THE INFLUENCE OF GAME LOCATION, EITHER HOME OR AWAY, ON
SELF-CONFIDENCE IN FEMALE HOCKEY PLAYERS
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<th>Sources of confidence</th>
<th>Source Domain</th>
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<tr>
<td>The first two sources identified were derived form Bandura’s (1977, 1986) self-efficacy theory, which based one of its constructs on performance accomplishments.</td>
<td>Achievement</td>
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<tr>
<td>- <em>Performance/mastery</em>- which involves performing well and achieving goals.</td>
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<tr>
<td>- <em>Demonstration of ability</em>- which looks at beating others through successful performance during a sporting situation. Nicholls (1984) and Williams (1994) also supported Vealey’s (1998) first two sources of self-confidence within their own studies.</td>
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<td>This domain looks at an athletes ability to self reflect and plan. Within this Vealey (1998) suggested the third and fourth sources:</td>
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<td>- <em>Physical/mental preparation</em> - optimal focus on the situation</td>
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<td>- <em>Physical self-presentation</em> - for example you feel you look good, new kit, like your body weight.</td>
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<td>The third and final source domain of the model is social climate e.g. athletes gain confidence from a positive and achievement nurturing climates</td>
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<td>- <em>Social support</em> - perceived support and encouragement from significant others.</td>
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<td>- <em>Vicarious experiences</em> - which is derived from Bandura’s (1977) initial model of self-efficacy, where players gain experience from watching others.</td>
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<td>- <em>Coach leadership</em> - where the athlete believes in the coaches decision making and leadership</td>
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<td>- <em>Environmental comfort</em> e.g. whether or not they felt comfortable in the competition location through pitch familiarity, crowd support. This will be further discussed in a later section.</td>
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<td>- <em>Situational favourableness</em> - where the athlete feels umpires decisions are going their way.</td>
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Figure 1. Sources of efficacy expectations (Bandura, 1977) p.5
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Figure 3. Blank Profile Sheet  p.24
Motivated to perform in-front of crowd (4)
Determined to prove ability (2)
Aggression (4)
Enjoying training
Good training session prior to competition (4)
Training alone (4)
Quality practise (1)
Repetition of drills-transfer that into the game (2)
Basic session (3)
Identifying weaknesses through video analysis and improving (2)
Ability to achieve goals (4)
Organised
Mental preparation-Belief (1)
Focus (3)
Importance of the game (2)
Anxiety control-facilitated it as positive (4)
Set routine-that works (4)
Diet (2)
Prepared (4)
Nothing to lose (3)
Video analysis (3)
Beating opponents (4)
Winning (4)
Starting the game (2)
Current form hadn’t lost at home for BUSA (4)
Successful results (4)
Competing well (2)
Successful team and individual performances (2)
Effort/
Good physical training
Program
Skill repetition
Identifying weaknesses
Goal Setting
Mental Skills
Holistic
Outcome
Performance
Physical preparation
Mental Preparation
Preparation
Performance accomplishments
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Acknowledgments

I would like to accredit my dissertation supervisor Owen Thomas for all his support and advice throughout this research process, as well as the first team hockey players that gave up there time to partake in this study.
Abstract

This study identifies sources and types of confidence pertinent to four female hockey players, in relation to game location (home or away). Six sources of confidence were identified when playing at home: Preparation, performance accomplishments, competitive advantage, social support, experience, and trust. Six types of sport confidence were also identified: familiarity with the pitch, crowd, ability to achieve objectives, pre-game routine and ability to win. Ideographic profiles were constructed for each participant following a semi-structured qualitative interview. The results were discussed, in context with home/away comparisons, and linked to previous sport-confidence and home-advantage literature. Implications for sport psychologists and future research were also derived on understanding the complex role, through sources and types of self-confidence (preparation, familiarity with the pitch), on the home-advantage.
CHAPTER I

INTRODUCTION
1.0 Introduction

Sports psychology can be defined as “the branch of sport and exercise science that seeks to provide answers to questions about human behaviour in sport” (Gill, 1986, p3). One of the main aims of a sport psychologist is to work alongside athletes and coaches, both practically and theoretically, with the aim to assist their development of psychological skills, in an attempt to facilitate their performance (Weinberg and Gould, 2003). With this in mind research to date in sport psychology is still limited in developing a sound understanding of its various components.

One such area that has received minimal, but satisfactory research within the heading ‘sport psychology’ is that of self-confidence in sport. It has consistently been identified as a major contributing factor to successful performances in sport, but recent research is now needed to identify why and how it affects performance (Vealey, 2001). Early research in self-confidence has been conducted within various theoretical frameworks (e.g. Bandura, 1977, 1986; Vealey, 1986, 1988) however more recent literature (Vealey et al., 1998, 2001 and Hays et al., 2007) has looked to develop the understanding of where the feelings of self-confidence are actually derived from and what influences them in a sport specific context.

In order for successful performances in sport to continue it is important that coaches, athletes and academics a like, have an understanding of the varying contributing factors that facilitate or debilitate it. However research in particular areas has come to a standstill. An example of this is within the home-advantage literature. ‘Home advantage is the term used to describe the consistent finding that home teams in sport competitions win over 50% of the games played under a balanced home and away schedule’ (Courneya & Carron, 1992, p.13). It is a readily accepted cause of successful performance, but as it stands is the least understood, with little research being developed on why there is an advantage and the varying psychological mechanisms that affect it (Waters and Lovell, 2002). Research by Courneya and Carron (1992) initially identified 3 components that affect the home advantage (travel factors, learning factors, and
social support), as well as additional research by Terry et al. (1998) and Waters and Lovell (2002) whom suggested the role of psychological mechanisms on home-advantage. However little recent research to date has been developed regarding these later findings.

As a consequence of a poor understanding and gaps in the current literature, much controversy has surrounded the relationship that self-confidence has on game location (Waters and Lovell, 2002). Therefore the purpose of this investigation is to identify the sources and types of confidence salient in female hockey players when playing at home to away. Whilst majority of studies have adopted a quantitative, nomothetic research approach, this has limited the development of research as it assumes people can be characterised by the same descriptors. Therefore similar to Hays et al. (2007) a qualitative, ideographic approach will be applied to this study to assess individual confidence needs in relation to performing in the home environment.

