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THE EFFECT THAT WINNING OR LOSING A SOCCER
MATCH HAS ON THE SOURCES OF SPORT-CONFIDENCE

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TABLE 1

Source			
	A	M	SD
Mastery	0.87	4.47	1.43
Demonstration of Ability	0.78	5.38	1.28
Physical/Mental Preparation	0.81	5.23	1.23
Physical Self- Presentation	0.76	3.82	1.73
Social Support	0.74	5.31	1.10
Vicarious Experience	0.88	4.56	1.45
Environmental Comfort	0.73	4.52	1.52
Situational Favourableness	0.66*	4.31	1.28
Coach's Leadership	0.89	4.26	1.23

* = lower than 0.70

TABLE 2

Source	Won		Lost		Mean
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Mastery	4.18	1.18	4.76	1.09	4.47
Demonstration of Ability	5.48	0.90	5.29	0.89	5.39
Physical/Mental Preparation	5.42	0.85	5.10	0.89	5.26
Physical Self-Presentation	3.74	1.21	3.92	1.63	3.83
Social Support	5.56	0.81	5.06*	0.55	5.31
Vicarious Experience	4.55	1.04	4.58	1.37	4.57
Environmental Comfort	4.60	1.00	4.43	1.29	4.52
Situational Favourableness	4.23	0.84	4.40	1.14	4.32
Coach's Leadership	5.39	0.91	4.74*	1.06	5.07

* = Significant difference $p < .05$

TABLE 3

Source	<i>r</i>
Mastery	0.31
Demonstration of Ability	0.14
Physical/Mental Preparation	0.26
Physical Self-Presentation	0.10
Social Support	0.42
Vicarious Experience	0.01
Environmental Comfort	0.11
Situational Favourableness	0.11
Coach's Leadership	0.45

r = effect size.

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Jon

Abstract

This study examined the effects that winning or losing a previous soccer match had on the sources of sport-confidence in 26 male amateur soccer players aged between 18 years and 27 years old, with a mean age of 20.23. Each individual soccer player completed the Sources of Sport-Confidence Questionnaire (SSCQ) once at their training session following a competitive win and once at their following training session following a competitive loss. Primary analysis involved nine dependent t-tests (or paired t-test) of the nine separate sources. The dependent t-tests revealed a significant difference in the saliency of social support and coach's leadership depending on whether the previous competitive soccer match resulted in a win or a loss. Soccer players placed more importance on social support and coach's leadership when they had won their previous competitive soccer match compared to when they had lost their previous competitive soccer match. Amateur male soccer players considered social support, demonstration of ability, and physical/mental preparation as the most important sources of sport-confidence. These findings emphasise the impact that previous performance, and/or the result of a previous performance can have on the sources of sport-confidence. This subsequently has implications for the design of confidence building interventions based upon where confidence is sourced from when a previous performance resulted in success or victory, particularly if previous performances resulting in failure or a loss have detrimental effects on an individual's levels of confidence.

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

Sport psychology was defined by Horne (2008) as “the psychological study of human behaviour in sport settings” (p.ix). When effectively applied, sport psychology will enhance sport performance. There is an increasing recognition of the psychological factors that affect athletic performance at all levels and abilities (Jones, 1995; Hardy, Jones & Gould, 1996). Elite athletes can be almost impossible to separate in terms of ability and skill, therefore, the athletes that ultimately succeed; the best of the best athletes, are those who possess a tougher psychological mentality (Jones, 1991; Jones & Swain, 1995). Self-confidence in sport has been a widely researched area, and has been accepted as an essential part of being successful (Spink, 1990; Horne, 2008). There is no other single factor which has greater importance to an athlete than that of self-confidence (Railo, 1986). A rugby world cup winner said of confidence, *“it's an inner belief that you can perform and you can perform better than your opposition, you know, I think if you don't have that you're gonna struggle”*.

