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MEASUREMENT OF SPORTS SELF-CONFIDENCE THROUGH THE CONSTRUCTION AND STANDARDISATION OF A SCALE

Sonu Kumar (PhD)
Department of Physical Education at LPU, Punjab-144411, India

Mohini Choudhary

Master Degree research scholar, Department of Physical education LPU, Punjab-144411, India

Angrej Singh

Kayaking Canoeing Assistant coach Sports Authority of India

Abstract

The goal of the study described in this paper is to construct and standardised a self-questionnaire on sports confidence.The study will examine how well the self-confidence scale works and can be applied to people from various cultural backgrounds, improving its generalizability. Trainers, coaches, and sports psychologists may benefit from the study's potential to offer a valuable approach for assessing and enhancing athletes' self-confidence.Sports self-confidence and athletic performance are positively correlated. By using statistical analyses, the standardised questionnaire for assessing athletic self-confidence will demonstrate good reliability and validity.Punjab will be the location of the study. The age range for the study was 18 to 25 years old. Only athletes were included in the study. A 150-person sample of athletic women will be used in the experiment. The investigation will be restricted to the psychological variable of self-confidence going forward. Real data sets are analysed and simulation studies are carried out for each proposed self-confidence in sports. The R programming language has been used for numerical calculations and simulation.

Keywords: Self-Report Measures, External Factors, Time Constraints, Cross-Cultural Perspective, Scale Development, Validation, Participant Sample, and Generalizability.

1. Introduction

Former Indian president A.P.J. Abdul Kalam has exhorted the younger generation to build bravery and confidence and make a commitment to turning India into a developed nation by the year 2020. (Flame-like wings) In today's globalised world, most people lack confidence in themselves, while having appropriate values, traits, abilities, and potential. Their professional performance suffers as a result of this lack of confidence. Self-confidence, in its simplest form, is a mindset that enables us to have an upbeat and realistic understanding of who we are and what we are capable of. Characteristics like emotional maturity, assertiveness, optimism, ebullience, affection, pride, independence, and the ability to take criticism are what define it. Those who are confident in themselves have a strong sense of hope for the future.

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In sports, self-confidence is a critical quality that impacts an athlete's performance, drive, and perseverance. High self-confidence athletes are more likely to be driven, exert more effort and perseverance, and bounce back from failure more easily (Vealey& Chase, 2008). In order to control worry and stress when doing sports, one must have self-confidence. High self-confidence athletes are better able to control anxiety and tension, which can impair performance (Feltz&Lirgg, 2001).

Instead of being a fixed characteristic, self-confidence is a dynamic quality that may be developed and nurtured over time. Numerous factors, including prior achievement, social support, and the development of psychological skills, can have an impact on a player's self-confidence in sports. Performance successes, such as finishing tasks on time or employing efficient tactics, are important confidence boosters (Feltz, Short, & Sullivan, 2008). Coaches, teammates, and family members can all offer encouraging words and support when it comes to building self-confidence (Vealey, Hayashi, Garner-Holman, &Giacobbi, 2008). Training in psychological skills such as goal-setting, self-talk, and visualisation improves athletes' attention, desire, and resilience (Vealey& Chase, 2008).

Parb, H., and Lee,Adam R.,(1996), Anxiety, confidence, and oral performance among learners Examine how a learner's anxiety, confidence, and oral performance relate to one another. Findings: -The analyses' findings revealed that anxiety and confidence had a substantial impact on L2 learners' oral performance. The correlation analyses between anxiety and confidence and the components of oral performance revealed that, while anxiety was more negatively correlated with the L2 learner's range of oral performance, such as vocabulary and grammar, confidence was more closely correlated with the learner's attitude and interaction, including communication strategies and social conversation skills.Deshmukh, (2000), Junior college students with high and low self-concept were studied for anxiety, achievement motivation, intellect, goal discrepancy, and academic accomplishment. Olivia, Sr. M., (2002) An educational psychological component to improve self-perception and drive for achievement among first-year degree students at Apostolic Carvel college Objectives: -To create a programme for psychological education input to improve college students' self-perception and drive for achievement. James C.Martin, (2003) chosen Indian pupils' level of confidence. Lifshitz et al., (2007), has published a study on the ‘Self-concept’, ‘Adjustment to Blindness’ and ‘Quality of Friendship among Adolescents with Visual Impairments’. Jodyanne Kirkwood, (2009), Is a lack of confidence preventing women from starting businesses? Objective: Research has found that men tend to have higher levels of self-confidence than women, which has an impact on men's plans to start their own businesses. However, little is known about how entrepreneurs' sense of confidence influences their decision to launch a firm, and even less is known about how it influences the decisions and actions they take while running a business. Brian Hemmings, Russell Kay, (2010), Early career development, publication productivity, and research self-efficacy. This paper's two objectives are to: (1) study the relationship between self-efficacy beliefs and the output of research in the form of publications; and (2) determine the association between self-efficacy beliefs and the publishing outputs of novice lecturers. Francesca Burton, Cathy Schofield, (2011), When studying a sport and exercise subject, a student's confidence in using and applying research methodologies is examined. The purpose of this study is to examine how confident students with foundation degrees (FdSc) and top-up

