

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE INFLUENCE OF SOME SELECTED
PSYCHOLOGICAL FACTORS ON THE FOOTBALL
PLAYERS PERFORMANCE: THE CASE IN ETHIOPIAN
PREMIER LEAGUE**

BY:- HABTE ALEMU

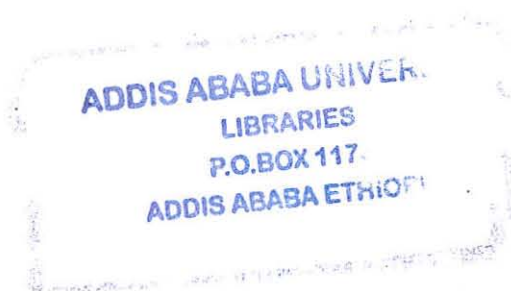
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN MEASUREMENT AND EVALUATION**



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Abstract

The major concern of this study was to examine the extent to which psychological variables (trait anxiety, cognitive anxiety, intrinsic motivation and self- confidence) predict players' performance in a game. Selections of 100 subjects were done by using proportional random sampling. Data were gathered by using SMS, SCAT and C SAT-2. Performance of each player was obtained from each coach. The Data collected through these instruments were analyzed by Pearson product moment correlation, multiple and step wise regression statistical techniques. Results obtained through correlation displayed that negative and significant relationship was found between self- confidence and performance, between intrinsic motivation and performance. Cognitive anxiety, on the other hand, positively and significantly correlated with performance of the players. Multiple regression analysis revealed that cognitive anxiety, trait anxiety and self- confidence were independently significant predictors of performance.

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CHAPTER ONE

Introduction

1.1 Background of the Study

Even though Ethiopia is one of the three countries that founded football in Africa, it is difficult to say football sport is developed in the country. One of the causes for this is the low performance of the players that is below the desirable level. The improvement in the performance of football players has a major role in the advancement of our country's football. There are different factors affecting players' performance. For example, according to Han (1996) and Han and Kim (1995), physical fitness, social culture, technique, tactic and psychological make up are among influential factors that determine the players' performance. In addition, Jungle (2000) says that a football player needs mental preparation and psychological skills. Moreover, scholars say that psychological variables affect the performance of players.

According to Loehr(1982), the level of performance of individuals or teams is an accurate reflection of the kind of internal climate existing within the performers them selves. In addition to this, he stated that athletes and coaches contend that at least 50 % of the process of playing well is the result of mental or psychological state. The extent to which individuals or teams will perform toward the upper range of their talent and skill largely depends on the success they have in creating and maintaining a particular kind of mental climate within them selves.

Furthermore, he indicates that peak performance occurs naturally when the right internal conditions are present. Playing well or poorly is a natural reflection of the mental state that a player is experiencing at the time. When the right internal conditions are present, playing toward the upper range of your capabilities occurs automatically (Loehr, 1982).

Generally, psychological variables play significant roles in facilitating players' performance. Psychological processes are fundamental part in all aspect of performance enhancement (Wann, 1997).

The identification of factors that influence players' performance could provide important information to improve the preparation for the game. Particularly, the psychological Variables such as motivation, anxiety, Self confidence, aggression, peer group, parents, personality, etc. are found to have a profound impact on the players' performance. As noted by scholars these variables may either improve or hinder players per performance. Motivation, anxiety and self- confidence are some of the psychological variables which are significant predictors of the players' performance as confirmed by several researchers as Loehr (1982).

Motivation is one of the psychological factors that ensure success in player's performance. Researchers indicate that motivation is crucial to success in every sports event whether it be Football, Basketball or Volleyball.

According to Blucker and Liewellyn (1982), Motivation can influence decision learning performance in sport. If a performer is not in a positive psychological state, mistakes will be made in the performance, and they will not perform at their best level.

Signer (1982) suggests that motivation is responsible for persistence at the activity (duration of training), intensity and vigor of performance and adequacy of performance relative to standard.