A contributing factor toward the instigation of the present research area has not just stemmed from the author's keen interest in sport psychology, but also that of the author's own experience of self-confidence issues in sport, and the desire to establish the reasons behind these issues. Confidence comes and goes, and from the author's own experience, where confidence has been sourced from also varies. Therefore, it has been in the author's interests to establish whether the result of a previous competitive performance can predetermine where an individual sources their confidence from prior to and during their next competitive performance.

Athletes need to control and regulate their psychological state and remain confident in their ability to perform if they are to achieve optimal performance. Vealey (1986) defined confidence as, “belief or degree of certainty an individual possess about their ability to be successful in sport” (p.222). A confident individual will be free from doubt and contain a

belief in his/her abilities (Sanderson, 1996). Research has shown a significant correlation between self-confidence and successful performances (Jones, Hanton, & Swain, 1994; Edwards and Hardy, 1996).

The two most popular conceptualisations of confidence are those of Bandura's (1977) self-efficacy model, and Vealey's (1986) sport confidence model. Bandura's (1977) self-efficacy theory advanced the area of self-confidence dramatically, but Vealey (1986) compiled a sports relevant conceptualised model of sports confidence. Despite this forward step, the validity of the model and its predictive capabilities were questioned (Vealey, 1986; Feltz, 1988). Therefore, Vealey (2001) proposed a more advanced framework that included social, organisational, and situational factors as an influence on the development of confidence. Furthermore, the model included the nine sources of sport confidence (Vealey, Hayashi, Garner-Holman, Giacobbi, 1998) proposed to influence self-confidence. More recently, Hays, Maynard, Thomas, Bawden (2007) took this further and suggested that there are nine sources of confidence, and six types of confidence.

There has been plenty of research that has come to the conclusion that previous performances have the greatest effect on self-confidence (Bandura, 1977; Wise & Trunnel, 2001; Chase, Feltz, & Lirgg, 2003). However, whether sources of confidence vary depending on the success or failure of a previous performance is yet to be investigated. Furthermore, this is a study of confidence in soccer players, which again, there has been only a small number of studies (for example, Man, Stuchlikova, & Kindlmann, 1995; Andersson, Edman, & Ekman, 2005). Thus, this quantitative study, using Vealey's et al., (1998) Sources of Sport Confidence Questionnaire (SSCQ), discovers whether or not male amateur soccer players source their confidence from different places in preparation and during their next competitive game following either a win or a loss in their previous competitive game, and if so, what sources are more prevalent.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The purpose of the current study was to investigate whether or not male amateur soccer players source their confidence from different places in preparation and during their next competitive game following either a win or a loss in their previous competitive game, and if so, what sources were more prevalent. Amateur male soccer players completed Vealey et al.'s (1998) SSCQ. The adoption of a quantitative research design was because it offers comparisons between groups (e.g. win/lose), and offers rich descriptive and statistically powerful data (Thomas & Nelson, 1996).

3.1 PARTICIPANTS

The participants were selected using a convenience technique. This was achieved by researching the current Welsh amateur soccer leagues and selecting soccer teams that were based within the same area as the author. The exclusion criteria included soccer players under the age of sixteen, due to ethical considerations, elite soccer players, as the current research was based on amateur soccer players, and female soccer players. Male soccer players were preferred as research has shown that males generally demonstrate higher levels of confidence than females (for example, Jones et al. 1991). Further research has also suggested that males focused more on successful competition outcomes, such as winning and beating other athletes. The sample consisted of 26 individual soccer players from two different soccer teams, 13 soccer players from each soccer team. 13 individual soccer players were selected from each of the two teams due to chance, as 13 players were involved in the previous match when the first set of questionnaires were handed out. However, this was a good sample as not only were the starting 11 from each soccer team examined, but also were the two substitutes that had significant involvement in the previous soccer. This also meant that there were not any problems with players that were involved in the first examined soccer match not being involved in the next examined soccer match. The participants ranged in age

between 18 years to 27 years old, with a mean age of 20.23. All participants completed a voluntary informed consent form (appendix A) prior to participating in the study.