The following chapter will provide a critical review of the relevant literature. It will be split into three sections, the first focusing on the varying theories and frameworks associated with the development of self-confidence and more specifically sport-confidence. The second will focus on the phenomena of home-advantage, what it is and studies that have addressed it and thirdly the measurement of confidence, with a more specific look at confidence profiling.
CHAPTER III

METHODOLOGY
3.0 Method

3.1 Participants

Selection of the participants was conducted via purposive sampling procedures. This involves the identification and selection of particular individuals who share characteristics relevant to the study and will be more informative in achieving the research objectives (Smith, 2002).

Four female athletes, aged between 20-21 years (20.75 ± 0.5) were selected for interviewing in this study. The selected participants were playing hockey at club 1st team level or above and had been actively participating in the sport for over 6 years. Upon being selected they were first consulted, and then informed as to the nature of the study and the type of questions, which would be asked of them. At this point, the purpose of the forthcoming project was emphasised to the potential participants and how the results would be used to gain an understanding of sources and types of confidence depending on the game location. All athletes agreed to partake in the study. Upon meeting the interviewer, written consent was obtained from each individual with confidentiality of the information discussed being stressed (Appendix A).

3.2 Procedures

A thorough review of the sport confidence and home advantage literature provided the rationale for the present study. Given the nature of the topic, an open-ended, semi structured interview (Patton, 2002) was conducted, with each participant after two home games. Following two away games the participants also filled in their confidence profiles, after an away game, which were constructed from the types and sources identified during the interviews. In order to maximise the retrieval of the data, the participants were sent a copy of the interview guide (see Appendix B) and asked to reflect on their answers in preparation for the interview. The researcher followed the interview guide and made sure by the end of the interview that all the questions had been asked in
order to fill in the ideographic confidence profile, but where possible allowed the natural flow of the conversation to dictate the interview. The interviews were conducted two to four days after the match, as previous knowledge by the interviewer and a study carried out by Jowett et al. (2007) expressed that post game emotions such as anger, frustration, and excitement can run highly in female athletes, thus increasing the interference of the results.

The participants were met by the interviewer who carried out an individual consultancy with each athlete following the three main stages of performance profiling suggested by Butler & Hardy (1992) which are; introducing the idea, eliciting constructs and assessment. The main idea of the interviews was to allow the participants to generate an idea of themselves in relation to where they source their confidence from and whether there is a significant change depending on the game location. The purpose of the study also looked to identify if a comparison between participants could be made, in relation to the types/sources of confidence identified when playing at home and whether the level of confidence, (when they rated their confidence from 1-10) was different when away.

### 3.3 Interview Guide

#### 3.3.1 Introducing the Idea

Initially the participants were provided with a basic understanding of sport confidence, the influence of it on sport performance and consequently the importance of effectively assessing sport confidence levels. The influence of game location, home or away was also described to the participants and how the study was going to look at whether it can affect confidence either positively or negatively (or at all). Sport confidence profiling was then introduced to the athlete as a way of identifying their sources, types and levels of sport confidence. It was emphasised to them that there was no right or wrong answers and that the purpose of the study was to find where they sourced their confidence from and how it either changed or fluctuated.
3.3.2 Eliciting the constructs

The individual sources and types of sport confidence identified by the participants were generated using a condensed interview schedule (Hays et al., 2008), which was initially proposed by Hays et al. (2007) when identifying sources and types of confidence prevalent in World Class Performers. The interviews began in a relatively relaxed manner asking general questions about what they deemed a confident athlete should have. The interview then became more specific to the athlete’s own types and sources of confidence. They were asked questions such as; “What are you confident about?” or “Can you give me some specific examples of the types of things you are confident about in your sport?” Once all the types of confidence prevalent in the individual were identified (and entered into a sport confidence profile, the athlete was expected to identify the source from which they derived each type of confidence from. For example “Where do you think you source confidence from for that type”? These sources of confidence were then added to their profile (see Appendix C). As well as gaining an understanding of the sources and types of confidence, the interviewer focused it around game location and whether the athletes deemed it to have an effect and whether their types of confidence were significant across the participants. They were asked open questions such as; “Do you think game location is important?” “How does it affect your game?” “Can you tell me about anything that happened or any factors that influenced your feelings of confidence during the lead up to this home game?” As well as probing and more specific questions like; “What do you think was the main source of your confidence for that game?” The use of probing questions was an influential part of the interview in order to get as much in-depth knowledge from the athlete as possible (Patton, 2002). The interviews were recorded using a Dictaphone, which were later transcribed and used to fill in the confidence profile for each participant.
3.3.3 Assessment
Once the athletes had produced a profile of their sports confidence for the home games, they were asked by the interviewer to assess or rate their current levels of sport confidence. They were asked to rate how confident they felt for each of the types identified and these were recorded in their confidence profiles. Following a recent study carried out by Hays et al. (2008) each athlete was asked on a scale of 1-10, with 1 being 'not at all confident' and 10 being 'extremely confident', for example; “how confident are you about having your home crowd supporting?” If the participant, indicated a high level of confidence, an 8 for example, this question was then followed with; "What is your reasoning for giving an 8?” They then highlighted the sources they derived their confidence from (social support, motivation).

The profiles were then filled in by the athletes after two away games rating their confidence for the types previously identified (when interviewed at home) the scores provided were then used to identify if there was a change in the levels of confidence when the location of the game was away rather than home.

3.4 Pilot Study

A member of the hockey team was interviewed using the interview guide that was described previously. The purpose of carrying out the pilot study was to iron out any obvious problems or inaccuracies in the interview guide, such as rephrasing questions, or adding/removing probes where necessary to ensure the answers were of quality and the confidence profiling could be easily attained.