degrees are in their ability to use and implement research methodologies in the field of sport and exercise. Deirdre E. Russell-Bowie,(2012), Australian Journal of Teacher Education, Volume 37,1, "Developing Pre-Service Primary Teachers' Confidence and Competence in Arts Education using Principles of Authentic Learning". Patricia A. Chesser-Smyth & Tony Long, (2013), Knowing the factors that affect the self-confidence of first-year nursing undergraduate students in Ireland Goal: To present findings from a mixed-methods study on the growth of self-confidence among Irish nursing students enrolled in the first year of a bachelor's degree course in nursing. Sample- The information was gathered from students at three separate Irish technical institutes between September 2007 and April 2008. Self-evaluation surveys and focus group interviews were the tools used. A conclusion was reached.Both the quantity and type of theoretical preparation varied greatly. The main determining factors were those related to clinical practise. During the first clinical placement, students' levels of confidence fluctuated, and as their confidence grew, so did their enthusiasm for academic success.On the other hand, unfavourable preceptor attitudes, a lack of communication, and a sense of undervaluation swiftly reduced self-confidence.

Significance of the study: The current study is important because it emphasised the engagement of women in sports in a variety of competitions and the issue of sexual harassment that women athletes encounter at various levels in athletic training facilities. We are all aware that sports are a largely male-dominated industry, and the importance of topics like female involvement and safety has increased. The current study focuses on the dangers that athletes, particularly women, encounter when undergoing athletic training.

The following are a few of the cases that have been mentioned:

One of the essential qualities of an effective official is confidence. According to sport psychology research, confidence is the only quality that separates highly successful athletes from less successful ones. Top athletes and officials in sports, whether they are competitors or officials, consistently exhibit a strong sense of self-confidence.

Physical education and sports are societal phenomena. Both activities, which involve both performance and learning, are crucial parts of general education. The inter-disciplinary character of physical education and the competitive nature of sports have essentially pushed the classifiers of knowledge to classify them as "emerging disciplines" which may explain why psychology in physical education and sports has much more than just pedagogical connotations.

A completely new area of sport science has emerged in recent decades. Studying anxiety, self-concept, self-confidence, motivation, personality, aggression and violence, leadership, group dynamics, physical activity, psychological well-being, thoughts and feelings of athletes, as well as many other facets of involvement in sport psychology, ultimately helps performance. It's a field of study known as sport psychology.

Sport psychologists are focusing more on clinical issues these days, like how mental training or imagery influences athletic performance and how relaxation or biofeedback can help players

deal with stress. They also investigated the compatibility between coaches and athletes as well as the connection between team cohesion and performance.

Games of today have assimilated into daily life. Millions of fans watch various athletic events all around the world with a fervour that verges on devotion. For their own fun, health, and fitness, a lot of people engage in sports and other hobbies. Modern life has become more competitive as a result of growing gaming participation.

Self-confidence and Sports: Self-confidence, in its simplest form, is a mindset that enables us to have an upbeat and realistic understanding of who we are and what we are capable of. It is a characteristic of how one views themselves. According to Breckenridge and Vincent (1965), self-confidence is the belief that one can handle events successfully without depending on others and that one has a favourable opinion of oneself. "Selfconfidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to make things go all right," according to (Basavanna, 1975).

