The R^2 values at each time period were insignificant showing that the performance variables predicted no overall change in the *preparation* or *leadership* sources. Also, none of the individual beta (β) values were found to be significant showing that not one of the individual performance variable were responsible for predicting the change.

CHAPTER VI

CONCLUSION

6. CONCLUSION

In summary, the aim of the present study was to investigate how sources of sport confidence changed within a female hockey team over a period of five consecutive games, in relation to several performance variables. Results showed that the sources of leadership and preparation changed over time, however none of these changes were significantly predicted by any of the corresponding performance variables. This showed that temporal changes do occur within sources of sport confidence, however further research is required to identify the factors which determine these changes. Coaches need to be aware of the sources which are more susceptible to change so that stable levels of confidence are maintained over long periods of time. Furthermore, results inferred that sources within the *climate* domain were also more likely to change. This was in line with previous literature which stated that, by deriving confidence from less controllable sources such as the environment, athletes may develop less stable and weaker perceptions of control and competence (Vealey et al., 1998). Coaches therefore need to focus on getting athletes to use more controllable sources of confidence, in order to maintain confidence levels. As temporal research is still a very new line of research, with regards to the levels and sources of sport confidence, further research is certainly still required in this area. Research should also investigate whether these changes are different depending on individual variables such as gender, type and level of sport.

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APPENDICES

APPENDIX A

Dear Student athlete,

I am a Level 3 undergraduate student in the School of Sport, PE, & Recreation, at the University of Wales Institute Cardiff. I am doing a dissertation on the sources of self-confidence in team sports and wonder if you would be kind enough to help with my research.

The research aims to identify what kind of things make you confident before a game and how these things may change over time. As a subject, you will be asked to fill out a questionnaire before 5 consecutive games. The research might prove beneficial since any results or changes that arise may give more successful strategies for inducing optimal performance. Participation is entirely voluntary. You are free to withdraw at any stage of the research process.

Confidentiality will be upheld as far as is humanly possible. Your name will not appear anywhere at any time, and the features cited are only those relevant to the research. During the research process, the data will be kept securely (both originals and electronic data) with access restricted to myself and my supervisor only.

If you are willing to participate, then please read the next page carefully and sign where indicated.

Consent Form

Thank you very much for agreeing to take part in this research. The purpose of this form is to make sure that you are happy to take part in the research and that you know what is involved. By signing below you will be confirming that:

- you have had the opportunity to ask questions and discuss the study
- the information that you share is strictly confidential and that you shall remain anonymous throughout the study
- you understand that you are free to withdraw from the study if you wish
- you understand that you are free to choose not to answer a question without having to give a reason why
- you agree to take part in this study

Name (Block Capitals) _____ Date _____

Please sign _____ Contact No. and/or email _____

APPENDIX B

General demographic questions

Name: _____ Age: _____

Gender: male female

Sport: _____

Level: _____

Pre-game questionnaire

		very well								not at all
1. How well do you think you will play in the game today?	1	2	3	4	5	6	7	8	9	
2. In relation to its average usual performance, rate how do you think the team will perform in today's game?	1	2	3	4	5	6	7	8	9	
		very high								very low
3. How would you rate your own personal ability, prior to today's game?	1	2	3	4	5	6	7	8	9	
4. How would you rate your own team's ability, prior to today's game?	1	2	3	4	5	6	7	8	9	
5. How would you rate your opponents ability, prior to today's game?	1	2	3	4	5	6	7	8	9	
6. How would you rate the importance placed on winning the upcoming game?	1	2	3	4	5	6	7	8	9	

Athlete Self-Rating Scale (SSCQ)

Think about how you feel in relation to the upcoming event. Try to think about **what things make you feel confident?** What things help you believe in your abilities and give you the confidence to achieve success? Listed below are some things that may help athletes feel confident in sport situations. For each statement, circle the number which indicates **HOW IMPORTANT THAT IS IN HELPING YOU FEEL CONFIDENT ABOUT THE UPCOMING EVENT.** Please respond to every question even though they may seem repetitive. There are no right or wrong answers because every athlete is different. Please be honest - your answers will be kept completely confidential.