As a result, some of the questions were modified to ensure a better understanding and interpretation thus improving the quality and richness of results. Also the interview technique was improved to allow the fluidity of the interview and allow the participant to dictate the direction not the other way round.
3.5 Data Analysis

The purpose of the present study was to explore and describe the sources and types of confidence identified by four female hockey players when playing at home and how their ratings of confidence varied when home to away. All the interviews were transcribed word for word by the primary author and then content analysed. The process of content analysis involves the organisation of raw data into interpretable categories these categories often emerge from similar quotations/trends. Ideographic profiles were also constructed for each participant, making it easier to identify re-occurring themes. Further quotes were also used in the results/discussion section in order to gain a deeper understanding of what the participants were experiencing, support the justifications, as well as highlighting any patterns in the data.
CHAPTER IV

RESULTS AND DISCUSSION
4.0 Results and Discussion

Following the transcription of eight interviews, amounting to two interviews for each participant after two consecutive home games, ideographic profiles were created for each participant, allowing the researcher to easily identify the types and sources of confidence in athletes when competing at home. An example of one such profile sheet can be found on the next page (figure 3), with the identified sources of confidence for each type in the left box, and types, such as the crowd, on the right. The further two boxes represent the level of confidence rated for each type (1-10), after the two home and two away games. The remaining profiles can be found in appendix C. Furthermore, this result and discussion section will be split into three sections representing the results provided in the profiles. Firstly, the types of confidence that were re-occurring across all participants when at home (i.e., what the athletes are confident about), and how they rated the level of confidence in that area. A further analysis was carried out on the ratings of confidence provided when home to away as well as a cross analysis between the participants to see if there were any patterns. Secondly, this section will look to identify the sources salient in the athletes in response to the types of confidence they experienced (i.e. where they gain their confidence from; training for example). Any re-occurrence of sources and patterns across the participants will also be discussed. Thirdly, a further analysis was carried out on any additional factors established, personal or situational, such as having the psychological edge over the travelling team, in an attempt to fully understand the results provided. As well as examining and critically discussing the results found within this section, they were also linked where possible to outstanding literature on self-confidence and game location.
Figure 3. Blank profile sheet
4.1 Types of Confidence

Six re-occurring types of confidence were identified by the female hockey players, which dictated the direction and flow of the interviews and proved to be consistent across the four participants. They were; crowd, familiarity with pitch, coach, ability to win, ability to achieve objective and pre-game routine. Five of the 6 types can be linked with the findings found by Hays et al. (2007) whom associated four global themes for the types found, they were; achievement (ability to win), physical factors (familiarity with the pitch), psychological factors (crowd and pre-game routine) and skill execution (ability to achieve objectives).

4.11 Crowd

All of the participants identified the crowd as an important source of confidence on their performance and explained how it helped to improve feelings of motivation and focus, for example one of the participants highlighted:

“It motivated us to play and focus more because they were watching us, especially during the warm-up it helped get us pumped”

This is consistent with findings by McGuire et al. (1992) whom suggested that the physicality of the home team increases the attention of the crowd, which in turn, leads to a greater effort and performance by the home team.

“The crowd are a massive factor for me, like when I did a big tackle and the crowd cheered, that motivated me lot”

The results found within this study also compare with research carried out by Courneya and Carron (1992), which identified three components with crowd factors, so social support through cheering from the crowd, being supported. Travel factors and learning factors will be discussed later on.

One of the participants stated that having certain significant others in the crowd actually made her more nervous and lowered levels of confidence. This was demonstrated by Bray et al. (2000) whom carried out a study on the effect of a
crowd being present when competing at home, and consequent self-presentation concerns occurring:

“I think that obviously the crowd is an influential factor but it depends on how many turn up and who’s there in the crowd, because some people will have more of an importance than others on you, so you don’t want to make a mistake”

Research has provided as insight into how crowds can facilitate learned behaviours and cause an increase in performance by the home team, but can hinder performances on less learned tasks (Smith, 2003). Therefore as a coach it would be important to practice less learned skills in order to facilitate their performances.

Furthermore, from the literature (Courneya and Carron, 1992; Terry et al., 1998 and Smith, 2003) the importance of a crowd underlies many of the explanations for the home advantage, with the findings found within this study generally showing reliability with this statement. For example, when the crowd were being more vocal and supportive it helped facilitate feelings of confidence and ability:

“I think they influence you quite a lot especially if you have friends there so if you do something well and then they’ll praise you for that, and because you’ve received praise you’ll be striving to do it again”

4.12 Familiarity with the Pitch

All of the four participants highlighted how important it was for them playing at their home pitch and having familiarity with it and the surroundings, for example:

“I know how the ball will travel when it is slapped or hit at me, this therefore helped with my technical edge especially in important games, as you don’t have to deal with the unknown or change anything”

Three out of the four participants associated familiarity with the pitch and comfort in the environment, as having a territorial edge on the opposition, which helped to increase confidence. The results acknowledge research carried out by Irving and Goldstein (1990) that the home-pitch can be seen as having a territorial effect,
which allows for better performance. All three participants mentioned that knowing the opposing team were travelling and stepping into their environment, with their crowd, was a massive confidence boast, as they had nothing to lose, for example:

“I knew that Southampton were going through those psychological factors of being tired, knowing how important the game was to us, stepping into our territory, our crowd and also they wanted to beat us in order to disrupt us winning the league”

The results found within this study also support research carried out by Neave and Wolfson (2003) who defined territoriality as “the protective response to an invasion of one’s perceived territory.” Familiarity with the pitch also corresponds with one of the three components of home-advantage identified by Courneya and Carron (1992) who identified learning factors. This type of confidence can also be compared with Hays et al.’s (2007) work, where the types of confidence are split into four global dimensions. The type familiarity with the pitch would fit into the global dimension physical factors (Hays et al., 2007), such as feeling physically able to perform through skill, or fitness, because they trust in their ability on that pitch; for example, the participant below is reminiscing over a time when playing away:

“I just generally found that I was under more pressure when receiving or disposing of the ball”

In support one participant demonstrated playing at home as:

“For me playing at your home pitch is what I enjoy the most and where I feel most comfortable”

As the participants found their own environment and familiarity with the pitch imperative, it worked as a stimulus for the other re-occurring types of confidence, such as pre-game routine and the crowd.
4.13 Ability to Win

All four participants highlighted this as a type of confidence, with their level of confidence in this area being consistently high, 8-10, across the participants (this will be discussed later). These finding verify the global dimension ‘achievement’ as identified by Hays et al. (2007), where the athletes believed playing at home, increased their chances of success through winning and beating the opponents. This also authenticates one of the constructs of Bandura’s (1977) self-efficacy theory, performance accomplishment, which is often thought of as one of the most important factors on confidence:

“We’d played well the week before and were on a bit of a high and it meant so much to us winning this particular game in order to get to the next stage in BUSA and go up a league everyone was on a high and everyone wanted it”

Also:

“We were one of the best teams in the league, we knew we could beat them”

