INVESTIGATE THE INFLUENCE OF SELF-CONFIDENCE ON THE PERFORMANCE OF UNIVERSITY HOCKEY PLAYERS: A COMPARATIVE STUDY

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ABSTRACT

Self-confidence is a common research topic, and most applied textbooks include interventions designed to enhance athlete confidence. The purpose of the study was to investigate the influence of self-confidence on the performance of hockey players. To achieve this aim, a total no. of 40 male hockey students cum players ranging in age between 19-26 years old from M.Sc. 4th Morning and Evening were selected for this study. Self Confidence Questionnaire (SCQ-1975) and SAI Hockey Skill Test (1992) Shooting on Target, Balancing the ball on the stick and Moving with the ball were administrated for data collection. An independent t' test was applied to compare the mean difference between the two groups of players' performance. The results of the study concluded that the group which possessed high self-confidence levels comparatively performed better in all three skills tests shooting skills, ball balancing and controlling ability than the low self-confidence group.

INTRODUCTION

This paper presents a comparative study on the investigation of influence of self-confidence on the performance of university male Hockey Players. Being confident in your on-field ability is crucial in a fast-paced sport like field hockey where the action is continual. When it comes to achieving success, having faith in your abilities and the prior work you have put into your game is typically more than half the battle. The cognitive approach to the study of motivation for achievement assumes that various cognitive mechanisms mediate attempts to achieve goals. An increasing body of research indicates that the main mediating component of those aspirations for success is one's opinion of one's competence or level of confidence (Beauchamp et al., 2019). One of the psychological characteristics most frequently identified in sports as having an impact on athletic performance is self-confidence. As used here, "self-confidence" refers to the conviction that one can carry out a particular task effectively rather than a character attribute that determines performance optimism on the whole. For instance, a golfer can have a high level of self-confidence in their driving but a low level in their putting. Although it is believed that self-confidence affects athletic performance, little sports science research has focused on how self-confidence affects performance.

Although it has been demonstrated that self-confidence is highly connected with competent sports performance, the correlational study designs do not allow for the determination of whether there is a causal relationship or the direction of such association (Hardy et al., 2018). The nature of the connection between self-confidence and athletic performance is the main topic of this chapter. First, terms relating to self-confidence and their definitions are provided. Second, a review of general objections is done after a brief description of the main theoretical approaches to studying this relationship is given. Third, a status report on the relationship between confidence and athletic performance is given, along with a description and comparison of the approaches. A conclusion is then offered, along with recommendations for additional studies. Self-confidence definitions and related terms. The ability to perform at a specific level has been described using a variety of phrases, including "self-confidence," "self-efficacy," "perceived ability," and "perceived competence." According to Hardy et al. (2018), "self-efficacy" refers to the confidence one has in their ability to carry out the behavior (such as a sporting performance) necessary to produce a specific result (such as a trophy or self-satisfaction), and is, therefore, a situation-specific form of confidence.

LITERATURE OF REVIEW

Self-confidence is the conviction that you can carry out the desired conduct with success. It is a mindset about one's skills and abilities or self-confidence. It depends on whether he thinks positively or negatively about himself. When a person has a favorable outlook on his performance, his confidence rises, and when he has a negative outlook, it may fall. Success is significantly predicted by self-assurance. Confident people might have reasonable expectations. They will have a good outlook and accept who they are. People who lack self-confidence frequently shy away from taking chances because they worry about failing. Self-assured people are prone to taking chances and typically have faith in their talents. The primary psychological factor that determines success in

sports and games is self-confidence. According to some studies, the coaching program for sports should include psychological training to help athletes develop their self-confidence. In sports, one's ability to use physical skills is a key component of self-confidence. It is the capacity to use psychological techniques in competitions.

It is the capacity to make use of one's perception abilities and beliefs regarding one's level of physical fitness and training condition. Athletes are better equipped to convert their sporting potential into elite performance when they feel secure. When they aren't confident in themselves, even the tiniest setback or obstacle can have a significant impact on how well they perform. The impact of confidence and worry on performance was another outcome. Although it has been demonstrated that self-confidence is significantly correlated with skillful sports performance, the co-relational study designs make it impossible to determine whether there is a causal relationship or what the direction of that relationship is. According to sports psychologists, self-confidence is the conviction that a person or team can successfully do challenging tasks under specific circumstances (Mujika et al., 2018).