I feel confident about the upcoming event because I...

	not at all important	not very important	slightly important	of average importance	very important	extremely important	of highest importance
1. have received positive feedback from my teammates and/or friends.....	1	2	3	4	5	6	7
2. usually win.....	1	2	3	4	5	6	7
3. have kept my focus on the task.....	1	2	3	4	5	6	7
4. have psyched myself up.....	1	2	3	4	5	6	7
5. have mastered a new skill in my sport.....	1	2	3	4	5	6	7
6. often get breaks from officials or referees.....	1	2	3	4	5	6	7
7. am performing in an environment (gym, pool, stadium, etc.) that I like and in which I feel comfortable.....	1	2	3	4	5	6	7
8. feel good about my weight.....	1	2	3	4	5	6	7
9. believe in my coach's abilities.....	1	2	3	4	5	6	7
10. know I have support from others than are important to me.....	1	2	3	4	5	6	7
11. often demonstrate that I am better than others.	1	2	3	4	5	6	7
12. see successful performances by other athletes.....	1	2	3	4	5	6	7
13. know that I am mentally prepared for the situation.....	1	2	3	4	5	6	7
14. have followed certain rituals (e.g., wearing a lucky shirt, eating certain food, etc).....	1	2	3	4	5	6	7
15. have improved my performance on a skill in my sport.....	1	2	3	4	5	6	7
16. I might see the breaks are going my way.....	1	2	3	4	5	6	7
17. feel I look good.....	1	2	3	4	5	6	7
18. know my coach will make good decisions....	1	2	3	4	5	6	7
19. am told that others believe in me and my abilities.....	1	2	3	4	5	6	7
20. have shown my ability by winning or placing.	1	2	3	4	5	6	7
21. have watched another athlete I admire perform successfully.....	1	2	3	4	5	6	7
22. am focused on my goals.....	1	2	3	4	5	6	7
23. have improved my skills.....	1	2	3	4	5	6	7
24. feel comfortable in the environment (gym, pool, stadium, etc.) in which I'm performing.....	1	2	3	4	5	6	7
25. feel that everything is "going right" for me for the competition.....	1	2	3	4	5	6	7
26. feel my body looks good.....	1	2	3	4	5	6	7
27. know my coach is a good leader.....	1	2	3	4	5	6	7
28. am encouraged by coaches and/or family.....	1	2	3	4	5	6	7
29. know I can outperform opponents.....	1	2	3	4	5	6	7
30. have watched a teammate perform well.....	1	2	3	4	5	6	7

I feel confident about the upcoming event because I...

	not at all important	not very important	slightly important	of average importance	very important	extremely important	of highest importance
31. have prepared myself physically and mentally for the competition.....	1	2	3	4	5	6	7
32. increased the number of skills I can perform..	1	2	3	4	5	6	7
33. like the environment where I am performing	1	2	3	4	5	6	7
34. have trust in my coach's decisions.....	1	2	3	4	5	6	7
35. get positive feedback from coaches and/or family.....	1	2	3	4	5	6	7
36. have proved I am better than my opponents....	1	2	3	4	5	6	7
37. have seen a friend perform successfully.....	1	2	3	4	5	6	7
38. believe in my ability to give maximum effort to succeed.....	1	2	3	4	5	6	7
39. have received support and encouragement from others.....	1	2	3	4	5	6	7
40. have shown I'm one of the best in my sport.....	1	2	3	4	5	6	7
41. have watched teammates who are at my level perform well.....	1	2	3	4	5	6	7
42. I have developed new skills and improved.....	1	2	3	4	5	6	7
43. feel my coach has provided effective leadership....	1	2	3	4	5	6	7

Many thanks for your participation