From analysing the results the accumulation of confidence in the other types of confidence, for example the crowd, helped reinforce the importance and level of confidence to say I am confident we have the ability to win, for example:

“More focused and had more of a desire to win in front of your home crowd and to prove to your coach and other players that you deserve to be there”

The results of the present study advocate that the participants were more outcome orientated, this is where they focus more on successful competition outcomes than personal performance. This is in comparison with Hays et al.’s (2007) study where they found, the male participants were more outcome orientated, and the female participants were more performances orientated. For example:

“I was just focused on scoring to be honest, I was just like I have to score, I don’t even care if we don’t play well I just want to score”
Also:

“The importance of the game, I think because we knew it was now or never everything depended on that game, I think that was the main influence, just I knew we had to win and that was it”

The level of confidence reinforced, for the duration of the two interviews, by all the participants shows compelling evidence to how confident they felt within this type of achievement. This therefore verifies that when playing at home the athletes felt more comfortable in their environment and thus felt more confident with focusing on positive outcomes. Future research would need to be carried out to see whether the participants became more performance orientated when at away games compared to outcome orientated when at home, as well as across genders.

4.14 Coach

All of the participants identified the coach, as a type of confidence for both home games, where they believe in his ability to lead them to success, and make effective decisions.

“We have a very good coach, he’s very organised so I trust him fully”

Also:

“Our coach does give specific objectives to the different units…but yeah I try and keep to the objectives because I know I will play well then”

This is in comparison with Hays et al. (2007) study where the coach was identified as a source of confidence; this could be because the athletes used within this study were not of world class standard. Hays et al. (2007) also found that gender variations were evident, with the female athletes deriving more of their confidence from their coach’s encouragement, positive feedback and compliments This was established within this study and can be linked with the source ‘social support’ identified by Vealey et al. (1998). Therefore, the female athletes may have viewed the coach as more a type of confidence because of
their competition level, and gender, consequently requiring a more 'socially supportive' coach. The findings in this study also provide support for the self-efficacy predictor identified by Bandura (1997), as verbal persuasion. Verbal persuasion was identified in the form of coach feedback and positive reinforcement, for example:

“He put a massive amount of faith in us, he told us how we shouldn’t have drawn with them last time we played away and to show them how much a better team we are than them, so he put a lot of confidence in us as individuals and as a team”

In order for the coach to gain maximum effort and performance out of the athletes he should be aware of the coaching style that the female athletes respond to best.

4.15 Ability to Achieve Own Objectives

As a result of this study being on the team sport hockey, the results provided, highlight achieving individually and as a team, in the form of ability to win and having the ability to achieve objectives. These findings provide new insight into the game location self-confidence relationship, as a critique made by Terry et al. (1998) and Thuot et al. (1998) suggested that more research should be carried out on finding out the individual psychological states of the participants. The ability of the participants to achieve their own individual goals was highlighted by all four participants as key when they played at home. They stated that not only did they view having the belief to win as a fundamental type of confidence but identified their individual ability to be successful as key, for example:

“He went through specific objectives for the different units or positions within the team, such as defense, so I think it helps because it made us feel like we all contribute to the team’s performance”
This type of confidence shows a discrepancy between results found in Vealey et al.’s (1998) study, where achieving goals was seen as a source of confidence. It does however concur with the type, achievement that Hays et al. (2007) identified, where the athletes are confident about their ability to achieve. Furthermore the findings in this study suggest that the sources of confidence that the athlete possesses, has a considerable affect on the type expressed. For example, all of the athletes identified preparation as a source of confidence, when the preparation was affective holistically, through video analysis or mentally and physically the resultant confidence in the types was amplified. The same affect can be seen within the types, where all four participants highlighted how when they were at home they felt more comfortable in the environment, which increased their confidence in the ability to achieve their targets and this further strengthened their confidence about the belief in their ability to win and confidence about their coach.

4.16 Pre-game Routine

Unlike in Hays et al. (2007) study, the pre-game routine, when performing at home, was identified as a key type of confidence with all four participants emphasising its affect on home-advantage. Having the familiarity of the environment, through training, the competition warm-up, team-talk was described by all the participants as integral, as travelling was identified as the key variable in disturbing this natural routine.

“A good routine as a team, and every member of the team knows exactly what we’re doing so just to know we go and have the team-talk then we go to our usual place to warm-up it really helps us to get focus on the game”

Little research had been done on the affect of a pre-game routine and its importance when playing at home, however the third component travel factors, identified by Courneya and Carron (1992), does suggest that the travelling team will be fatigued and will experience the most disruption to their normal routine. This further links in with the work of Waters and Lovell (2002), where the psychological advantage of knowing the travelling team have had a disruption to
their routine, should consequently make the home team strive to take full advantage of this.

After identifying the types of confidence prevalent in the participants they were asked to rate their level of confidence in each area, for example the crowd, after the two home games and a further two away games. From the evidence displayed in table 2 there is a strong distinction between the levels of confidence experienced when home to away. For example, participant 1 identified that when at home with regards to familiarity with the pitch; she felt particularly confident in her ability to perform in that environment and gave a 9 and 10 (for the two games). For the two away games she identified her levels of confidence as 6 and 4. These results were consistent across the four participants, highlighting how confidence levels varied when playing away. In reference to the pre-game routine, the results demonstrated one of the greatest variations in terms of, level of confidence when home to away. Therefore more research should be carried out on the effects of game location on the levels of confidence in relation to the pre-game routine and strategies to prevent its affects when performing away. The ability to win had the most consistent ratings of confidence across all four participants, where they scored highly irrespective of the location giving 9’s and 10’s (see table 2.). Furthermore the results provided on the ability to achieve their objectives also remained high, 7-9, during both home and away games. This therefore highlighted the team’s belief in their ability to remain successful, so high in ego orientation, even if they felt less confident in the remaining types of confidence, proposing a new area of research.