One personality disposition that can be a major impediment in performance is anxiety. Its key components are apprehension, tension and nervousness in both mind and body. A physiological manifestation of anxiety includes increased heart rate and sweating, labored breathing, muscle twitches and stomach up set. Psychological symptoms include confusion, attention disruption, and an expectation feature. Players may experience several or all of these symptoms. Consequently the connotation of anxiety is usually negative, but it can have also a positive force.

Several investigations have been conducted to test the relationship between anxiety and performance. For example, Martens, et al. (1990) found that negative linear relationship between cognitive anxiety and performance. Similarly, a significant and negative relationship between cognitive anxiety and performance was found by the study of Gould, et al. (1984).

Self-confidence is one of the most frequently cited psychological factor thought to affect sport performance and has been a primary focus of research conducted by sport psychologist as it was considered to be a key factor to successful performance (Feltz,1988). Michael Emalo, chief scout of Chelsea stresses the important of confidence.

He stated that confident players also willing to take calculated chances such as taking difficult soot, or aggressively pressuring on opponent. On the other hand, less confident players have difficulty with technical execution and tend to play in a less aggressive and more conservative style.

Research shows that more confidence is often translated in to better performance. Several investigations have been conducted to test the proposed relationships between self- confidence and performance. For example, Burton (1988) found a positive and significant relationship between self confidence and performance. Conversely, a significant and negative relationship between self-confidence and performance was found by the study of Gould, etal.(1987). Generally, the impact of psychological factors such as player's intrinsic motivation, self- confidence, cognitive anxiety and trait anxiety, etc on performance of players were sufficiently investigated in different countries. Hence, it appears important to investigate the extent to which these variables predict the performance of players in Ethiopia. In this study player's intrinsic motivation, self confidence cognitive anxiety and trait anxiety are mainly given emphasis

1.2 Statement of the Problem

Different studies for example martens, etal. (1990) and , Gould, etal. (1984) have been conducted to examine the relationship between psychological variables (Player's intrinsic motivation, self- confidence, cognitive anxiety and trait anxiety) and players' performance. The results of these studies have revealed that there were a positive and a negative relationship between psychological variables and performance of players.

Likewise studies have also conducted to investigate the extent to which psychological variables contribute on players' performance. However, in our country, the relationship of the psychological variables and the football players in helping their performance had not got any conducted research in the area.

Hence the main purpose of this study was to investigate the combined and relative contribution of psychological variables to the prediction of players performance. Accordingly, the study was designed to answer the following specific questions.

1. Is there a statistical significant relationship between cognitive anxiety, trait anxiety, self confidence, intrinsic motivation and players' performance?
2. What is the combined contribution of psychological variables to the prediction of players' performance?

3. What is the relative contribution of psychological variables to the prediction of players' performance?
4. Which of the psychological variables have relatively better predictive power?

1.3 Objective of the Study

The main objective of the study was to examine the extent to which psychological variables predict players' performance. The specific objectives of the study were:

- To assess the contribution of psychological variables in predicting the performance of players.
- To examine the relationship between players performance and psychological variables.

1.4 Significance of the Study

The findings of the present study are expected to have the following contributions. So, to help:

- Coaches to understand the extent to which psychological variables predict the performance of the player in a game.
- In the attempt to address players' psychological problem
- Players become aware of their own problems by identifying the sources and possible solution for their problems.
- Coaches become aware of the importance of psychological variables for players.

1.5 Delimitation of the Study

The study would have generated more valid information if it had included more clubs in the premier league. However due to time and financial constraint, its scope is delimited to seven football teams which participate in the Ethiopia premier league. Besides, the study focused only on player's intrinsic motivation, cognitive anxiety trait anxiety and self- confidence that possible influence the players' performance among others.

1.6 Operational Definition

Intrinsic motivation: - It is performing football activities for the pleasure and satisfaction derived from player participation in the task. Player do physical activities technical activates and tactical activities in order to know more about the content because they are interested and are receiving no reward for doing it. They are considered to be intrinsically sociàlly motivated.