Confident people can effectively assess their abilities and have a strong belief in the future. They believe they can accomplish their goals and plans within reason, despite predicted setbacks, and they have a broad sense of control over their lives. This conviction is supported by reasonable expectations. Confident people maintain an optimistic view, preserve their self-belief, and attack their current limits with newfound vigour even when they don't attain their ambitions.

Statement of the Problem: The purpose of the study that is Construction and standardization of self questionaire on self-confidence in Sports.

ResearchDesign: In this search study, the design refers to "the researcher's overall plan for answering the researcher's question or testing the research hypotheses."This study employs a cross-sectional, non-experimental, retrospective approach for a survey of self confidence in sports. Retrospective studies often take the form of a questionnaire and ask respondents to recollect instances of self confidence that occurred over a certain time period. This study intends to assess the self confidence in sports of players who engage in the game and may help to improve self confidenc as well as performance in sports at different level who participate in every different game.

Considerations for Ethics: The Ethical rule was observed in their search. The Health and Performance Centre at University of Guelph's Research Development Committee The study has received approval from. Participation in this study was purely voluntary. Participants should be aware that the investigator will keep their information private and will never use it for any other purpose. Participants were subject to the following inclusion and exclusion criteria:The following are the inclusion criteria

The subject agreed to take part in the study.Participants must among between the ages of 14 and 25.At the period of the study, the participants were not cycling around different healthfacilities.

The exclusion criteria are: Inabilityto brain the questionnaire of the respondentor subjects.

Participan ts not less than age of 14and not morethan 25years.

Procedure of the test: The modified questionnaires were given to subjects belongs to different sports background in different sports and at the venue of diffent part of Punjab, India. Instructions were given to the all subjects be fore filling the questionnaire by the researcher, and sports experts.

Data Collection Procedure: Individual questionnaires were used to acquire data from 150 players of different Academy, Clubs, universitiesseparately,investigator contactingplayers.

DataAnalysis: By assigning numerical expressions to relationships and variations in many areas, data processing plays a vital role in the interpretation of numerical data acquired from individuals. The collected data was analysed in its entirety as well as in fragments. The data was checked for accuracy and completeness before being coded andusing selected measures of central tendency and dispersion, i.e. mean, variance, median, standard deviation, minimum score, maximum score, and co-efficient of variation. The comparison for four different variables of the players for football was done i.e. training satisfaction, equipment satisfaction, anxiety, and self-confidence by two-way analysis of variance. The relationship among selected variables of football was calculated by Pearson's product moment correlation coefficient.

Analysis of Data and Study of the Results: We have discuss for the statistical analysis of the given data sets, which were collected from state andnational levels players for training satisfaction, equipment satisfaction, anxiety, and self-confidence and results of the study have been presented in this chapter.

The discussion of the football players prepared by using selected measures of central tendency and dispersion, i.e. mean, variance, median, standard deviation, minimum score, maximum score, and co-efficient of variation. The comparison for four different variables of the players for football was done i.e. training satisfaction, equipment satisfaction, anxiety, and self-confidence by two-way analysis of variance. The relationship among selected variables of football was calculated by Pearson's product moment correlation coefficient.

Finding the Results of the Given Data Sets: Comparison of the players for training satisfaction and equipment satisfaction of the different levels (state and national) are presented in Table-1.

Comparison of the players for anxiety and self-confidence of football of the different levels (state and national) are presented in Table-2.

Table-1: Statistical Analysis for football players for training satisfaction and equipment satisfaction of the different levels (state and national)

Statistical Analysis	Training Satisfaction		Equipment Satisfaction	
	State Level	National Level	State Level	National Level
Mean	61	63.8	15.87	17.33
Median	66	65.5	16	17.50
Variance	357.93	223.82	36.88	36.09
Minimum Score	8	32	5	6
Maximum Score	89	94	27	28

Standard Deviation	18	14.96	6.07	6.01
Coefficient of Variation	0.311%	0.234%	0.327%	0.346%

This data represents in above table that is the statistical analysis of training satisfaction and equipment satisfaction at both state and national levels.