As suggested by Hays et al. (2007, p453) “it would seem logical to view the types of sport confidence as evidence-based belief systems grounded in athletes’ sources of sport confidence.” Thus further research should look to specifically examine the relationship between the sources and types of sport confidence in relation to game location, before the level of importance or effect can be understood.
Table 2. Intensity of confidence on the identified types, when home to away

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4.2 Sources of Confidence

The sources of confidence identified in this study were categorised in a similar way to Hays et al. (2007), into 6 global dimensions, rather than 9, representing preparation, performance accomplishments, social support, experience, competitive advantage, and trust. Unlike with Hays et al. (2007) coaching and self-awareness (individuals abilities) were not seen as sources but as types of confidence. Also innate factors, such as commenting on being born with a natural ability were not identified by the University participants. The remaining dimensions are the same. In accordance with Vealey et al.’s (1998) sources of confidence, the athletes in the present study, similarly to Hays et al. (2007) who looked to identify sources and types of confidence identified additional sources of confidence to Bandura’s (1997) self-efficacy predictors. These will be discussed below.

4.2.1 Preparation

All four participants in this study highlighted preparation through training as an imperative source of confidence for majority of the types of confidence identified (see figure 4). The participants highlighted that they felt a lot more prepared for the competition following a successful training session where skill repetition, goal setting through objectives and identification of weaknesses were upheld, for example:

“The previous training session really affected my confidence because we had a really good basic session focusing on our basics skills and that night I felt I’d trained really well”

Also:

“Our coach generally does similar drills quite a lot because he wants us to play basic, simple games where we stick to the processes set in training”
The athletes highlighted that because of an effective preparation period, in corroboration with Vealey et al.’s (1998) sources of confidence, mentally, and physically they felt more focused, ready to perform and self-regulate their emotions. The findings also acknowledge the efficacy predictors emotional and physiological arousal (Bandura, 1977) with the athletes highlighting feelings of excited and anxiousness:

“I was nervous but it was good nerves, it wasn’t nerves in the sense that we couldn’t win or my technical wasn’t good enough it was more like excited nerves”

Also:

“Nervous, I felt really nervous and quite sick as well”

Thus, reinforcing its importance as a source of confidence and strong predictor of the types of the things they were confident about. In order to increase this source of confidence, similarly to what Hays et al. (2007) suggested, a goal-setting programme within the training environment could be implemented. It could be used to encourage the athletes to achieve during training as well as a game, but also to develop a greater understanding of the psychological constructs of the home advantage in order to maximise their performance when home, and how to lessen psychological dips in confidence when away.

A form of preparation that was highlighted during the interviews was that of holistic preparation. Hays et al. (2007) identified this form by splitting preparation into three groups (physical, mental, holistic). A holistic approach (see figure 4) to competition is a source of confidence that is derived from things such as video analysis:

“I think the video analysis is really important for the team as well, because everyone can see how they play and how we work as a unit”

Therefore, as a coach when preparing the athletes or team for competition, understanding the results found in this study and Hays et al. (2007) on the various different forms of preparation could help in the attainment of optimum preparation and performance.
Figure 4. Themes and global dimensions for sources of confidence identified by female hockey players.
Able to perform the basics well (3)
Repetition of set-plays (2)
Performing it training (4)

Training accomplishments

Familiarity with environment (4)
Positive feedback from coach (4)
Team-mate support (4)
Compliments from parents (1)
House-mate support (2)
Team-talk (4)

Social support

Haven't lost a game in BUSA (4)
Better team than before (2)
Home-advantage (4)
Territory (3)

Competitive advantage

Experience as an older player in team (1)
Experience of situation (1)
Experience of playing home to away (2)
Coming back from injury (1)

Experience

Trust within the team

Trust

Figure 4. (Continued)

4.22 Performance Accomplishments

All the participants viewed performing successfully as a strong source of confidence with the ability to win as a consequent type of confidence. From observing the results, the athlete’s identified their current run of form as reinforcing their levels of confidence going into the game with an egotistical response to the outcome of the game:

“We were one of the best teams in the league we knew that we could beat them”

These findings support Bandura’s (1977) efficacy predictor and Vealey et al.’s (1998) suggested source of confidence ‘performance accomplishment’ where
success is derived from previous experience, these findings also compare to Hays et al. (2007) 9 global classifications of the sources of confidence. With particular reference to the second home game, all four participants drew upon the importance of the game and the consequent recent form, with not conceding at home, resulting in the participants gaining confidence from successful performances and beating the opponents. Furthermore only two of the participants sourced individual performance as important. This therefore further suggests that the athletes interviewed were more ego orientated and goal setting would be an effective method of increasing their motivation and confidence for success. Weinberg and Butt (2003, p. 333) stated that; “goal setting is an extremely powerful technique for enhancing performance, but it must be implemented correctly.” Therefore before adapting the coaching style to purely ego, an analysis of the other members would be imperative, to make sure everyone is accommodated for.

4.23 Social Support

All four participants derived confidence from social support involving their coach, teammates and friends, both during the training and the competition period, an example of this is:

“Our coach gives us the team-talk at the beginning...it’s inspirational at the time but like I think that when we get together as a team in the huddle and a couple of us speak I think that’s when it really hits home that we can do it for each other”

Hays et al. (2007) suggested that female athletes tend to find a more socially supportive coaching style affective such as democratic, rather than autocratic. However a limitation of this study is that only female athletes were used so the analysis of the correct coaching style that influences an increase in confidence when at home would be difficult to assess. Coaches should be aware then, of the possible gender differences and should be encouraged to understand and interact with the participants in a way that would positively influence their confidence in sport (Hays et al. 2007).
4.24 Competitive Advantage

All four athletes identified a competitive advantage when playing at home. Often they could not explain as to why they felt there was an advantage but felt that because nothing was different and they felt comfortable, the advantage was automatically there. This compares with research by Courneya and Carron (1990) whom suggested that the home-advantage stems from the self-fulfilling belief or personal perception of the athlete that playing at home does make an actual difference.

The athletes, as mentioned earlier, also felt a territorial advantage when at home, and also stated how they benefited from the knowledge of previously playing that team. Research proposed by Vealey et al. (1998) found that female athlete’s tend to be more dependant on external information based on the situation when developing performance expectations, these can be such things like the environment and familiarity with it. This could therefore influence the expectations of competitive/home-advantage, and result in increased levels in the female athletes. However as only female participants were used in this study, it would be difficult to distinguish whether women have greater levels of confidence and performance expectations when at home in comparison with male participants.

The sources of confidence below although identified by the participants as significant to them, were not reoccurring across all the participants and there affect on the home advantage were specific to that individual rather than having a global impact.

