

Self-efficacy and Achievement Motivation among Football Player

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ABSTRACT

The purpose of this study was to know the level of self-efficacy, to investigate self-efficacy, achievement motivation of football players in different playing position and to reach of finding the relationship between self-efficacy and achievement motivation of football players. The sample consisted of male amateur football players ($N = 61$) between the age 16 and 19 years. General self-efficacy scale-Schwarzer (GSES), task and ego orientation in sport questionnaire (TEOSQ) were used to collection data. Descriptive statistics, kruskal-wallis Test and spearman's correlation analysis were used to calculate data. The results indicated that there was high self-efficacy among football players. No statistically significant difference in football players' self-efficacies and achievement motivations according to their playing position. And there was positive and significant correlation between self-efficacy and task orientation and between self-efficacy and self-confidence.

Keywords: Self-efficacy, achievement motivation, football players

INTRODUCTION

During the last few decades, coaches and athletes from a wide variety of sports have begun to realize the importance of the mental side of athletic performance. Sport specialists agree that athletic performance is influenced not only by physical skills but also by psychological ones.

Among other psychological skills, self-efficacy is considered a significant element of mental training (Barling & Abel, 1983; Birrer & Morgan, 2010; Feltz, Short, & Sullivan, 2008; Zagórska & Guskowska, 2014). Self-efficacy is posited as the basis for such conduct in the sense that it influences the strength

of decisions, the quantity of energy invested in the effort, the level of perseverance in the face obstacles and failures or the resilience to adversity. In this sense, this psychological dimension is an individual resource to adapt to situations and contexts of activity grueling interesting sports psychology as the Health psychology and Occupational Psychology (Decamps, 2012).

The concept of self-efficacy dates back several decades, and psychologist Albert Bandura was one of the first researchers exploring this topic. Bandura's (1977) theory of self-efficacy was developed within the framework of social cognitive theory. Although, originally, the theory was proposed to account for the different results achieved by diverse methods used in clinical psychology for the treatment of anxiety, it has since been expanded and applied to other domains of psychosocial functioning including health and exercise behavior (McAuley, 1992; McAuley & Mihalko 1998; O'Leary, 1985), and sport and motor performance (Feltz, 1988). The reasons why athletes want to compete depend in the contrast between internal and external rewards as well as an athlete's performance

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assessment. In other words, if an athlete believes he or she can be successful, he or she is more likely to participate. In sport psychology, this is generally referred to as self-confidence or self-efficacy. High self-efficacy is judgment about one's capability to perform a particular task at an elevated level, with certainty, and repeatedly over time, athletes with higher self-efficacy tend to try harder, persist longer, choose greater challenges, experience effort more positively, and feel less anxious. NHL players who can picture winning a Stanley Cup, for example, will bust their butts come playoff time (and year-round, for that matter), but minor-league rookie who is enticed by a call-up for the postseason, yet thinks of himself as unready and cannot see himself competing with the "big boys", may be afraid to put his all on the line and may end up slacking off in practice (Murphy, 2005). Self-efficacy is the belief in one's capabilities to organize and execute the source of action required to manage prospective situations (Bandura, 1997). The concept of self-efficacy is vital to coaches, athletes, and even spectators, for several reasons. First, as a coach, knowing what athletes feel and think about their skills, abilities, and talents is important in the development of those characteristics. Second, a better understanding of an athlete's psyche can significantly improve the resulting sport performance (Moritz, Feltz, Fahrback, & Mack, 2000).

The relationship of Self-efficacy with Achievement Motivation

Whereas participation motivation is focused on why people decide to partake in sport, achievement motivation examines why, or why not, people may be motivated to achieve success, improve performance, master tasks and be good at their sport. Considering that success in sporting context is often assessed relative to opponents' performance, achievement motivation is often considered in relation to competitiveness. Competitiveness may be defined as the desire to reach a level of performance that is higher than others in the presence of evaluative others (Weinberg & Gould, 2011). Achievement motivation is broader and focuses on athletes' predispositions towards striving for success and how specific situations influence their desires, emotions and behaviors (Tod, 2014).

Both psychologists and sport and exercise psychologists have focused on achievement goals as a way of understanding differences in achievement (Duda & Hall, 2001; Nicholls, 1989). According to achievement goal theory, three factors interact to determine a

person's motivation: achievement goals, perceived ability, and achievement behavior. To understand someone's motivation, we must understand what success and failure mean to that person. The best way to do that is to examine a person's achievement goals and how they interact with that individual's perceptions of competence, self-work, or ability. Holly may compete in body building because she wants to win trophies and have the best physique of anybody in the area. She has adopted an outcome goal orientation (also called a competitive goal orientation or ego orientation) in which the focus is on paring herself (has high perceived ability) when she wins but not so good about herself (has low perceived ability) when she loses. Sarah also likes to win contests, but she primarily takes part in body building to see how much she can improve to her strength and physique. She has adopted a task goal orientation (also called mastery goal orientation) in which the focus is on improving relative to her own past performance. Her perceived ability is not based on a comparison with others. For particular situation, some people can be both task and outcome orientation, for example, a person might want to win the local turkey trot but also set a personal best time for the race. However, according to researchers in achievement goal orientation, most people tend to be higher on either task or outcome orientation (Weinberg & Gould, 2015).