In Terms of Training Satisfaction: The mean training satisfaction at the state level is 61, while at the national level it is 63.8., the median training satisfaction at the state level is 66, and at the national level, it is 65.5. The variance of training satisfaction at the state level is 357.93, while at the national level it is 223.82., the minimum training satisfaction score at the state level is 8, and at the national level, it is 32, the maximum training satisfaction score at the state level is 89, and at the national level, it is 94, and the standard deviation of training satisfaction at the state level is 18, and at the national level, it is 14.96. The coefficient of variation, which indicates the relative variability of training satisfaction, is 0.311% at the state level and 0.234% at the national level.

Regarding Equipment Satisfaction: The mean equipment satisfaction at the state level is 15.87, while at the national level it is 17.33. The median equipment satisfaction at the state level is 16, and at the national level, it is 17.50. The variance of equipment satisfaction at the state level is 36.88, while at the national level it is 36.09. The minimum equipment satisfaction score at the state level is 5, and at the national level, it is 6. The maximum equipment satisfaction score at the state level is 27, and at the national level, it is 28. The standard deviation of equipment satisfaction at the state level is 6.07, and at the national level, it is 6.01. The coefficient of variation for equipment satisfaction is 0.327% at the state level and 0.346% at the national level.These statistics provide information on the central tendency (mean, median), spread (variance, standard deviation), range (minimum, maximum), and relative variability (coefficient of variation) of training satisfaction and equipment satisfaction at both state and national levels.