Cognitive anxiety: - The mental component of anxiety, causing worry, fear and apprehension about an up coming event.

Trait anxiety: - a relatively permanent personality disposition to perceive a wide variety of situations as threatening and to respond to those situations with increased state anxiety.

Athlete: - is used generally to represent participants across all field of sport (E.g. football, basket ball, volleyball, athletics).

Self- confidence: - is a general and realistic belief in one's own abilities to achieve goals that they plan and set out.

Player performance: - It stands for player's first round overall score of technical and tactical ability in a match as assessed by coaches through observation.

CHAPTER TWO

Review of Related Literature

2.1 Concept and Theoretical back ground of Motivation

As a general term motivation can be defined in a variety of ways. This is because different scholars define it according to its service in their respective fields of study, (Elliot, 1999) from this idea one may see that motivation is viewed in different ways by different scholars that it maybe difficult to define it with a single word. Lumsden (1994) also adds to this notion. He states that there are many definition of motivation by taking many, fame, fortune, intellect and the like as some of the factors that motivate individuals. The educator further elaborates that we must remember that a group of individual maybe equally motivated to under take a task but the sources of their motivation may be different. This discussion then consolidates the idea describes that motivation is viewed in different ways according to its uses in a given field of study.

According to behaviorist motivation attempts to explain why people do what they do. They prefer to speak of motivation in terms of ones history and schedules of reinforcement and the consequences under which one currently operates.

The behaviorist seems to believe that motivation is learned behavior and reinforcement. On the other hand, non behavioral psychologists/ educators on their part view motivation as having two dimensions intensity/ strength/ and direction.

In sight in to the deeper meaning of motivation comes from the early work of psychologists such as Hull (1951) and Spence (1956), who demonstrated that animal will go to extra ordinary length to reduce on internal drive such as hunger or thirst. Drive theory as proposed by this psychologist, is a theory of motivation based up on the nation of drive reduction .Drive theory states that motivation is related to a desire to reduce or satisfy an internal drive.

Many scholars say that motivation comes in many forms some times it is internal and comes from a personal desire to find success independent of external rewards and enticements. Some times it is external in nature and comes from a desire to gain notoriety, fame, or finical rewards. Evidence exists to suggest that external rewards are often only fleeting motivators and can in the end actively undermine intrinsic or internal motivation. This discussion shows that motivation is forces to learn to perform something. It may also be an intrinsic and extrinsic force Atkinson (1964) also defines motivation as "The influence of success or failure." According to him we are motivated by both hope of success and fear of failure. Furthermore indicated that these two motives (hope of success and fear of failure) are conflicting. As a result, when the hope of success is stronger then the fear of failure, a person will work on an achievement. Based on this notion, it could also be said that motivation is defined in terms of achievement.

Other scholars define motivation in other words, for instance, Rushall and Siedentop (1972) in relating motivation to the study of operant conditioning. Define it as "the nature of motivated behavior lies in the functional relationship between an operant and its reinforcing consequences"

In summary, the term motivation seems to be so general a concept that it is not confined to a single definition which can be described with a word or words. However, all of the educators who defined motivation in different ways share a common idea in their definitions. They all believe that motivation is a general concept which can be defined in different ways by different scholars, a need, drives, and external internal force, which makes one work or do towards a goal. In brief, they all hold the belief that motivation is a force that energizes, sustains and directs behavior towards a goal in its general sense.

2.2 Types of Intrinsic Motivation

Intrinsic motivation is a prototypic manifestation of the human tendency towards learning and creativity. Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore and learn (Ryan and Deci, 2000). In connection to this development, lists acknowledge that from the time of birth, children, in their healthiest states are active, inquisitive, curious, and playful, even in the absence of specific rewards (Harter, 1978).