TYPES OF SELF-CONFIDENCE

Optimal Self-Confidence

Having the highest level of self-confidence is being so sure in one's ability to achieve goals that one makes a significant effort to do so. This kind of self-assurance is a necessity for any successful athlete who wants to perform at a high level. Athlete gains confidence to perform as a result of their consistent, methodical training and societal backing. Lack of assurance Lack of confidence may be referred to as self-doubt regarding performance. It could make you feel anxious, lose focus, and be unsure of yourself (Burton & Raedeke, 2008).

Over Confidence

It is a false sense of assurance. Overconfidence occurs when a person's confidence exceeds their competence. Overconfident people won't put up the preparation or effort necessary to complete the task. As a result, the performance suffers. According to sports psychologists, confidence is the conviction that one can do better than expected under all circumstances. Overconfidence makes people appraise such situations incorrectly and pays less attention to skill demonstration. It could lead to a lack of preparation for the competition, ignorance of facts, and a final decline in performance (Juliff et al., 2015).

Benefits Of Self-Confidence In Sports

Good feelings are triggered when an athlete is self-assured and keeps his cool under duress. According to Alfaro (2015), this mentality of an athlete is one of aggression and assertiveness when the outcome of the contest is in doubt. Increases mental focus. The mind can concentrate on the task at hand when the athlete feels confident. Mind free to consider how to perform better in competitions. When an athlete lacks confidence, their thoughts often turn to how

they can perform better. Low performance and anxiety are the results. Impacts the objective one of the key components to achieving performance level is goal setting. People that are confident often establish difficult goals and actively pursue them. Confident athletes can achieve their goals by giving greater performances. Increases effort once the objective has been determined and training is required to reach it. Athletes must exert themselves if they want to perform well. When an athlete is confident in the effectiveness of his training, he puts forth more effort to accomplish his objective. He works to reduce skill flaws with consistent practice. Perfecting a skill enhances performance, according to Beckmann et al (2015).

Sources of Self-Confidence

Mastery Competition in sports benefits from the display of the finest abilities. Athletes can perform better when they have mastered the game's specific skills. Proper and regular training is necessary to develop skills and finally to become a master of skills. The athlete can confidently exhibit the skills in the competitions and get good performance. Performance accomplishments have proved to be the most influential source of efficacy information because they are based on one's own mastery experience. Through the cognitive processing of such information, self-efficacy beliefs are influenced by one's mastery experiences. Self-efficacy beliefs will rise if one has consistently seen these experiences as successes; they will fall if one has consistently seen these experiences as failures. In addition, self-monitoring that focuses on achievements should boost self-efficacy more than self-monitoring that focuses on failures. The athlete follows training schedules for each competition. It could be training strategies for the short, medium, or long term. For better performance, physical and mental training are both necessary. Both physical and mental training help an athlete become stronger physically and psychologically ready for tournaments. A high-performing athlete needs psychological traits including confidence, mental toughness, emotional control, and concentration. Athletes are required to participate actively in warm-up exercises beforea competition. It makes the body and mind more capable of competing. Using imagery techniques can help an athlete perform better mentally. Speed, flexibility, strength, and endurance are all crucial for sporting success. The athlete becomes fit thanks to all of these factors. One of the elements determining an athlete's performance in competitions is their level of fitness. Fitness helps an athlete develop his or her confidence. Social assistance for athletes to perform better, they need to be motivated and encouraged. The athlete will perform better if they receive support from their teammates both inside and outside the playing area. The combination of teams is improved by the players' mutual understanding. The key to winning a sporting competition is team composition. An athlete needs the support of their family to participate in regular training. The learner needs the coach's help; else, performance won't improve. The coach must be completely familiar with the student and meet their needs as they arise. The goal of the current study was to examine the skill levels of male college hockey players who were amateur or novice players based on their self-confidence in psychological intervention.