Schunk (1995) referred that self-efficacy helps to predict motivation and performance, it motivates individuals to improve their competence, and self-efficacy related positively to persistence and achievement. Initial research supports the point that self-efficacy relates to goals and achievement outcomes. Meece, Blumenfeld, and Hoyle (1988) showed that students with task-mastery goals report more active cognitive engagement with material to be learned and that perceived competence relates positively to motivation and task-mastery goals. Schunk and Swartz (1993) found that providing children with a process goal of learning to use a strategy and feedback on their progress increases task orientation and decreases ego orientation, and that self-efficacy correlates positively with task orientation and negatively with ego orientation. Duda and Nicholls (1992) found for both sport and schoolwork that task orientation relates to high school students' beliefs that success depends on effort and collaboration with peers, whereas ego orientation is associated with beliefs that success is due to high ability and attempting to perform better than others. Goal orientations and beliefs about success

were not strongly related to perceived ability. More investigations are required on the role of self-efficacy among teachers and coaches. Teaching efficacy refers to personal beliefs about capabilities to help students learn, and it should influence teachers' activities, effort, and persistence (Ashton & Webb, 1986). Teachers with low efficacy may avoid planning activities they believe exceed their capabilities, not persist with students having difficulties, expend little effort to find materials, and not teach in ways students might understand better. Teachers with higher efficacy might develop challenging activities, help students succeed, and persevere with students who have problems. These motivational effects enhance student achievement, as well as teachers' self-efficacy by conveying they can help students learn, Ashton and Webb found that teachers with higher self-efficacy were likely to have a positive classroom environment, support students' ideas, and address students' needs. Teacher self-efficacy was a significant predictor of student achievement.

The preceding researches make it clear that self-efficacy plays an important role in achievement motivation and performance in many situations.

Football (Soccer)

Soccer is a team sport. In order to succeed, it is necessary for highly specialized players in specific positions and tasks to help one another. For a successful soccer team; each player should be trained not only for conditional attributes like endurance, strength, speed or agility but also should be trained technically and tactically. In accordance with that, each player should have different physical, physiological and psychological attributes depending on his/her playing position (Akin, Kireker & Koklu, 2009). Although there are some studies showing that psychological factors like concentration, competition anxiety, anger style, anger management, self-image, self-esteem can affect player's playing style and injury risk, they do not seem to be enough in number (Kurt et al., 2012).

Present Study Purpose

The aim of this study was to know the level of self-efficacy, to investigate self-efficacy and achievement motivation of football players in different playing position and to reach of finding the relationship between self-efficacy and achievement motivation of football players. Perhaps most importantly, the study operationalized and included some new variables

(football academy players ranging from 16 years to 19 years and playing different positions – goalkeepers, defenders, midfielders and forwards). No research studies to date have combined this unique set of variables to specifically test self-efficacy and its relationship to achievement motivation. Precedent studies referred that self-efficacy helps to predict motivation and goals and achievement outcomes (Ashton & Webb, 1986; Duda & Nicholls, 1992; Meece, Blumenfeld, & Hoyle, 1988; Schunk, 1995; Schunk and Swartz (1993). The identification of some psychological characteristics of football players with different playing positions is of sufficient scientific and practical interest, it enables to reveal psychological characteristics of football players depending on their roles (Koryagina & Blinov, 2013). This inclusion could provide new insights by analyzing the self-efficacy levels and achievement motivation of football players as they progress forward in their experience levels and success (i.e., make the proverbial “big fish into a bigger pond” transition). It makes possible to determine the main directions and ways to increase the psychological potential of football players in order to optimize game performance. Coaches and others within the sport and football academy can use this information to better manage players and offer tailored programs to specific player needs based on their experience levels overall and at the academy level.

For the purpose of this study, the research study hypotheses were as follows:

HYP.1 There is high level of self-efficacy among football players.

HYP.2 There is significant difference in self-efficacy and achievement motivation among football players according playing positions.

HYP.3 There is correlation relationship between self-efficacy and achievement motivation.

METHOD

Participant

The study consisted 61 football players from Fanzeres Academy -city of Porto Portugal-. The ages of players ranged between 16 and 19 years with a mean age of 16.77 ± 1.05 years. On average, the players had played for 7.97 ± 2.43 years. A large number $N=21$ (34.4%) of the players were defenders, followed by midfielders $N=18$ (29.5%), forwards $N=16$ (26.2%), and goal keepers $N=6$ (9.8%).