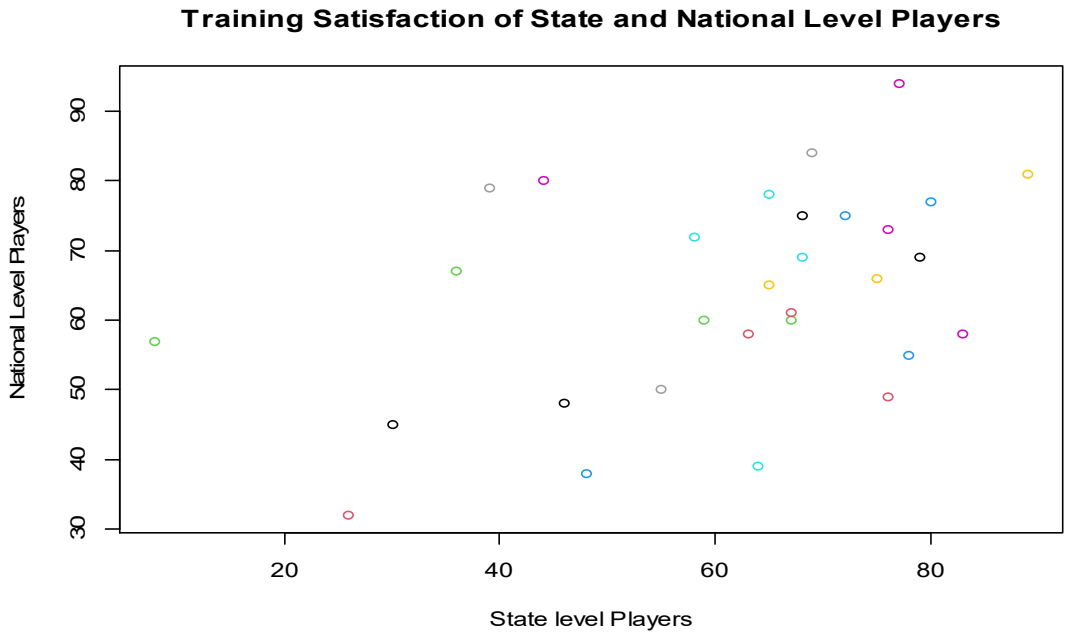

Figure-1 The graph of Training Satisfaction of State and National level Players

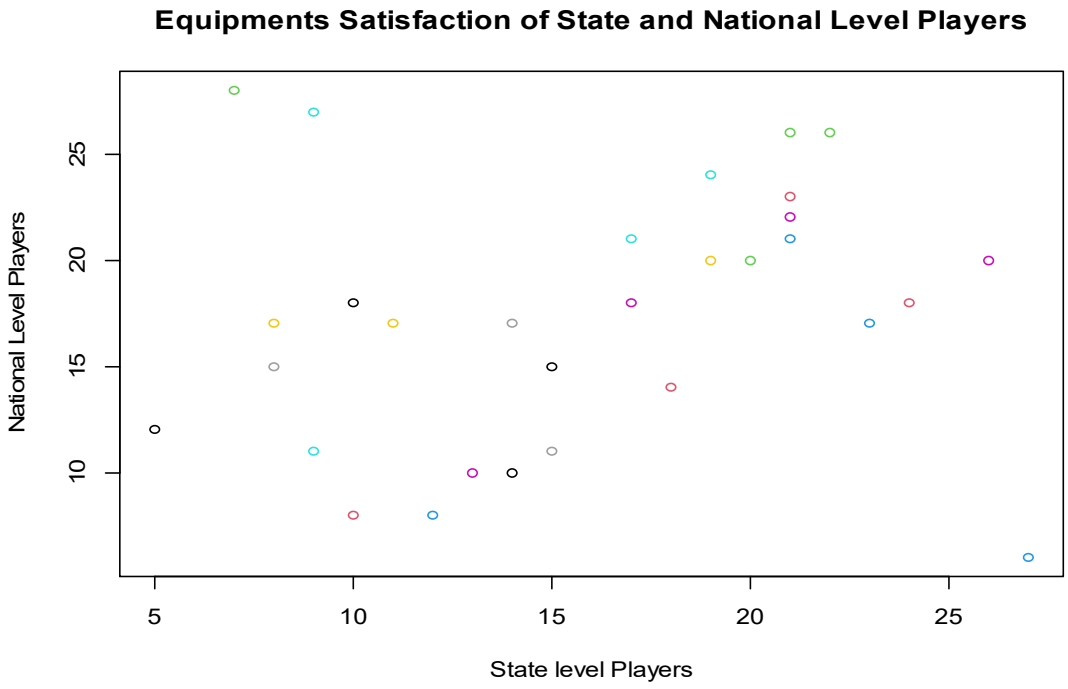

Figure-2 The graph of Equipment Satisfaction of State and National level Players

1. Analysis by t-test for Training Satisfaction

t = -0.63584, df = 55.073, p-value = 0.5275

Alternative hypothesis: True difference in means is not equal to 0

95 percent confidence interval: -11.624755 to 6.024755

Sample Estimates: mean of x mean of y that is 61.0 and 63.8

The given data represents the results of a statistical test comparing two means. Here is the explanation of the data:The calculated t-value is -0.63584. The t-value is a measure of how large the difference between the sample means is relative to the variability within the samples.The degrees of freedom (df) associated with the t-value is 55.073. Degrees of freedom represent the number of independent pieces of information available to estimate a parameter.

p-value: The p-value associated with the test is 0.5275. The p-value is the probability of obtaining a test statistic as extreme as the observed result, assuming the null hypothesis (the hypothesis that the true difference in means is zero) is true. In this case, since the p-value is 0.5275, which is greater than the typical significance level of 0.05, we do not have enough evidence to reject the null hypothesis.

Alternative Hypothesis: The alternative hypothesis states that the true difference in means is not equal to 0. This implies that there is a difference between the means of the two groups being compared. 95 percent confidence interval: The confidence interval provides a range of values within which we can be 95% confident that the true difference in means lies. In this case, the confidence interval is -11.624755 to 6.024755. Sample estimates: The sample estimates are the mean of the first group (x) which is 61.0 and the mean of the second group (y) which is 63.8. These values represent the average values of the two groups being compared in the study.

2. Analysis by t-test for Equipment Satisfaction

t = -0.94041, df = 57.993, p-value = 0.3509

Alternative Hypothesis: true difference in means is not equal to 0

95 percent Confidence Interval: -4.588543 1.655210

Sample Estimates: Mean of x=15.86667 and mean of y=17.33333

The given data represents the results of a statistical test comparing two means. Here is the explanation of the data:

t: The calculated t-value is -0.94041. The t-value is a measure of how large the difference between the sample means is relative to the variability within the samples.

df: The degrees of freedom (df) associated with the t-value is 57.993. Degrees of freedom represent the number of independent pieces of information available to estimate a parameter.

p-value: The p-value associated with the test is 0.3509. The p-value is the probability of obtaining a test statistic as extreme as the observed result, assuming the null hypothesis (the hypothesis that the true difference in means is zero) is true. In this case, since the p-value is 0.3509, which is greater than the typical significance level of 0.05, we do not have enough evidence to reject the null hypothesis.