RESEARCH METHODOLOGY

In the present research, the descriptive-comparative design was used to check the analysis of the influence of self-confidence on two different groups of hockey players' performance. A total of *n*=40 novice and amateur hockey players were selected for this study. The population of the study was the 4th-semester students cum players of M.Sc. Morning and Evening, Department of Sport Sciences and Physical Education, University of Punjab, Lahore through convenient sampling which is part of the non-probability sampling method. Their age group is between 19-26 years old. All the participants were provided with written consent forms after being informed of the test protocol. After taking the consent from the players they divided them into two groups, the Group-1 Novice and Group-2 amateur. First, the questionnaire was filled up by players of Group 1 and Group 2 and then their experiment was conducted to examine their performance level based on their self-confidence levels.

Self Confidence Questionnaire (SCQ-1975).

The self-confidence questionnaire (SCQ), created by Basvanna in 1975, was employed by the researchers. There are 12 questions on the survey. Before the game skill testing, the subjects completed a self-confidence questionnaire using a Likert scale with three points: Low, Medium, and High. The results were used to divide the subjects equally into two groups.

SAI Hockey Skill Test (1992)

a)   ShootingonTarget
b)   Balancingtheballonthe stick
c)   Movingwiththeball

Description Game Skill Variables (SAI Hockey skill test):

a)   Shooting in theTarget:

The goal of this test item is to evaluate a hockey player's ability to shoot the ball.

Equipment: Hockey sticks, synthetic hockey balls, two flag posts, measurement tapes, and marking powder are the necessary equipment.
Dimensions of the test/target: A target is created by pegging two flag posts (each two meters tall) one meter apart. There is a restraining line marked on the ground 10 meters away from the target. On the restraining line, ten balls are positioned close to the shooting location. One by one, the subject is instructed to strike each of the ten balls into the target.
Scoring and Evaluation: The number of accurate hits is scored.

b)   Balancing the ball on the stick: this test item is aimed to measure the
balancing ability of the hockey player.

EQUIPMENT:

Hockey Sticks And Synthetic Balls

Test Procedures

The individual is instructed to constantly balance the ball on the hockey stick's blade for as long as they can. The participant was permitted to place the ball on the stick with their hand, and then they had to use the hockey stick to elevate the ball off the ground so they could keep their balance. If necessary to preserve the equilibrium for the longest time, the individual may move around. A stopwatch starts when the ball is placed on the stick or is lifted off the ground and controlled by the stick. It stops when the ball drops off the stick, and the time is only accurately recorded for up to a few seconds. There may be two trials.

Scoring and Evaluation: Out of the two trials, the better one, the longer duration time is converted to points with the help of SAI norms.

c)   **Moving with theball:**

This test item is aimed to measure the ball-controlling ability of the hockey player when moving with the ball.

Equipment: A stopwatch, hockey stick, synthetic balls, tapeandmarkingpowder.
Test Dimensions: Two horizontal lines, one called startingline and the other end line, is marked at a distance of 20meters.
Test Administration:

The participant must stand behind the starting line with the hockey stick in each hand and the puck on the starting line. "Go" at the signal! The subject must begin rolling the ball with the stick while maintaining blade-to-ball contact and attempt to reach the finish line with the ball as quickly as feasible. The ball should roll forward while being propelled by the stick's blade. When the signal "Go" is given, a stopwatch is begun. It is stopped as soon as the ball and the subject pass the finish line. The better of each subject's two trials are taken into account when evaluating them.

Scoring and Evaluation: The minimum time taken to reachtheendlinewiththeballisscored.

Test Administration and Data Collection

Before testing, the players and coaches were also explained the study's purpose. During the testing process, the requirements of the testing procedures were also covered, as were examples and explanations of the various game skill tests that would be used. Although no special motivational technique was used, the players were incredibly enthusiastic and cooperative throughout the data

collection process. They all voluntarily participated in the study, and their practical teacher encouraged them to give this scientific investigation their all.

Data Analysis

The collected data was analyzed and tabulated by the software SPSS 22. An Independent test administrated used to compare the mean difference between the two groups of games.

RESULTS

Table1. Demographiccharacteristicsofthe Group's Participants

Group	Demographic characteristics	Sample Size	Average/ Standarddeviation
Amateur	Age (year)	20	23.82±2.51
	Height(cm)		177.47±7.87
	BodyMass(kg)		74.78±11.68
	BodyMassIndex (kg/m^2)		23.71±3.21
Novice	Age (year)	20	22.12±1.41
	Height(cm)		172.47±6.77
	BodyMass(kg)		72.81±10.61
	BodyMassIndex(kg/m^2)		21.11±1.12

Table 1 presents the demographic characteristics data of amateur and novice players.