The construct of intrinsic motivation well presented by Csikszentmihalyi (1993) and Ryan (1995) as natural inclination to ward assimilation, mastery, spontaneity and social development and that represents the Principal source of enjoyment and vitality through life it is through acting on one's inherent interest that one grows in knowledge and skills.

The postulate of intrinsic motivation begins with a proactive organism; it pre supposes that humans are naturally active and there are natural tendencies to ward development that require nutriments to function effectively (Ryan and Connell, 1989, Deci and Ryan, 2000, Ryan and Deci, 2000 Deci etal, 1991). In particular, intrinsic motivation concern active engagement with tasks that people find interesting and that in turn promote growth.

Writers that support self-determination theory defined intrinsic motivation in a similar fashion. In intrinsically motivated activates defined as those individuals find interesting and would do in the absence of operationally separable consequence (Deci and Ryan, 2000). The concept of intrinsic motivation according to White's (1959) proposition that people often engage in activities simply to experience efficacy or competence.

Decharms (1968) described that people have a primary motivational tendency to feel like causal agents with respect to their own actions. Deci (1975) stated that intrinsically motivated behaviors represent the prototype of self determined activates, they are activities that people do naturally and span tenuously when they feel to follow their inner interests.

In the recent past based on self-determination theory and intrinsic motivation literature (Vallerand and Bissonnette, 1992,) have postulated that intrinsic motivation could differentiate into three specific motives that have been researched on dependent basis.

The three types of intrinsic motivations are intrinsic motivation to know, to ward accomplishments and intrinsic motivation to experience stimulation.

Intrinsic motivation to know refers to the fact of performing an activity for the pleasure and satisfaction that one experiences while learning, exploring or trying to understand something new (Vallerand and Bissonnette, 1992; Pelletier et al. 1995). Similarly, Gottfried (1985) discusses that intrinsic motivation to know can be related to exploration, curiosity, learning goals, intrinsic intellectuality to learn, the epistemic need to know and understand, and that of the search for meaning. For example, learning how to perform a new sport activity.

Intrinsic motivation to ward accomplishments refers to the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or to create something (Pelletier et al, 1995; Vallerand and Bissonnette, 1992) This type of intrinsic motivation has been studied in developmental psychology as well as in educational research under the concept of mastery motivation (Harter.1981); efficacy motivation (Bondura, 1977), and task orientation (Nicholls, 1984).

Furthermore, Deci and Ryan (1991) maintained that individuals interact with the environment in order to feel competent and to create unique accomplishments individuals focus on the process of achieving rather than on the out come (Vallerand, etal. 1992). Trying to master or accomplish certain difficult tasks or activities in order to experience personal at satisfaction players who extend their works beyond the requirements of a given task in order to surpass them selves represent intrinsic motivation to ward accomplishments (Vallerand, Fortier and Guay, 1997)

Intrinsic motivation to experience stimulation occurs when one engages in an activity in order to experience stimulating sensations such as sensory pleasure. Aesthetic experiences as well as full and excite mate derived from one's engagement in the activity (Vallerand etal, 1992; Pelletier etal, 1995).

2.3 Factors Affecting Player Intrinsic Motivation.

According to cognitive theory, there are two psychological processes through which rewards or other situational factors can affect player's intrinsic motivation.

The first process is referred to a change in perceived locus causality. When athletes are intrinsically motivated from an activity, the perceived locus of causality is internal and they feel self-determining (Deci and Ryan, 1985; Ryan, 1985).

The second process through which intrinsic motivation can be affected is a change in perceived competence. If athlete's perception and feelings of competence are enhanced, their intrinsic motivation will be increased. If their perceptions and feelings of competence are diminished their intrinsic motivation will be decreased (Deci, Nezlek and Sheinman, 1981). Success experience leaves athletes feeling and perceiving themselves to be more competent, whereas failure experiences leave them feeling less so. Thus, one's perceived competence appears to affect one's intrinsic motivation.