Alternative Hypothesis: The alternative hypothesis states that the true difference in means is not equal to 0. This implies that there is a difference between the means of the two groups being compared.

95 percent Confidence Interval: The confidence interval provides a range of values within which we can be 95% confident that the true difference in means lies. In this case, the confidence interval is -4.588543 to 1.655210.

Sample Estimates: The sample estimates are the mean of the first group (x) which is 15.86667 and the mean of the second group (y) which is 17.33333. These values represent the average values of the two groups being compared in the study.

Table-2: Statistical Analysis for Football Players for Anxiety Level and Self-Confidenceof the Different Levels (State and National)

Statistical Analysis	Anxiety Level		Self-Confidence	
	State Level	National Level	State Level	National Level
Mean	16.9	18.27	17.77	17.93
Median	17.5	19.5	18.5	18.5
Variance	43.89	37.37	24.94	51.44
Minimum Score	5	8	9	3
Maximum Score	27	29	28	29
Standard Deviation	6.62	6.11	4.99	7.17
Coefficient of Variation	0.392%	0.335%	0.281%	0.399%

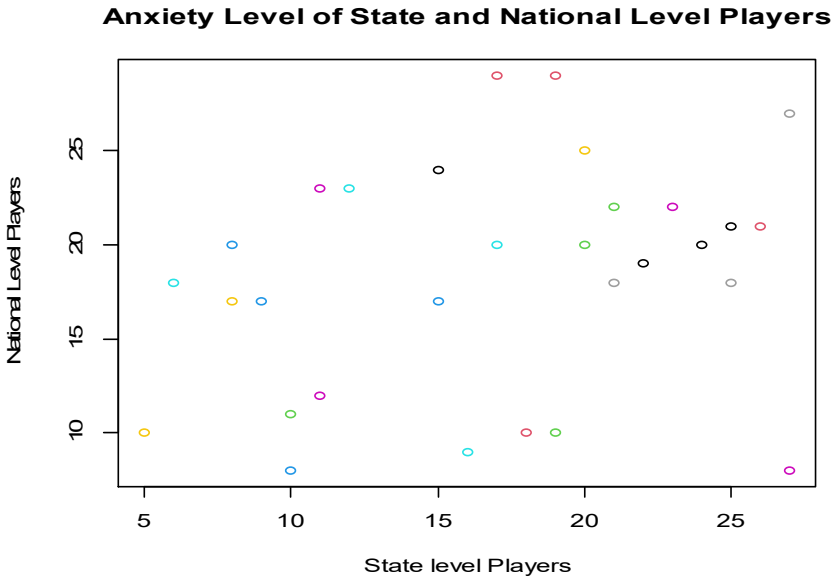

Figure-3 The graph of Anxiety Level of State and National level Player

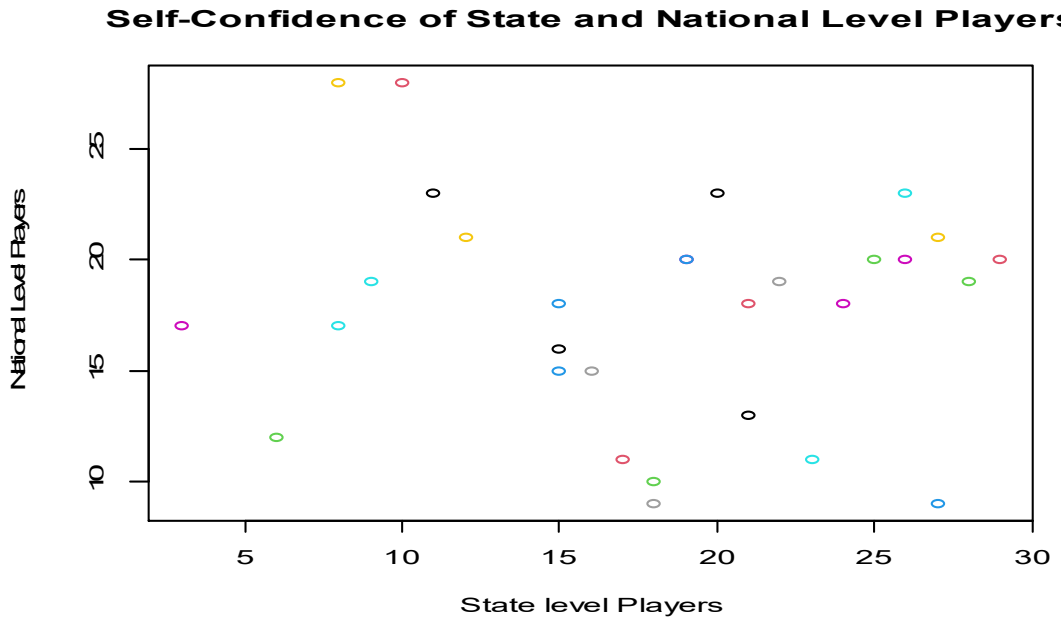

Figure-4 The graph of Self-Confidence of State and National level Players

3. Analysis by t-test for Anxiety Level

t = -0.83039, df = 57.63, p-value = 0.4097

Alternative Hypothesis: true difference in means is not equal to 0. 95 percent confidence interval: -4.661568 to 1.928235

Sample Estimates: mean of x=16.90000 and mean of y=18.26667. The given data represents the results of a statistical test comparing two means. Here is the explanation of the data:

t: The calculated t-value is -0.83039. The t-value is a measure of how large the difference between the sample means is relative to the variability within the samples.

df: The degrees of freedom (df) associated with the t-value is 57.63. Degrees of freedom represent the number of independent pieces of information available to estimate a parameter.

p-value: The p-value associated with the test is 0.4097. The p-value is the probability of obtaining a test statistic as extreme as the observed result, assuming the null hypothesis (the hypothesis that the true difference in means is zero) is true. In this case, since the p-value is 0.4097, which is greater than the typical significance level of 0.05, we do not have enough evidence to reject the null hypothesis.