Procedure

Clearance was obtained from the president of team prior to all study procedures. All testing took place in a Hall Meetings on sport complex. participants provided informed consent. Then, they were provided with a questionnaire package and asked to respond to each question as honestly as possible. Coach with me remained nearby to answer any questions that arose during testing (in Portuguese language). The questionnaire package took approximately 15-20 minutes.

Data Analyses

Descriptive statistics, kruskal-wallis Test, and Spearman's correlation were conducted. First, descriptive statistics was computed to characteristics the entire sample of football players, and to know level of self-efficacy. Second, kruskal-wallis Test was used to explore the differences of Football players' self-efficacies and achievement motivations according to their playing position. Finally, Spearman's correlation was used to know relationship between self-efficacy and achievement motivation.

Instruments

In this study, three two were used to collect data. In the first scale "the general self-efficacy scale-Schwarzer (GSES)" developed by Jerusalem and Schwarzer (1992). This is original scale, including one specific dimension, is comprised of ten items, designed for ages 12 and up, was created to assess perceived self-efficacy regarding coping and adaptation abilities in both daily activities and isolated stressful events. it has been well known internationally for two decades. Items in the scale are in the form of four option Likert type scale "1=not all true, 2=hardly true, 3=moderately true, 4= exactly true". Cranach alpha reliability value of the scale was found to be. 76 to. 90 (Jerusalem & Schwarzer, 1992).

The adaption of this scale to Portuguese was done by Nunes, Schwarzer, and Jerusalem (1999). In the adaption process of scale of self-efficacy was translated into Portuguese. Validity and reliability were done (0,75 - 0,91). According the results, it was seen that the efficiency of original scale, with consisted of ten items, was preserved in the Portuguese form. The Portuguese scale also had one specific dimension like the original scale.

The second scale "task and ego orientation in sport (TEOSQ)", was developed by Duda and Nicholls

(1989), Fonseca and Brito (2005) developed it to Portuguese version, measures individual differences in task and ego goal perspectives in the sport context. The athlete thinks of a successful sport experience and responds to 13 items reflecting task- and ego- referenced criteria. Responses to items "I really work hard" and "I'm the best" are indicated on a 5-point Likert scale ranging from strongly disagree (A) to strongly agree (E).

In present study reliability and validity of self-efficacy scale (GSES), questionnaire of task and ego orientation in sport (TEOSQ) were done.

RESULTS

In this section, the findings obtained from the data analyses related to The Self-efficacy and achievement motivation among football player are given in detail. Findings related to the level of self-efficacy among football players are shown in Table 1.

In Table 1, the average scores of self-efficacy among football players for each item are given. it may be

Table 1: Level of self-efficacy among football players

Self-efficacy	N	Mean	Std. deviation
I can always manage to solve difficult problems if I try hard enough	61	3.31	0.618
If someone opposes me, I can find the means and ways to get what I want	61	3.31	0.718
It is easy for me to stick to my aims and accomplish my goals	61	3.20	0.725
I am confident that I could deal efficiently with unexpected events	61	3.05	0.804
Thanks to my resourcefulness, I know how to handle unforeseen situations	61	3.08	0.665
I can solve most problems if I invest the necessary effort	61	3.40	0.663
I can remain calm when facing difficulties because I can rely on my coping abilities	61	3.31	0.718
When I am confronted with a problem, I can usually find several solutions	61	3.13	0.590
If I am in trouble, I can usually think of a solution	61	3.08	0.759
I can usually handle whatever comes my way	61	3.15	0.812
Total	61	3.20	0.707

observed that football players had high average scores in total ($M = 3.20$), remarkably, they scored lower on the fourth ($M = 3.05$) and higher on the sixth ($M = 3.40$). Football players' self-efficacies and achievement motivations were also examined according to their playing position as indicated in Table 2.

Table 2 shows football players' average self-efficacy in terms of their playing position was $M = 3.19$, so they have high level of self-efficacy. Kruskal-Wallis Test showed no statistically significant difference in football players' self-efficacy according to their playing position ($p > 0.5$). Kruskal-Wallis Test was used also to compare football players' achievement motivation according to playing position. The comparison analysis demonstrates that there were no significant differences ($p > 0.5$). According to the results, football players' average task and ego of achievement motivation scores were $M = 4.12$, $M = 3.00$, respectively.

Through previous results, the hypothesis "There is significant difference in self-efficacy and achievement motivation among football players according playing positions" had been rejected and null hypothesis had been accepted.

Table 3 shows correlation analysis of self-efficacy and achievement motivation. Self-efficacy had positive and significant correlation with task dimension ($r_s = .685$,

$p < 0.01$), and no significant correlation between self-efficacy and ego dimension.