4.25 Experience

One of the participants highlighted being a more experienced played made her feel more confident when the set-routine was in place, and how important taking advantage of the home game was. The participant highlighted how being more experienced came with extra responsibilities and the knowledge of how the team
deals with upset in their routine and preparation when away was described as a stressful event, for example:

“I think it’s especially important for the younger players that haven’t necessarily had the same experience at being away, I think it puts more pressure on us older players to get their focus”

Although this study found experience to be a source of confidence, little if any up to date empirical support has been found to support its effect on confidence and game location, suggesting room for future research.

4.26 Trust

Majority of the trust found within the athletes stemmed from trust in the coach to make the right decisions, as well as trust in the teammates. In order to affectively generalise the results a further study would need to be carried out to see whether male participants would provide similar or varying answers, as well as sport type comparisons (Hays et al., 2007).

4.3 Additional Findings

After completing the second interviews with the participants, it became clearer that the home advantage not only existed because of the varying types of confidence such as; support from the crowd, as well as the various sources of confidence, but it stemmed from the knowledge of knowing the other team were traveling, would be fatigued, and were stepping into their territory, that gave them a psychological edge for example:

“I knew that Southampton were going through those psychological factors of being tired, knowing how important the game was to us, stepping into our territory, our crowd and also they wanted to beat us in order to disrupt us winning the league”

Also:

“I just think it’s another advantage because, a massive advantage, because like I said, with the crowd and because you have a set routine and knowing that the other team has travelled and they come into your environment and sub-culture it’s massive”
Therefore, in addition to focusing on the sources and types of confidence, coaches and the home-team should also look to concentrate their thoughts on this psychological edge of knowing the away team have been subjected to the travel factors, in order to develop a more comprehensible understanding (Courneya and Carron 1992 and Waters and Lovell's 2002).

In summary, from the research carried out, it is evident that there are multitudes of different factors, such as; the crowd, familiarity with the pitch, preparation through training, performance accomplishments and the psychological edge over the traveling team, that have an affect upon self-confidence and the game location relationship. As a result of this study, new insight can be drawn upon the importance of identifying these varying components and setting strategies to enable maximum performance when competing at home and reducing confidence loss when performing away.
CHAPTER V
CONCLUSION
5.0 Conclusion

The purpose of the study was to identify the sources and types of confidence salient in female hockey players when competing home to away. The study then looked to see how they rated their confidence in relation to the types identified when home and whether any significant differences were evident. The findings provide some support for Vealey’s (1998) 9 sources of sport confidence as well as Hays et al. (2008) 9 identified sources of confidence, however the global sources and types derived from the participants in this study are specific to game location. The major findings demonstrated within this study focus on six re-occurring types of confidence, which were; crowd factors, familiarity of the pitch, ability to win, set pre-game routine and the ability to achieve objectives. As proposed, the levels of confidence given for each type, when home to away, did vary negatively for most types, with confidence levels dropping the most (when away), in the familiarity of the pitch, crowd and pre-game routine. Furthermore, the sources of confidence were also profoundly discussed, where the participants provided numerous different sources for each type of confidence, for example; preparation, performance accomplishment. Similarly to research carried out by Hays et al. (2007) the sources identified, influenced the types possessed by the participants, which indicated the level of confidence given in each area. Preparation, mentally, physically and holistically, indicated one of the greatest effects on confidence levels and consequent types. When optimal performance was achieved in training for example, through skill repetition, feedback, and focus, this positively reinforced their confidence in relation to familiarity with the pitch (because they trained on there in the week) ability to win and confidence in the coach. This therefore implies that although the types of confidence were heavily focused on by the participants, when home to away, it is important to understand the sources of confidence prevalent and ways of manipulating them to increase self-confidence and the home-advantage but also to identify strategies that would reduce confidence loss when performing away. Thus, through rich data derived from the participants, this study has identified new research in relation to identifying sources and types of confidence possessed by the participants when performing home to away and how confidence levels can vary. It also corroborates with research carried out by
Waters and Lovell (2002) whom suggested in order to fully understand the phenomena of home-advantage we must appreciate the varying psychological components that influence it rather than just identifying that its there.

5.1 Limitations

Although the present study has highlighted many potentially positive implications for future research, to enhance self-confidence and the game location, several limitations were apparent. It is therefore important to highlight these issues in order to aid future research.

i) One clear limitation of the present study is the sampling. Since only female participants were interviewed, the results cannot be generalised across genders. Furthermore, as highlighted by the present study and by previous research (e.g. Hays et al., 2007; Vealey et al., 1998), the sources and types of sport confidence are influenced by the context in which the athletes are in. Therefore, the findings cannot be generalised to other athlete groups. Also, due to the qualitative nature of the study and time restraints (because of the schedule of home and away games and time available to conduct and transcribe the interviews), the sample size was small (only four participants) and the number of games interviewed on was only two. Thus reducing the reliability and validity of the results produced.

ii) Due to lack of experience by the interviewer, data collection in the first interviews was lacking, as the interviewer was often nervous, or unprepared for certain answers, with the relevant probing questions, preventing further insight. Patton (2002, p341) stated; “the quality of the information obtained during an interview is largely dependant on the interviewer.” This may have resulted in a lack of validity.

iii) A further limitation of the study is that the literature available on home-advantage, is dated, with majority of it being 10 years old. This therefore reduces the face validity of the study. However, it does show support that more recent literature is needed in order to fully understand the complex relationship between home advantage and sport-confidence.
5.2 Future Research

The theoretical findings that this study highlights, is the multi-dimensional nature of sport confidence and its importance in future research. It also suggests how confidence profiling can be affectively applied to the home advantage literature, on the importance of understanding the underlying psychological factors e.g. sources of confidence, that affect performance. The sources and types of confidence are specific to the context they are in, a hockey game at home, with the sources forming the basis of their sport confidence. More research is needed across sports and genders to establish this as a verified research method that can be used to find global results.