Alternative Hypothesis: The alternative hypothesis states that the true difference in means is not equal to 0. This implies that there is a difference between the means of the two groups being compared.

95 Percent Confidence Interval: The confidence interval provides a range of values within which we can be 95% confident that the true difference in means lies. In this case, the confidence interval is -4.661568 to 1.928235.

Sample Estimates: The sample estimates are the mean of the first group (x) which is 16.90000 and the mean of the second group (y) which is 18.26667. These values represent the average values of the two groups being compared in the study.

4. Analysis by t-test for Self-Confidence

t = 0.10445, df = 51.77, p-value = 0.9172

Alternative Hypothesis: True difference in means is not equal to 0. 95 percent confidence interval: -3.035671 to 3.369004. Sample estimates: mean of x=17.93333 and mean of y=17.76667. The given data represents the results of a statistical test comparing two means. Here is the explanation of the data:

t: The calculated t-value is 0.10445. The t-value is a measure of how large the difference between the sample means is relative to the variability within the samples.

df: The degrees of freedom (df) associated with the t-value is 51.77. Degrees of freedom represent the number of independent pieces of information available to estimate a parameter.

p-value: The p-value associated with the test is 0.9172. The p-value is the probability of obtaining a test statistic as extreme as the observed result, assuming the null hypothesis (the hypothesis that the true difference in means is zero) is true. In this case, since the p-value is 0.9172, which is greater than the typical significance level of 0.05, we do not have enough evidence to reject the null hypothesis.

Alternative Hypothesis: The alternative hypothesis states that the true difference in means is not equal to 0. This implies that there is a difference between the means of the two groups being compared.

95 Percent Confidence Interval: The confidence interval provides a range of values within which we can be 95% confident that the true difference in means lies. In this case, the confidence interval is -3.035671 to 3.369004.

Sample Estimates: The sample estimates are the mean of the first group (x) which is 17.93333 and the mean of the second group (y) which is 17.76667. These values represent the average values of the two groups being compared in the study.