3.2 INSTRUMENTATION

To ensure the reliability and standardisation of the data, a valid, recognised, and appropriate questionnaire was chosen for the subjects to complete. The questionnaire was Vealey's et al., (1998) sources of sport confidence questionnaire (SSCQ) (appendix B). The SSCQ has been proven to be an effective measure of sources of sport confidence (Vealey et al., 1998; Chase, 1998; Maygar and Feltz, 2003).

The SSCQ has provided a measurement tool that views the sources of sport-confidence. Vealey et al., (1998) proposed that there were nine sources of sport-confidence. These nine sources of sport-confidence provided the sub-scales for the 43 items within the SSCQ: mastery (5 items), demonstration of ability (6 items), physical/mental preparation (6 items), physical self-presentation (3 items), social support (6 items), coach's leadership (5 items), vicarious experience (5 items), environmental comfort (4 items), and situational favourableness (3 items). The questions revealed whether or not sources of confidence vary depending on whether the previous performance resulted in a win or a loss, and also what sources are more prevalent. The instrument is a (7) – point Likert scale that ranges from 1 (not at all important) to 7 (of highest importance) The questionnaire was modified slightly, as the questions were changed from present to past tense, and made appropriate to soccer, but these were not a significant modification. Vealey et al. (1998) reported internal reliability scores (Cronbach alpha's) for the nine sources of sport-confidence of between 0.71 and 0.93.

3.3 PROCEDURE

Participation in this study was entirely voluntary. Complete confidentiality was assured prior to the subjects completing the questionnaire, and the participant's rights were also re-addressed. This was explained in the informed consent form the subjects were asked to complete prior to filling in the SSCQ. Furthermore, participant's names were not mentioned

throughout the whole study. To be eligible to participate in this study, subjects needed be males over the age of 16, currently playing amateur soccer. Subjects who met the selection criteria were initially approached by the author, and were asked to take part in the study. The SSCQ was handed out to the participants after their training session following their previous competitive game. It was emphasized that there were no right or wrong answers in the SSCQ and athletes were encouraged to answer as honestly as possible when completing the questionnaire. As well as the SSCQ, the subjects were asked to state whether they won or lost their previous soccer match, and were also asked to rate their own individual performance on a simple scale of very poorly, to very well (appendix C). A total of 52 questionnaires were completed during the study. 13 soccer players from team ‘a’ completed the questionnaire once after winning a soccer match, and once after losing a soccer match. 13 Soccer players from team “b” also did this. Therefore, there were 26 questionnaires completed for the won criteria, and also 26 questionnaires completed for the lost criteria. To assist with the completion of the questionnaire, in all cases the author was present to respond to any queries or problems the subjects may have stumbled across.

The particular time the SSCQ was chosen to be handed out to the participants was because they would have had plenty of time to review their previous performance, whilst it also being fresh in their mind, which hopefully encouraged accurate completion of the SSCQ. The reason the participants were not asked to fill out the SSCQ straight after a soccer match, was because emotions directly after a match may influence the subjects to give inaccurate answers depending on how they are feeling. Furthermore, being away from the competition environment avoided contextual influences. Data was collected at a team’s training session after they had lost a match, and then again after they had won a match.

3.4 DATA ANALYSIS

The scores in the SSCQ can be calculated by working out the mean of each of the questions within the nine separate subscales: mastery (5 items), demonstration of ability (6 items), physical/mental preparation (6 items), physical self-presentation (3 items), social support (6 items), coach’s leadership (5 items), vicarious experience (5 items), environmental comfort (4

items), and situational favourableness (3 items). The means of each of the subscales were separated in to two groups, won, and lost.