The study has also identified varying practical implications that would provide effective support to athletes, coaches and psychologists, when trying to maximise performance when home and away. However as suggested by Hays et al. (2007) more developments need to be made on interventions that target enhancing and maintaining an athletes sources and types of confidence. This would therefore allow the athletes to maximise the home advantage but also maintain confidence levels when playing away. During this study all of the participants identified multiple sources and types of confidence, which suggests focusing on any particular source or type of confidence should be done with caution (Hays et al., 2007). However, when focusing on game location the athletes found that certain types of confidence stemmed from knowing they were at home and were fundamental for successful performance (pre-game routine, ability to win, ability to achieve objective, coach, familiarity with the pitch and the crowd). Therefore as well as encouraging the athletes to derive confidence from a multitude of sources, it would also seem beneficial to develop their understanding of the types of things confident about and ways to develop and maximise their effects on performance. Also it would be important to implement a strategy that helped the athlete to retain confidence when playing away through previous performance accomplishments and imagery. This would therefore help to develop a more vigorous sport confidence.

Furthermore as a result of this study it acknowledges the importance of understanding the complex psychological mechanisms that affect the home
advantage, rather than previous literature that has just concentrated on the percentage of home games won.

5.3 Concluding Remarks

In summary, the present study looked to investigate a relatively new area of research on sport confidence through the identification of the sources and types of confidence from the perspective of female hockey players when performing at home to away. The framework used was taken from a previous study carried out by Hays et al. (2007) on the identification of the sources and types of confidence prevalent in World Class Athletes. The sources of confidence identified correspond with the global dimensions applied by Hays et al. (2007), however are unique to the team sport environment and the effect of playing home to away. The types of confidence identified compare and expand on the three identified components of home-advantage by Courneya and Carron (1992), which are; travel factors (disruption to the pre-game routine), learning factors (familiarity with the pitch) and social support (crowd) with ability to win, ability to achieve objectives and the coach also being identified. A subsequent effect on the level of confidence in relation to the types identified can also be seen when the game location is home to away.

In Summary, from the research it is important to understand the multi-dimensional relationship between sport-confidence and game-location and the varying underlying components of it (Waters and Lovell, 2002). Furthermore, as a result of this study, the findings have made a contribution to the literature that has not yet been fully addressed.
REFERENCES
Reference List


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APPENDICES
Appendix A

Dear Subject,

Why have I been chosen? I am a Level 3 undergraduate student in the School of Sport, PE, & Recreation, at the University of Wales Institute Cardiff. I am carrying out a dissertation in the discipline of psychology and wonder if you would be kind enough to help with my research. The research aims to explore sport-confidence levels in female hockey players during two home games. As a hockey player you have been chosen because you are an athlete of high standard. There are no risks involved in this study, as the data collection will be carried out in a secure venue 2 days after the game.

Do I have to take part? You are under no obligation to take part in this study. If you choose not to take part, no questions will be asked nor will you need to provide a reason for your withdrawal. Should you have any further questions or queries contact details follow this information.

What do I have to do? When you have finished reading this information and understand the details of this study, should you decide you would like to take part you will need to sign the consent form overleaf. Also attached to this sheet you will find an interview guide. You will then need to read through the interview guide, which will allow you to prepare yourself for the interview and what will be asked of you. After completion of the consent form hand back in to the principle investigator.

Will my taking part be kept confidential? The results of your completed profile sheets, which will be formulated from the answers you give, will be kept strictly confidential in accordance with the provisions of the Data Protection Act (1998). Only the principle investigator and supervisor will have access to the profiling sheets and interview transcriptions. Your name or any such identifiable data will not appear in any academic papers resulting from the research.

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

Contact details:
Principle investigator: Rachel Owen
Tel: 07747441895
E-mail: r.owen4@uwic.ac.uk
Informed Consent

I have read and fully understood the request to be a subject of Ms Owen’s research. I understand there are no risks involved and what is expected of me. 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/disagree to participate (delete as appropriate)

Signature  Date

Student Number:

Email address:
APPENDIX B

SECTION ONE: Definition of Confidence, Sources and Types

Part 1

1) To start, can you please describe to me what you think makes a confident athlete in your sport?

Specific probe questions:
- What are the demands of your sport that require confidence?

2) Do you think game location is important in sport?

Probes:
- Why do you think it is important?
- How does it affect your preparation for performance?
- How does it affect your actual performance?

3) Can you give me some specific examples of the types of things you are confident about when playing at home?

Specific probe questions:
- These can be either related to the game or external factors?
- Would you say that some factors have a greater impact on performance than others?

4) So from the type of confidence e.g. Disposal, how would you rate yourself in terms of how much confidence you had about that area for the home/away game (identified on a scale of 1-10)

(When 1 = none at all and 10 = extremely confident)
- What factors influenced you to give this score?

5) In relation to the type just identified, where do you think that specific confidence as an athlete actually comes from?

Specific probe questions:
- What makes you confident?
- Constant source throughout all home games?
6) Do you think the types of confidence you experience differ when you are playing at home to away?
Can you provide any examples?

**Before moving on to the next section, is there anything else you would like to add?**

**Part 2**
1) Can you tell me about anything that happened or any factors that influenced your feelings of confidence during the lead up to this home game?
Specific probe questions:
   - Pre-game routines, training etc
     - What do you think was the main source of your confidence for that game?

2) How did the knowledge of playing at home effect your confidence levels?
Probes:
   - Why’s this?
   - What do you think were the most important factors fuelling your confidence on that day?

3) How would you describe your behaviour during that home match?
   - Before, during, after?
   - What do you think were the main factors influencing your behaviour?
     (Note to self: crowd, referees)
   - So does the context i.e., home v. away have an impact?

4) Please describe to me how you were feeling on the day of competition?
Specific probe questions:
   - Before/during?
   - What do you think were the main factors influencing your emotions

5) What were you focused on as you stepped onto the pitch (at home/away)?
Specific probe questions:
   - Is this typical of your focus just before you are about to compete or does it differ when you are at home or away?
6) To what extent do you think that your pre-competition feelings of confidence affected your performance?
Specific probe questions:
- Did some factors influence your performance more than others?
- High coach/team-mate expectation?

**Part 3.**
1) What was the outcome of the game I’ve just asked you about?

2) Do you think that playing at home had a positive affect on your performance?
Specific probe questions:
- Is that generally the reason you perform well?
Or: Why did you not play well?
Or. Did you have knowledge of team before the game? Did this have an effect?

**Before concluding the interview, is there anything else you would like to add?**

**SECTION TWO: Concluding Remarks**

Right, that just about brings the interview to an end, however, before we finish there are just a couple more questions I would like to ask.

**Questions**
1) Do you think I led, or influenced your answers away from the things you wanted to get across?

2) Do you think the interview could be improved in any way?