Deci and Ryan (1985) argue that rewards perceived as controlling decrease intrinsic motivation, while rewards viewed as information increase intrinsic motivation. If a player believes her coach's praise is designed to control her behavior, the praise will lower her intrinsic motivation for the task. On the other hand, if the player believes that the praise is designed to provide information about her successful performance, her intrinsic motivation for the task would increase. Because of the relation between intrinsic motivation and extrinsic motivation, coaches, parents and league officials must think carefully about their rewards as they offer to athletes.

Reinforcements should be used to increase desired behaviors but these rewards may have a detrimental effect on intrinsic motivation. Thus, individuals must walk a fine line in their decision to reward players, considering both the positive effects of rewards (i.e. the subsequent increase in desirable behavior) and potential negative effects of reward (Maganaris, 2000).

The coach-athlete relationship on of the most important influences on athletes intrinsic motivation and subsequent performance, several authors such as Jowetty (2000) have stressed the importance of building an effective coach- athlete relationship, as the quality of this relationship is a crucial determinant of athletes satisfaction motivation and improved performance. According to the hierarchical model of intrinsic and extrinsic motivation (Vallerand, 2000) coaches behaviors in the form of autonomy-supportive behaviors, provision of structure and involvement have beneficial impact on athlete's needs for autonomy, competence and relatedness.

Deci and Ryan (1985) have also proposed that environment which provides optimal challenge, competence, promoting feed back and support for autonomous behavior will facilitate the development of intrinsic motivation.

2.4 Intrinsic Motivation and Performance

Intrinsic motivation remains an important construct reflecting the natural propensity to learn and assimilate (Deci and Ryan,2000). Similarly, researcher confirm that intrinsic motivation is associated with better learning, performance and well- being (Valas and Sovik1993, as cited in Deci andRyan,2000).

Hassen, in a study of the influence of select motive- incentive conditions on the effectiveness of an isometric training program found that all motivated groups improved significantly more than the non motivated group.

Gottfried (1985) found that players intrinsic motivation to ward, playing football was positive and significant relation ship with players performance.

2.5 Concept and Theoretical Background of Anxiety

With in the context of sport, there are different definitions about anxiety. For example, according to Roberts (1984) cited in Glyn, Kevin and Cynthia (1999) Anxiety is manifested as feeling apprehensive and uncertain and experiencing physical symptoms such as butterflies in the stomach, sweaty Palm, and a thumping heart. The more important the competition, the more likely you will experience these anxiety symptoms (Wann,1997).

Similarly, Cox (1998) stated that anxiety as the negative interpretation of past, present and future environmental demands. Although people generally think of sport anxiety in terms of fear and apprehension of an up coming competition, players can also be anxious about a current game as well as past sporting events. In addition player can feel anxious about facets of their life as an athlete that are far removed from the competition it self. Example, stressful travel schedules, negative media coverage, abusive fans and contract negotiations may all produce feelings of anxiety.

Males and Kerr (1996) in their work suggest that anxiety is an emotion that is distressing. Some times, it may have no specific cause, unlike fear, the cause of which can be seen and dealt with by fighting or running away. Anxiety has often been linked with the term stress. In the classic sense, Stress is the “non specific response of the body to any demand made up on it”(Selye,1983 cited in wann,1998). Stress, like arousal is a natural

Physiological response to some sort of stresses the stressor could be in the form of physical exercise, joyful excitement or threat to the body. (Wann,1997).

Wann (1998) has described four basic variations of stress.

- A. Hyper stress (over stress). This occur when the amount and degree of stress exceeds over ability to adopt to the stress.
- B. Hypostress (under stress). Occur when we suffer from lack of sensor stimulation
- C. Eustress is conceptualized as “good stress” and is manifested in the form of joy, exhilaration , and happiness
- D. Distress or bad stress is manifested in the form of tension, anxiety and worry.

Anxiety and stress may produce anger and aggression in some people, apathy and depression in other. Research has not positively indentified why individuals of the some species may produce opposite response to the same stimulus; difference may due partly to personality, and partly to environmental variables.