Before any analysis tests were completed, the data was pre-screened for internal reliability and statistical assumptions, in accordance with Tabachnick and Fidell's (1996) recommended actions. The reliability test that was performed was Cronbach's (1951) alpha coefficient test. Cronbach's (1951) alpha coefficient was the chosen data reliability test, as the test was designed to discover how well a set of variables measure any potentially existing single uni-dimensional constructs. Primary analysis involved nine dependent t-tests (or paired t-test) of the nine separate subscales. This identified any significant differences between the means of the nine subscales in the won data, and the nine subscales in the lost data. A dependent T-test was chosen to perform statistical analysis as there were only two data samples (won/lost), and there was no population information. Furthermore, the subjects were matched; in this case, the subjects were matched with themselves by comparing their won and lost SSCQ scores. The effect sizes for the dependent t-tests were also calculated, to further test the strength of any differences that were discovered. All statistical analysis was carried out using SPSS 12.0.01.

CHAPTER FOUR

RESULTS

CHAPTER FOUR

RESULTS

4.0 INTRODUCTION

This chapter provides the results of the tests on the data that has been collected and also a discussion on the findings of the tests. The chapter consists of sub-headings including; internal reliability; won/lost differences; discussion; the three broad domains; significant differences; practical implications; limitation/weaknesses; future research recommendations.

4.1 INTERNAL RELIABILITY

Reliability scores for both the won and lost data are presented in Table 1; all sources, with exception to situational favourableness, exceeded the .70 alpha criterion as advocated by Nunnally (1978), and were consistent with Vealey et al.'s (1998) own study. Despite situational favourableness being below what is deemed as acceptable, it was not significantly lower than it with an alpha of .66, just .04 off the recommended alpha criterion.

4.2 WON/LOS DIFFERENCES

The dependent t-test revealed some differences between the won and lost data (Table 2). The test identified significant differences in the social support and coach's leadership sources. On average, social support was significantly more salient to soccer players that had won their previous competitive soccer match ($M = 5.56$, $SE = 0.16$), than when they had lost their previous competitive soccer match ($M = 5.06$, $SE = 0.11$, $(t(25) = 2.32, p < .05)$). Similarly, on average coach's leadership was significantly more salient to soccer players that had won their previous competitive soccer match ($M = 5.39$, $SE = 0.91$), than when they had lost their previous competitive soccer match ($M = 4.74$, $SE = 1.06$, $(t(25) = 2.55, p < .05)$). However, despite these significant statistical findings, effect size (r) (Table 3) for both social support ($r = .42$) and coach's leadership ($r = .45$) were slightly below .5 (the threshold for a large effect). The three most important sources to the soccer players when they won their previous soccer match (in order of importance: Social support, Demonstration of ability,

Physical/Mental preparation) were the same as when they had lost their previous soccer match (in order of importance: Demonstration of ability, Physical/Mental preparation, Social support), all be it that they were in differing orders of importance. Mastery was the one of the least important sources to soccer players after they had won their previous soccer match compared to when they lost their previous soccer, when mastery was the fourth most salient source.

CHAPTER 5

CONCLUSION

CHAPTER FIVE

CONCLUSION

5.0 CONCLUSION

In conclusion, this study highlighted the importance of examining the effects that winning or losing a previous soccer match has on male amateur soccer player's sources of sport-confidence. Results illustrated that social support, demonstration of ability, and physical/mental preparation sources of sport-confidence were most salient to soccer players both when they had won and lost their previous match. However the order of importance of these sources differed depending on whether the previous soccer match was won or lost; (in order of importance) social support, demonstration of ability, and physical/mental preparation were most salient to soccer players after they had won, and demonstration of ability, physical/mental preparation, and social support were viewed as more important after the soccer players had lost. There was a significant difference identified for both social support, and coach's leadership between the won and lost data. Social support and coach's leadership were significantly more prominent when the soccer players won their previous soccer match, compared to when they lost. In contrast, the remaining sources of sport-confidence; environmental comfort, vicarious experience, situational favourableness, mastery, and physical self-presentation, remained relatively stable whether the previous soccer match was won or lost.

