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Comparison of Sport self-confidence and the Priorities of its Sources in Beginner and Skilled Female Volleyball Players

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Abstract: The aim of this research is comparing sport self-confidence and its sources in the beginner and skilled female volleyball players. Research is descriptive, and casual-comparative. The statistical population consists of all beginner and skilled female volleyball players of Khorasan Razavi. The size of estimated sample was 628 players. To gather data, Sport Confidence Inventory (SCI) and Sport Self-confidence Sources Questionnaire were used. Data was analyzed through independent student t-test and Friedman test .Results proved that there was a significant difference between beginner and skilled female volleyball players in their sport self-confidence and sport self-confidence sources (cognitive social efficiency, physical and exercise skills, flexibility). The significance level was $p<0.05$. There was also a significant difference among the priorities of sources, and self-confidence of beginner and skilled athletes. The order of priority of self-confidence sources in beginner athletes respectively includes (physical/mental readiness, skill dominance, and social support, leadership behavior of coach, ability presentation, physical self-assertion, ambient comfort, alternative experiences and desired condition). The order of priority in skilled players is skill dominance, the coach's leadership behavior, ability presentation, social support, physical self-assertion, ambient comfort, physical/mental readiness, desired condition, and alternative experiences .

Keywords: Sport Self-Confidence, Sport Self-Confidence Sources, Skilled and Beginner Volleyball Players

INTRODUCTION

In recent years, many athletes and coaches have come to the conclusion that they need mental skills more than physical skills to achieve their goals[1]. Fifty years ago, the term physical fitness was most probably nonsense for the athletes and coaches. But nowadays, in responding to physical fitness, its constituting elements such as power, speed, strength, and so on are associated to the mind immediately. Just as physical fitness necessitates spending sufficient time for exercising and strengthening its factors, mental readiness consists of factors such as skill in concentration, skill in anxiety and stress control, preserving motivation, preserving and increasing self-confidence, and so on. Achieving mental readiness is possible

gradually and by lapse of time. It requires that informed managers and instructors provide the athletes with such opportunity. Among the effective psychological factors of athletic sport, self-confidence and anxiety make up for an extensive part of studies as numerous studies have been carried out in this area[2] .

A great number of studies proved that favorable function in competitions is the result of combining technical skills, tactics, physical abilities (power, speed, etc.), mental ability, concentration, self-confidence, and anxiety control[3] .But it has been observed that many athletic teams fail to present their best performance due to inappropriate mental conditions despite high physical fitness. In order to achieve their objectives, they need mental skills more than physical skills[2] .

Among psychological factors in sport, self-confidence and anxiety were researched extensively due to their particular importance. Self-confidence is the most important indicator of perceiving oneself in sport psychology and is a basic skill [4].

Self-confidence in sport is called sport self-confidence which is regarded as the belief and degree of confidence that the individual feels about his/her abilities to gain success in sports. Vealey attempted to introduce the sport self-confidence model and the questionnaire of sport self-confidence sources to put the self-confidence sources into practice[5].

Perhaps one could say that sport self-confidence is the most important effective factor in athletic performance[6] .

Highlen and Bennett [7] considered the sport self-confidence as the most important differentiating factor between successful and unsuccessful athletes[8] .

Research shows that the dynamism of sport self-confidence is basically under the influence of its sources which self-confidence is based on them (Wilson et al. 2004). An innovation of this research is that a few research works have studied sport self-confidence in Iran. All of these studies have been carried out following Vealey's [5] initial models of sport self-confidence which encompassed two structures of trait and state self-confidence. On this basis, the sport self-confidence questionnaire was used in this research in order to compare the sport self-confidence and the priorities of its sources in beginner and skilled female volleyball players.