Martens (1977) developed an instrument, titled to the Sport Competition Anxiety Test (SCAT). Specifically to measure competitive anxiety, but never instruments have now been developed to assess cognitive and somatic trait anxiety in the sport setting (Smith, Smoll, and Schutz, 1990).

A sport- specific inventory that measures the multidimensional nature of state anxiety also has been developed and it is called the competitive state anxiety (Martens, Vealey and Burton, 1990). Since its development, and its development has received wide spread use in the assessment of state anxiety with in the competitive sport setting.

2.6 State Anxiety versus Trait anxiety

To better understand the various effects of anxiety on players, it is essential to have a more complete understanding of the phenomenon of anxiety itself. We can think of anxiety as being situation- specific or general in nature. A situation specific anxiety response to threatening stimulus is referred to as state anxiety is an immediate emotional state that is characterized by apprehension, fear, tension, and an increase in physiological arousal. Trait anxiety on the other hand, is personality predisposition. It is a predisposition to receive certain environmental situations as the retaining, and to respond to these situations with increased state anxiety (Spielberger, 1977 cited in Bulcker and Liewellyn, 1982)

As many research findings show that there is an interaction between state and trait anxiety. In accordance to this idea (Martens, Vealey and Burton , 1990) writes.

The relation ship between state and trait anxiety use an interactional model.

His model is presented feeling of anxiety tend to increase as situations become more uncertain. Similarly, as a competition grows in importance. So too will feelings of anxiety. Perceptions of competition uncertain and importance lead to one's perceptions of the threat of the completions.

Research has shown that those with higher levels of trait anxiety perceive higher levels of threat in competitive environments (Martens, Vealey and Burton 1990). The combinations of trait anxiety and perceptions of threat result in experiences of state anxiety.

Both state and trait anxiety have been further sub divided in to cognitive and somatic anxiety. According to Martens, Vealey and Burton (1990) cognitive anxiety is the mental component of anxiety and is caused by negative Performance evaluation, while somatic anxiety is the physiological and effective elements of the anxiety experience that relate to autonomic arousal.

Described that manifestation of somatic anxiety would include things such as butterflies in the stomach, sweat palms, muscle tension, elevated heart rate and shortness of breath.

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As port specific inventory that measures the multi dimensional nature of state anxiety also has been developed called the competitive state anxiety (Martens, Vealey and Burton, 1990). Since its development, it has received wide spread use in the assessment of state anxiety within the competitive sport setting.

2.7 Effects of Anxiety in players

A great deal of research has been devoted to the effect of anxiety on sport performance. Researchers have found that competitive state anxiety is higher for athletes in individual sports compared with athletes in team sports (Simon and Martens, 1977). In addition, participants in individual non-contact sports have been found to report lower levels of state anxiety than participants in individual contact sport (Lowe 1973).

Cognitive anxiety has been found to exert a powerful influence on performance. This statement holds regardless of the individual's skill level. Participants in a collegiate soft ball tournament were put in one of two conditions; high situation criticality or low, while somatic anxiety did not differ in the two situations. Those athletes in the high criticality condition had significantly higher levels of cognitive anxiety (Krane, Joyce, and Rafeld, 1994). Clearly the cognitive interpretation and individual gives to situation exerts an effect.

Researchers have found that athletes that are successful interpret arousal to be facilitative. Research conducted with an elite group of swimmers found that anxiety intensity levels were higher in subjects who interpreted their anxiety as debilitating than those who reported it as being facilitative (Jones, Hanton, and Swain, 1994). This has been found to be true of footballs (Jones, Swain, and Hardy, 1993) as well as basketball players (Sulain and Jones, 1996).