Specifically, the results suggested male amateur soccer players would benefit from an environment that incorporated both the opportunity to demonstrate competence, and especially after losing their previous soccer match, an environment that was socially supportive. However, limitations with the sample were apparent, and through these limitations, potential future research has been identified. Subsequently, future research should consider adopting both a micro and macro approach, with an increased sample size. Furthermore, researchers should look to examine the effects of winning and losing within different organisational cultures, such as elite, gender, and sport types. Future research should also consider adopting qualitative approaches, possibly through the use of interviews.

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LIST OF APPENDICES

APPENDIX A

Informed Consent Form

APPENDIX B

Sources of Sport-Confidence Questionnaire (SSCQ)

APPENDIX C

Win/Lose and Individual Performance Scale

APPENDIX A

Dear Subject

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 confidence in soccer players, and wonder if you would be kind enough to help with my research.

The research aims to discover whether sources of confidence in soccer players vary depending on whether their previous match was a win/loss. As a subject, you will be asked to fill out a questionnaire called the sources of sport confidence questionnaire (SSCQ) that will take you five minutes. The research might prove beneficial as it may help to establish how to improve/maintain self-confidence regardless of a soccer player's previous result. There are no risks involved in participation.

Participation is entirely voluntary; you are under no obligation to take part. You are free to withdraw at any stage of the research process.

The results of your completed questionnaires will be kept strictly confidential in accordance with the provisions of the Data Protection Act (1998). Only the principle investigator and supervisors will have access to the questionnaires. Your name or any such identifiable data will not appear in any academic papers resulting from the research.

If you are willing to participate, then please read the slip below/overleaf carefully, and sign. The questionnaire is also attached. If you have any queries, do not hesitate to ask.

I would like to express my deep appreciation for your assistance in this investigation. Your part in this research would be significant and influential.

Jonathon Hoare

Tel: 07592634320

Email: j.hoare@uwic.ac.uk

I have read and fully understood the request to be a subject of Jonathon Hoare's research, and I understand what I have to do. I understand that participation is entirely voluntary, and that withdrawal is possible at any time. I understand the measures that will be taken to uphold confidentiality as far as possible.

I agree to participate.

Name:.....

Age:

Gender: M/F

Signature:.....

Date:...../...../.....

APPENDIX B

Soccer Player Self-Rating Scale

Sources of Sports Confidence Questionnaire (SSCQ)

Think back to your last soccer match. Did you win or lose the match? Did you play well or did you play below your usual standards? If your confidence levels were high, what made you feel confident? If your confidence levels were low, what was the cause behind your loss of confidence? What things helped you believe in your abilities and gave you confidence that you would be successful, or what things made you doubt your ability to be successful? Did your confidence levels affect the end result of the match? How has this affected your confidence for your next soccer match?

Listed below (C) are 43 factors that may help you feel confident in preparation for, or during a soccer match. Please read each statement and then circle the number that indicates how important you feel this factor is in making you feel confident in preparation and during your previous soccer match. Think about how this has affected your confidence for your next soccer match. 1 indicates that the factor is not at all important, and 7 indicates that the factor is of highest importance. Also sectioned below, is a simple scale (B), indicating your perception of your individual performance during your last game, 1 indicates you felt you played very poorly, and 5 indicates you felt that you played very well, once again circle the option that you deem appropriate to your previous performance. It is essential that you respond to every statement even though some may seem very similar, and also please be completely honest when responding to each statement. This questionnaire is in relation to factors that may help you feel confident both during your preparation and performance in your last competitive match. Please state whether you won or lost your previous match below (A). Your answers will be kept completely confidential.