Table 1 shows that amateur players' average age (year) was 23.82 ± 2.51, height 177.47 ± 7.87 cm, body mass 74.78±11.68 kg and body mass index 23.71 ± 3.21 kg/m^{2}and novice players' average age (year) was 22.12±1.41, height 172.47±6.77cm, body mass 72.81±10.61kg and body mass index 21.11±1.12kg/m^2.

Table 2: Mean and SD scores of Shootings on Target Skill test of Hockey players atthe university level at two levels of Self-confidence

Test	Players	Self-confidence	Mean/SD	t	*P*
Shooting on Target Skilltest	Amateur	high	8.32±.74	.88	***
	Novice	low	7.44±.61		

Table. No. 2 presents the Mean and SD scores of the Shooting onTarget Skill test of amateur and novice of hockey players group at the university level. The mean/SD score ofthe high self-confidence hockey players group was 8.32±.74 and the low self-confidence hockey players' group was 7.44±.61. Theresults revealed that there was a significant difference in the performance of amateur and novice hockey players groups at the university level in the Shooting on Target Skill test. In other words, it was interpreted that the high self-confidence hockey players group had very good shooting skills in the hockey game than the

low self-confidence players group.

Table 3: Mean and SD scores of Balancing the ball on stick Skilltest of Hockey players atthe university level at two levels of Self-confidence

Test	Players	Self-confidence level	Mean/SD	t	P
Balancing the ball onstick skill test	Amateur	High	96.37±.40	.66	***
	Novice	Low	70.88±.71		

Table. No. 3 presents the Mean and SD scores of the balancingthe ball on the stick skill tests of high (amateur) and low (novice) self-confidence of hockey players at the university level. The mean/SD score of the high self-confidence hockey players group was 96.37±.40 and low self-confidence hockey players groupwas 70.88±.71. The results revealed that there was a significant difference in the performance of high and low self-confidence of hockey players groups at the university level in the Shooting on Target Skill test. In other words, it is interpreted that the high self-confidence hockey players group had very good ball balancing ability in the hockey game than the low self-confidence players group.

Table 4: Mean and SD scores of Moving with the ball Skill test of Hockey players atthe university level at two levels of Self-confidence

Test	Players	Self-confidence level	Mean/SD	t	P
Movingwith the ball Skill test	Amateur	High	170±.31	.46	***
	Novice	Low	115±.80		

Table. No.4 presents the Mean and SD scores of the Moving with the ball skill test of high and low self-confidence of hockey players group at the university level. The mean/SD score of the high self-confidence hockey players group was 170±.31 and low self-confidence hockey players group was 115±.80. The results revealed that there was a significant difference in the performance of high and low self-confidence of hockey players groups at the university level in Moving with the ball skill test. In other words, it was interpreted that the high self-confidence hockey players group had very good ball controlling ability in the hockey game than the low self-confidence players group.

DISCUSSION AND CONCLUSION

The present study was conducted on students cum players of the Department of Sports Sciences and Physical Education, University of the Punjab, Lahore to analyze the influence of self-confidence on the performance of university hockey players. A total no. of 40 male players were selected through convenient sampling. The researcher separated the players into two groups Group-1, Novice and Group-2 Amateur aged 19-26 years old. First of all, researchers took survey responses of players through a developed questionnaire (Self Confidence Questionnaire (SCQ-1975) to check the confidence levels of novice and amateur players, which was contained 13 items and designed on 3 points

Likert scale, low, medium and high. Then, on the bases of their self-confidence levels three tests of hockey games were conducted to examine their skills in the following tests along their self-confidence levels;

➢ Shooting in theTarget
➢ Balancing the ball on the stick
➢ Moving with theball

The high self-confidence hockey players group are having very good shooting skills, ball balancing and controlling ability in the hockey game than the low self-confidence players group. The results of the present study are supported by the previous study. Self-confidence plays a huge role in how often you play well and win. Talent is important but without confidence, you would not be able to use your skills efficiently in games and when it counts most. A lack of confidence is a common obstacle for many hockey players and one that very few people truly understand (Mariappan and Alexander, 2014).

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