MATERIALS AND METHODS

This research is applied concerning its type and objective, and is descriptive and casual-comparative regarding its nature and method. Data gathering was made through questionnaire. The statistical population of this research consisted of the beginner and skilled female volleyball players of secondary schools of Khorasan Razavi province from which the statistical sample was selected. The research sample consists of two beginner and skilled groups. The skilled group consists of all volleyball players participating in Mashhad provincial competitions in 2013, which included (30 teams each with 12 players). A total of 244 questionnaires were returned with three years record of participation in the competitions. 384 players were selected as beginner group based on stratified

cluster method using Morgan Table. To gather data in this research, the Sport Self-confidence Questionnaire (SSCQ) of Vealey et al., [9] and Sport Confidence Inventory (SCI) of Vealey and Knight [10] were used. The Sport Self-confidence Sources Questionnaire (SSCQ) included 41 items and 9 subscales of skill dominance "5 items", physical/mental readiness "6 items", the coach's leadership behavior "5 items", social support "6 items", physical self-assertion "3 items", ability presentation "5 items", ambient comfort "4 items", alternative experience "5 items", and favorite condition "2 items". Responding to the items was coded based on the 7-item Likert Scale. The Sport Self-Confidence Inventory (SCI) included 14 items and three subscales of self-confidence of physical and exercise skills (5 items), efficiency cognitive self-confidence (5 items), and flexible self-confidence (4 items). Responding to these items was coded based on the 7-item Likert Scale. Whereas the tool of gathering data in this research was standard and its validity had been previously confirmed by Abdolalizadeh[11] the internal stability of this questionnaire was confirmed with Cronbach's alpha=89%. Alpha was calculated 92%. For every single subscale, the minimum alpha was calculated 91% and its maximum amount was calculated 94%. In this research too, Cronbach's alpha was used in order to restudy the reliability of research tools. After distributing the questionnaire in the statistical population and gathering data, the Cronbach's alpha coefficients were calculated in general and in research dimensions based on the following table:

Table 1. Cronbach's Alpha of the Research Variables

Name of variable or index	The number of items	Cronbach's Alpha	Name of variable or index	The number of items	Cronbach's Alpha
Sport self-confidence	14	0.88	Coach leadership behavior	5	0.89
Physical and exercise skills	5	0.90	Ability presentation	5	0.88
Cognitive efficiency	5	0.88	Social support	6	0.91
Flexible	4	0.91	Ambient comfort	4	0.90
Skill dominance	5	0.90	Alternative experiences	5	0.84
Physical/mental readiness	6	0.84	Physical self-assertion	3	0.87
Favorite condition	2	0.89	Physical self-assertion	3	0.87
The total questionnaire	55	0.88	Confidence sources	41	0.92

As α>0.70, it could be stated that the tools are reliable in all aspects and suitable for analysis. In order to analyze data in this research, descriptive and inferential statistical methods were used. In descriptive statistics, mean and standard deviation were used. In inferential statistics, t-test and Freidman test

were used for dependent groups. All statistical analyses of this research were made by SPSS software 16.

RESULTS

Table 2 shows the mean and standard deviations of research variables. According to table 2, the mean sport self-confidence index is 4.97, physical and exercise skills index is 5.00, cognitive efficiency is 4.97, flexibility is 4.95, skill dominance is 5.54, physical/mental readiness is 5.51, coach leadership behavior is 5.32, ability presentation is 5.24, social support is 5.35, ambient comfort is 4.90, alternative experiences are 4.76, physical self-assertion 5.11, and desired condition 4.50.