(C) During the preparation for or performance in my last competitive match I gained self-confidence when I...

	not at all important	not very important	slightly important	of average importance	very important	extremely important	of highest importance
1. Got positive feedback from my teammates and/coaches.....	1	2	3	4	5	6	7
2. Winning.....	1	2	3	4	5	6	7
3. Kept my focus on the task.....	1	2	3	4	5	6	7
4. Psyched myself up.....	1	2	3	4	5	6	7
5. Got breaks from officials or referees.....	1	2	3	4	5	6	7
6. Mastered a new skill in soccer.....	1	2	3	4	5	6	7
7. Performed in an environment (ground, pitch etc.) that I like and in which I feel comfortable.....	1	2	3	4	5	6	7
8. Felt good about my weight.....	1	2	3	4	5	6	7
9. Believed in my coach's abilities.....	1	2	3	4	5	6	7
10. Knew I had the support from others that are important to me.....	1	2	3	4	5	6	7
11. Demonstrated that I was better than others...	1	2	3	4	5	6	7
12. Saw successful performances by other soccer players.....	1	2	3	4	5	6	7
13. Knew that I was mentally prepared for the match.....	1	2	3	4	5	6	7
14. Followed certain rituals (e.g., wearing a lucky shirt, eating certain food, etc) prior to the match.....	1	2	3	4	5	6	7
15. Saw the breaks were going my way.....	1	2	3	4	5	6	7
16. Felt I looked good.....	1	2	3	4	5	6	7
17. Improved my performance on a skill in my soccer.....	1	2	3	4	5	6	7

During the preparation for or performance in my last competitive match I gained self-confidence when I...

	not at all important	not very important	slightly important	of average importance	very important	extremely important	of highest importance
18. Knew my coach was making good decisions.....	1	2	3	4	5	6	7
19. Was told that others believe in me and my abilities.....	1	2	3	4	5	6	7
20. Showed my ability by winning my particular Battle.....	1	2	3	4	5	6	7
21. Watched another player I admire perform successfully.....	1	2	3	4	5	6	7
22. Stayed focused on my goals.....	1	2	3	4	5	6	7
23. felt comfortable in the environment (ground, pitch, stadium, etc.) in which I'm performed.....	1	2	3	4	5	6	7
24. Felt that everything was "going right" for me during the match.....	1	2	3	4	5	6	7
25. Felt my body looked good.....	1	2	3	4	5	6	7
26. Improved my skills.....	1	2	3	4	5	6	7
27. Knew my coach was a good leader.....	1	2	3	4	5	6	7
28. Was encouraged by coaches and/or family and/or friends.....	1	2	3	4	5	6	7
29. Knew I could outperform opponents.....	1	2	3	4	5	6	7
30. Watched a teammate perform well.....	1	2	3	4	5	6	7
31. Prepared myself physically and mentally during the match.....	1	2	3	4	5	6	7
32. Liked the environment where I performed in...	1	2	3	4	5	6	7
33. Trusted my coach's decisions.....	1	2	3	4	5	6	7

During the preparation for or performance in my last competitive match I gained self-confidence when I...

	not at all important	not very important	slightly important	of average importance	very important	extremely important	of highest importance
34. Got positive feedback from coaches and/or family.....	1	2	3	4	5	6	7
35. Increased the number of skills I can perform..	1	2	3	4	5	6	7
36. Proved I was better than my opponents.....	1	2	3	4	5	6	7
37. Saw a friend perform successfully.....	1	2	3	4	5	6	7
38. Received support and encouragement from others.....	1	2	3	4	5	6	7
39. Showed I'm one of the best in the sport in my area and level.....	1	2	3	4	5	6	7
40. Watched teammates who are at my level performing well.....	1	2	3	4	5	6	7
41. Felt my coach provided effective leadership..	1	2	3	4	5	6	7
42. Believed in my ability to give maximum effort to succeed.....	1	2	3	4	5	6	7
43. Developed new skills and improved.....	1	2	3	4	5	6	7

APPENDIX C

(A) Please state whether you won or lost your previous competitive match (circle appropriate option):

WIN/LOSE

(B) During my last competitive match, I felt that I played.....

Very poorly	Poorly	Averagely	Well	Very well
1	2	3	4	5