Gould, Perchlikoff, and Weinberg (1984) have reported that the strongest predictor of cognitive anxiety was years of experience such that the more experience an individual has the lower the level of cognitive anxiety. This was supported by research conducted with a group of tennis players. Advanced subjects (individuals who have been participating in the sport for an extended period of time) reported more facilitative interpretations of their anxiety than novices (Perry and Williams, 1998). Similar results have been observed among a group of elite swimmers (Jones, Hanton, and Swain, 1994). Perhaps this is due to previous experience with arousal and how to cope. This conclusion is supported by the research of Jones, Swain, and Cale (1990) found that cognitive anxiety was best predicted by an evaluation of previous performance, individual's perception of preparedness and goal setting.

The level of self-confidence that an individual possesses has been found to differ among elite and novice athletes. Research has shown with group of tennis players that the advanced players had significantly higher levels of self-confidence (Perry and Williams, 1998). The predictors of self-confidence identified by researches are perception of preparedness, and external condition (Jones, Swain, and Cale, 1990).

Other researchers have found that the strongest predictor of self-confidence has been found to be the amount of ability that an individual believes he or she had (Gould, Perchlike off, and Weinberg, 1984). This makes sense given an individual's previous experience in a given situation. Self-confidence has been found to account for a greater preparation of variance in performance than cognitive somatic anxiety.

Although the research conducted focusing on cognitive anxiety and self-confidence provides some insight in to their effect on athletic performance. The interaction of these variables in conjunction with somatic anxiety provides a better understanding of the true effect individuals with higher scores on self- confidence and lower scores on cognitive anxiety and somatic anxiety perceived their overall anxiety levels as more facilitative of athletic performance (Wiggins, 1996).

Finally, Thuot, etal. (1998) found that adolescents, regardless of gender, experienced significantly higher level of cognitive and somatic anxiety and lower level of self- confidence as the ability of opponents increased. In order to facilitate peak performance of athletes, sport psychologists must consider the three different facts of anxiety.

2.8 Anxiety and Performance.

More recent explanation has focused on the relationship between anxiety and performance. One of the earliest theories that attempted to explain the relationship between anxiety and performance was the multidimensional nature of state anxiety (Martens, Vealey, and Burton, 1990 cited in wood man and Hardy, 2001). Research has found that cognitive anxiety is negatively related to performance. This implies that the highest level of performance are found in situations involving the lowest levels of cognitive anxiety, while the poorest performances are associated with the highest levels of cognitive anxiety.

Recent investigation incorporating the multi dimensional (CSAI-2) have supported the negative relationship between cognitive anxiety and performance (Martens, Vealey and Burton 1990). For example, Burton. (1988) asked competitive swimmers to complete The (CSAI-2) and compared their anxiety scores to their performance consistent with expectations, cognitive anxiety was restively related to performance.

Similarly, in their study of more soccer players, Rodrigo, Lusiardo, and Pereiro (1990) found a negative relationship between cognitive anxiety and sport performance. However some studies have failed to find the executed negative relationship between cognitive anxiety and performance (Morten etal., 1990).

In the work of Gould etal (1984) also found a significant negative linear relationship between cognitive anxiety and performance. Conversely, Martin and Gill (1991) found no significant relation ship between cognitive anxiety and performance. On the other hand, other studies have revealed no significant relationships between cognitive anxiety and performance (Maynard and Cotton, 1993, Hammer, Mister add Burton, 1985; Vadocz etal, 1997).

In the work of Weinberg (1978) show that the group with in trait anxiety displayed more state anxiety and used more muscular energy before during and after this through was than the low trait anxious group.

Those participants with high level of anxiety displayed increased muscle tension which affected co- ordination and interfered with performance.

In contrast to the inverted hypothesis, supporters of drive theory argue that the relation between anxiety and performance is linear and in the form of a positive correlation (Hull, 1951 Spence, 1956). The lowest levels of performance are expected when the individual experience low levels of anxiety, moderate performance is associated with moderate arousal “

2.9 Related Research Evidences.

Scholars have conducted a lot of research about anxiety. Slevin (1970) as cited in Blucker and Liewellyn (1982) used Spiel Berger’s test of state and trait anxiety (STAT) to assess the effect of anxiety on the performance of an unfamiliar gross motor skill. While being observed by researchers, eight high school non athletes executed modified fencing lunge and recovery under experimental conditions of competition. Result from the study showed those individuals with low levels of trait anxiety performed better in the novel skill than those who had been classified as having high levels of trait anxiety.