I think that is everything that I would like to ask you, is there anything you would like to ask me or anything else you would like to add?

**Many thanks for you time and involvement in this interview**
APPENDIX C

Figure 3. Blank profile sheet
Participant 1
Source of sport confidence

- Motivated
- Determined to prove my ability
- Focus
- Increases aggression

Type of sport confidence

Crowd

1 2 3 4 5 6 7 8 9/10

Crowd

1 2 3 4 5 6 7 8 9 10

Familiarity with the pitch

1 2 3 4 5 6 7 8 9 10

Coach

1 2 3 4 5 6 7 8 9 10

Pre-game routine

1 2 3 4 5 6 7 8 9 10

Ability to win

1 2 3 4 5 6 7 8 9 10

Familiarity with the pitch

1 2 3 4 5 6 7 8 9 10

Coach

1 2 3 4 5 6 7 8 9 10

Pre-game routine

1 2 3 4 5 6 7 8 9 10

Ability to win
- Coaches feedback
- Video analysis
- Team-mate support
- Preparation
- Previous experience

1 2 3 4 5 6 7 8 9 10

Ability to achieve team objectives

1 2 3 4 5 6 7 8 9 10

Ability to achieve team objectives

- Focused
- Current form
- Coach belief

1 2 3 4 5 6 7 8 9 10

Ability to achieve own objectives

1 2 3 4 5 6 7 8 9 10

Ability to achieve own objectives

- Specific training
- Feedback

1 2 3 4 5 6 7 8 9 10

Competition training

1 2 3 4 5 6 7 8 9 10

Competition training

- Feedback
- Training

1 2 3 4 5 6 7 8 9 10

Disposal of the Ball

1 2 3 4 5 6 7 8 9 10

Disposal of the Ball
### Participant 2
#### Source of sport confidence
- Training
- Experience from previous matches
- Comfort
- Territory

#### Type of sport confidence

<table>
<thead>
<tr>
<th>Source of Sport Confidence</th>
<th>Type of Sport Confidence</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Familiarity with the pitch</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>9/10</td>
</tr>
<tr>
<td>Support from the Crowd</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>10</td>
</tr>
<tr>
<td>Ability to receive the ball</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>8/9</td>
</tr>
<tr>
<td>Ability to Win</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Sport Confidence</th>
<th>Type of Sport Confidence</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Disposal of the ball (through-hitting, slapping, pushing)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>8/9</td>
</tr>
<tr>
<td>Disposal of the ball (through-hitting, slapping, pushing)</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>9/10</td>
</tr>
<tr>
<td>Ability to Win</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>10</td>
</tr>
<tr>
<td>Ability to Win</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>10</td>
</tr>
</tbody>
</table>
- Team talk
- Warm-up
- Objectives
- Starting on the Pitch

Pre-game routines - (team talk, warm-up)

- Coach and team-mate belief
- Coach feedback
- Physically fit

Ability to achieve individual objectives

- Prepared
- Coach support and feedback
- Pre-game routine

Competition preparation (training)

- High expectations
- Support from the crowd
- Previous expectation
- Emotions

Competition Motivation

- Team performance in training
- Feedback
- Team-talk

Belief in coach and team-mates
Participant 3.
Types of Confidence

- Motivation
- Focus
- Ability to win
- Prove ability

Sources of Confidence

- Crowd
  - 1 2 3 4 5 6 7 8/9 10

- Crowd
  - 1 2 3 4 5 6 7 8 9 10

- Familiarity with the pitch
  - 1 2 3 4 5 6 7 8 9 10

- Familiarity with the pitch
  - 1 2 3 4 5 6 7 8 9 10

- Pre-game routine
  - 1 2 3 4 5 6 7 8 9 10

- Pre-game routine
  - 1 2 3 4 5 6 7 8 9 10

- Set-plays
  - 1 2 3 4 5 6 7 8 9 10

- Set-plays
  - 1 2 3 4 5 6 7 8 9 10

- Competition Preparation
  - 1 2 3 4 5 6 7 8 9 10

- Competition Preparation
  - 1 2 3 4 5 6 7 8 9 10

- Training
  - Past game experience
  - Knowledge of the surface

- Preparation
  - Team-talk
  - Support from coach
  - Motivated as a team

- Organised
  - Training preparation

- Diet
  - Team-talk
  - Video analysis
  - Team-support
  - Motivation
- Nothing to lose
- Coach feedback
- Training
- Team-mate support

1 2 3 4 5 6 7 8 9 10
Competition Preparation

1 2 3 4 5 6 7 8 9 10
Competition Preparation

- Preparation
- Relaxed
- Confident in my ability
- Coaches belief in my ability

1 2 3 4 5 6 7 8 9 10
Starting the game

1 2 3 4 5 6 7 8 9 10
Starting the game

- Feedback
- Efficient decision making
- Current form

1 2 3 4 5 6 7 8/9 10
Coach

1 2 3 4 5 6 7 8 9 10
Coach

- Ability to win
- Anxious to perform
- Training
- Team-mate support

1 2 3 4 5 6 7 8 9 10
Competition Excitement

1 2 3 4 5 6 7 8 9 10
Competition Excitement
Participant 4
Source of sport confidence

- Motivates
- Raise your game/focus
- Experience

Type of sport confidence

Crowd

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Familiarity with the pitch

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</table>

Experience

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Pre-game Routine

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<th>10</th>
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</table>

Ability to Win

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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>
• Motivation
• Confidence of significant others in you
• Previous experience

1 2 3 4 5 6 7 8 9 10
Individual Objectives

1 2 3 4 5 6 7 8 9 10
Individual Objectives

• Training
• Coach feedback
• Video analysis
• Training
• Coach feedback
• Previous experience

1 2 3 4 5 6 7 8 9 10
Basic skills
-Receival of the ball

1 2 3 4 5 6 7 8 9 10
Basic skills
-Receival of the ball

• Coach feedback
• Repetition of drills
• Team-mate support
• Diet

1 2 3 4 5 6 7 8 9 10
Competition Preparation

1 2 3 4 5 6 7 8 9 10
Competition Preparation

• Coach belief
• Team-mate support
• Representing the University

1 2 3 4 5 6 7 8 9 10
Importance of the Game

1 2 3 4 5 6 7 8 9 10
Importance of the Game