DISCUSSION

In this study, we sought to investigate the level of self-efficacy among football players, to compare football players' self-efficacies and achievement motivations according to their playing position, and to know the correlation between self-efficacy and achievement motivation.

As results of this study, it was concluded that the football players had high levels of self-efficacy. And they were able to meet the challenges and sports competitions, and whatever the type of competition. "High self-efficacy will likely choose to attend training regularly, expend high levels of effort, and persist longer than those with low self-efficacy. These self-efficacious individuals will set higher goals and have more helpful thoughts and emotions" (Tod, 2014). As a result, they may have a better chance of success. Providing support for present study, both Cetinkalp and Turksoy (2011) and Munroe-Chandler, Hall and Fishburne (2008) examined self-efficacy as it relates to the situation and innate abilities of youth soccer players. They found high levels of self-efficacy produced high levels of performance in athletes.

Table 2: Comparison of football players' self-efficacies and achievement motivations according to their playing position

Scale	Dimension	Position	N	Mean	Std. deviation	Sig.
Self-efficacy		Goalkeeper	6	3.15	0.508	0.901
		Defender	20	3.21	0.573	
		Midfielder	19	3.17	0.488	
		Forward	16	3.25	0.485	
		Total	61	3.19	0.513	
Achievement motivation	Task Ego	Goalkeeper	6	3.90	0.811	0.751
		Defender	20	4.13	0.749	
		Midfielder	19	4.21	0.417	
		Forward	16	4.27	0.538	
		Total	61	4.12	0.628	
		Goalkeeper	6	3.05	0.720	0.751
		Defender	20	2.91	1.010	
		Midfielder	19	2.93	1.067	
		Forward	16	3.11	0.633	
		Total	61	3.00	0.857	

$P > 0.5$

Table 3: Spearman's correlations between self-efficacy and achievement motivation

Variables	Self-efficacy	Achievement motivation task	Achievement motivation ego
Self-efficacy	1	0.685**	0.001
Achievement motivation Task	0.685**	1	-0.007
Achievement motivation Ego	0.001	-0.007	1

** : Significant. at 0.01 level (2-tailed)

Results were concluded that no significant differences between the football players' self-efficacies and achievement motivations according to their playing position. This finding is inconsistent with the results of other investigations (Kirkcaldy, 1982; Andrew et al., 2007; Eloff et al., 2011). Kirkcaldy (1982).

The fact that the current study failed to concur with other investigations could be explained by the amateur level of participation of the sample tested in the present study. The results of the present study suggest that youth football players competing at amateur level they had homogeneously some psychological characteristics regardless of their respective position in the team. This finding, pertinent to soccer players, is corroborated by Kurt et al. (2012), who credited such homogenous results to the similar status (amateur/professional) of the participants.

Another probable reason for inconsistency between the current findings and those stemming from earlier research was the young age of the participants. McCarthy et al. (2010) postulated that young sport participants have less approximations of psychological skill usage compared to adult participants. The mean age of the sample in the present study was 16.77 ± 1.05 years old, which could be attest to insignificant relationship noticed between psychological skills and playing position. Jooste, Steyn, and Van den Berg (2014) support this view by conceding that athletes in the specialization stage (mean age 16.2 ± 1.13 years) may be at the ideal "windows of opportunity" for developing adult-like attributes and should, therefore, not be compared to older athlete's groups.

The results demonstrated that there was positive and significant correlation between self-efficacy and task orientation. Providing support for the findings, Barış and Kocaeksi (2013), Canpolat and Kazak Cetinkalp (2011), Carpenter & Yates (1997) examined the relationship between self-efficacy and task orientation. For example, Carpenter and Yates (1997) found the amateur footballers' task orientation are higher rather than semi-professional footballers. This is parallel with

the findings of present study. Amateur athletes have focused to improve their physical, technical, tactical and psychological characteristics, "task goal orientation focuses on comparing performance with personal standards and personal improvement" (Weinberg & Gould, 2015).

The results demonstrated that there was positive and significant correlation between self-efficacy and self-confidence. Providing support for the findings, Besharat and Pourbohlool (2011) examined self-confidence and sport self-efficacy.

CONCLUSION

In conclusion, when making literature reviews, as parallel with many researches, present study was inconsistent with studies and consistent with others. The findings indicated there was high self-efficacy among football players. And different playing positions were compared in terms of self-efficacy and achievement motivation, there was no significant difference found between compared variables. Can be said that this situation is largely related to the groups having similar status (amateur), similar age and football experience. There was positive and significant correlation between self-efficacy and task orientation. And self-efficacy and self-confidence. Future qualitative research which covers the test having multi-variables on self-efficacy and others psychological characteristics could be performed.

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