Discussion and finding: Based on the provided data, we have conducted statistical analyses and hypothesis tests comparing various variables at different levels (state and national). Here is a summary of the findings:

Anxiety Level and Self-Confidence: There is a slight difference in the mean anxiety level between the state level (16.9) and the national level (18.27), with higher anxiety reported at the national level.Self-confidence levels also show a slight difference, with a higher mean at the national level (17.93) compared to the state level (17.77).The variability of anxiety levels, as indicated by the variance, is higher at the state level (43.89) compared to the national level (37.37).Self-confidence levels exhibit lower variability at the state level (24.94) compared to the national level (51.44).The coefficient of variation, which measures relative variability, shows similar patterns, with slightly higher relative variability in anxiety levels and self-confidence at the national level.

Training Satisfaction and Equipment Satisfaction: The mean training satisfaction is slightly higher at the national level (63.8) compared to the state level (61).Equipment satisfaction also shows a similar pattern, with a higher mean at the national level (17.33) compared to the state level (15.87).The variability of training satisfaction is higher at the state level (357.93) compared to the national level (223.82).Equipment satisfaction exhibits similar patterns, with higher variability at the state level (36.88) compared to the national level (36.09).The coefficient of variation shows slightly higher relative variability in training satisfaction and equipment satisfaction at the state level compared to the national level.

Comparing Means: The hypothesis tests comparing means reveal that none of the differences between the means are statistically significant. The p-values for all the tests are higher than the typical significance level of 0.05.The 95% confidence intervals for the mean differences include zero in all cases, indicating that we cannot reject the null hypothesis of no difference between the means.

In conclusion, based on the statistical analyses, there is no strong evidence to suggest significant differences in anxiety levels, self-confidence, training satisfaction, and equipment satisfaction between the state and national levels. The findings indicate relatively small variations and no significant deviations from the null hypothesis of no difference in means.

Summary, Conclusion and Recommendation: Sport today encompasses more than just competing and taking home prizes. It has a significant impact on the nation's social, political, and patriotic spheres. As a result, pressure on athletes and sportspeople has greatly increased, and psychological factors play a significant role in how well they perform. Sports are a creative translation of a person's innate fighting instinct.

Sportsmen's behaviour is influenced by a variety of elements, including psychological and sociological ones. Anxiety, self-esteem, self-concept, personality, aggression, motivation, perseverance, fear, etc. are examples of psychological variables. In the words of Frost and Troppmen (1976), these psychological factors can affect an athlete's performance in both positive and bad ways.

The title was "**Construction and standardization of scale on self confidence in sports**". The data was collected by the self-made questionnaire. The total sample was 200. The result of the present study was discussed in the light of the hypothesisframed in the beginning.The questionnaire consisted of 20 items related to the self confidence in sports participation.

Summary: The provided data includes statistical analysis and hypothesis tests comparing different variables at state and national levels in the context of football players. The variables analyzed are training satisfaction, equipment satisfaction, anxiety level, and self-confidence.

Training Satisfaction and Equipment Satisfaction: Mean training satisfaction is slightly higher at the national level (63.8) compared to the state level (61).Mean equipment satisfaction is also higher at the national level (17.33) compared to the state level (15.87).There is higher variability in training satisfaction and equipment satisfaction at the state level compared to the national level.The relative variability, as measured by the coefficient of variation, is slightly higher at the state level.

Anxiety Level and Self-Confidence: The mean anxiety level is slightly higher at the national level (18.27) compared to the state level (16.9).The mean self-confidence is slightly higher at the national level (17.93) compared to the state level (17.77).The variability of anxiety levels is higher at the state level compared to the national level.The variability of self-confidence is higher at the national level compared to the state level.The relative variability, as measured by the coefficient of variation, is slightly higher at the national level for both anxiety and self-confidence.

Hypothesis Testing: The hypothesis tests comparing means for all variables did not yield statistically significant results.The p-values for all tests were higher than the typical significance level of 0.05.The 95% confidence intervals for the mean differences included zero, indicating no significant differences between the means.

Conclusion: Based on the statistical analyses and hypothesis tests, there is no strong evidence to suggest significant differences in anxiety levels, self-confidence, training satisfaction, and equipment satisfaction between the state and national levels. The findings indicate relatively small variations and no significant deviations from the null hypothesis of no difference in means.

Work Citation

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