Table 2. Description of the Main Variables of Research

		Mean			Standard Deviation		
		Total	Beginner	Skilled	Total	Beginner	Skilled
The components of sport self-confidence	Total	4.97	4.84	5.18	1.008	1.08	1.05
	Physical and exercise skills	5.00	4.91	5.15	1.24	1.26	1.21
	Cognitive efficiency	4.97	4.84	5.17	1.23	1.22	1.22
	Flexible	4.95	4.78	5.23	1.17	1.16	1.13
Sources	Skill dominance	5.54	5.62	5.41	1.04	1.04	1.02
	Physical/mental readiness	5.51	5.74	5.15	1.01	0.84	1.13
	Coach leadership behavior	5.32	5.36	5.25	1.23	1.27	1.17
	Ability presentation	5.24	5.24	5.23	1.24	1.29	1.17
	Social support	5.35	5.47	5.18	1.04	1.06	0.99
	Ambient comfort	4.90	4.81	5.05	1.29	1.33	1.20
	Alternative experiences	4.76	4.68	4.89	1.23	1.26	1.17
	Physical self-assertion	5.11	5.12	5.09	1.26	1.25	1.27
	Desired condition	4.50	4.26	4.88	1.49	1.46	1.45

The results of testing research hypotheses were presented in inferential statistics section. The major hypothesis of research indicated that there was no significant difference between beginner and skilled female volleyball players concerning their self-confidence.

Table 3. The Results of t-test for Comparison of Scores on Sport Self-Confidence in Beginner and Skilled Players

Skill	Number	Mean	Standard deviation	t	Sig.

Sport self-confidence	Beginner	384	4.8434	0.08444	-3.838	0.000
	Skilled	244	5.1814	1.04222		

According to table 3, the average score of sport self-confidence in skilled female volleyball players is (5.1814) higher than beginners (4.8434). Moreover, significance level is lower ($p<0.05$). Therefore, the statistical hypothesis (H0) is rejected and the established hypothesis (H1) is confirmed. Then, it can be deducted that there is a significant difference between beginner and skilled female volleyball players concerning their sport self-confidence.

The minor hypotheses of research indicate that there is a significant difference between beginner and skilled female volleyball players in respect of sport self-confidence in physical and exercise skill, social cognitive efficacy, and flexibility. The results are in table 4:

Table 4. The Results of t-test in Self-confidence Components of Beginner and Skilled Players

Physical and exercise skills	Skill	Number	Mean	Standard deviation	t	Sig.
	Beginner	380	4.91	1.26	-2.291	0.022
	Skilled	242	5.15	1.21		
Social cognitive efficacy	Beginner	380	4.84	1.22	-3.244	0.001
	Skilled	242	5.17	1.22		
Flexibility	Beginner	380	4.78	1.16	-4.830	0.000
	Skilled	242	5.23	1.13		

According to table 4, the average sport self-confidence component in female skilled girls is higher than beginner girls. These differences are significant in 0.05.

DISCUSSION

The results of research showed that there was a significant difference between beginner and skilled volleyball players in respect of their sport self-confidence. This means that skilled athletes have a higher self-confidence than beginner athletes because skilled volleyball players have a higher level of skill. Abundant experiences and participation in various competitions can be effective factors in increasing skills. Recent research works show that the source or base of self-confidence is the most important vital factor for development and preservation of self-confidence levels in athletes in all times[12,13,14] .

Sport self-confidence in physical and exercise skills for beginner and skilled players shows the difference of the two groups and is significantly different in favor of skilled players. Based on the findings of research, comparison of sport self-

confidence, physical and exercise skills, sport self-confidence, cognitive efficiency, sport self-confidence, and flexibility of beginner and skilled female volleyball players proved that there was a significant difference between beginner and skilled female players concerning their sport self-confidence subscale. Results were consistent with the work of Shafizadeh and Abbasi[8]. The obtained results of this research, skill dominance, and sufficient physical exercises, physical skills used during competition, high practice hours and acquired ranks were the reasons of priority of skilled players to beginners. Martin[15] in his study showed that the source of skill dominance was the most important source for prediction of sport self-confidence in physical and exercise skills .

According to the results of the mentioned research and the common theories, it is necessary that coaches and authorities become familiar with and use mental skills such as self-confidence in volleyball. Like other sport fields, the growth in volleyball is due to the extensive and applied information of volleyball coaches and authorities about mental readiness of players and familiarity with the practical methods and promotion of mental skills beside other technical and tactical skills.

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