In a study using a college basketball team, Langer and Nelson (1963) as cited in Blöcker and Liewellyn (1982) examined some of the psychological variable present among athletes in competitive situations. They assessed anxiety levels of the team members by using the Taylor manifest anxiety score. The results showed that the performance of athletes with extremely high levels of anxiety was poor. They also found that athletes who score extremely low in anxiety did not perform well, either per haps because of a lack of dedication.

The result of Nelson and Langer's study support the results of an earlier study on the effects of anxiety on learning. In an extensive review of the literature on anxiety, Reed (1960) As cited in Blucker and Llewellyn (1982) concluded that both high and low levels of anxiety tended to disrupt the learning process, where as moderate levels of anxiety created on an ideal atmosphere for learning.

On the other hand, Williams and Parkin (1986) supported the relationship that is found between self reported state anxiety and performance. They suggest that Anxiety levels lead to poor athletic performance. Better performance has been attributed to either lower levels of cognitive and somatic anxiety or high levels of confidence and somatic anxiety or higher levels of confidence (Martens, Vealey and Burton, 1990). Contradicting this finding is Parfitt, Hardy, and Pates (1995) who indicated that only somatic anxiety was related to performance.

Other research has shown that there is an inverted relationship with somatic anxiety (Burton, 1988, and Weinberg, 1978). The catastrophe model of anxiety and performance looks at the interactive effects of physiological arousal and cognitive anxiety up on performance (Fazey and Hardy, 1987; Hardy, 1990). Physiological arousal can influence performance as a result of the individual's interpretation of their physiological symptoms. According to the model as cognitive anxiety increases it will be beneficial to performance. A low levels of physiological arousal but detrimental effect at high levels of physiological arousal (Hardy, 1996).

Furthermore, when cognitive anxiety is at a low level, changes in physiological arousal have little effect on performance. However, as cognitive anxiety increase physiological arousal can have either a positive or negative effect on performance depending on how much arousal there is (Hardy, 1996) once physiological arousal levels are too high there is a steep drop in performance which can only be reversed by reduction in physiological arousal (Hardy, 1996).

According to zone of optimal functioning models, each player has unique pregame zone of anxiety of which performance is facilitated (Hanin, 1980). Specifically each player is seen to have a specific band of anxiety in which best performance will likely occur. Players best performances occur when cognitive and semantic anxiety fall within their zone of optimal functioning. Conversely Poor performances occur when both types of anxiety fall outside the players' zone of optimal functioning (Krane, 1993)

2.10 Concept and Theoretical Background of Self- confidence

Self- confidence is hardly necessary as they know intuitively what it is. In deed self confidence is so palpable in some players you can almost reach out and touch it. Their confidence is reflected in every thing they say and do, in what they wear and how they look.

Self confidence is a general and realistic belief in one's own abilities. Self confident player trust in their own ability to achieve goals that they plan and set out to achieve this belief needs to be realistic (Lee, 2007). Self confidence does not mean that an individual can achieve any thing and anything even

absurd goals. It simply means that the person will have a sense of control over his own destiny, a positive frame of mind and is likely to make the best use of his talents and skills in achieving positive outcomes (Lee 2007).

Some scholars defined self-confidence as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. You may well know someone whose self-belief has this unshakeable quality, whose ego resists even the biggest self-backs.

In such people, confidence is as resilient as a squash ball, the harder the blow, the quicker they bounce back. Although confidence is a desirable characteristic, arrogance or a sureness feeling not well founded in one's ability is undesirable if self-confidence is perhaps the guardian angel of sport performer's then arrogance is their nemesis (Martens, 1987).

Self-confidence is the expected probability that a person will achieve a goal in a certain situation. For example, if Mark estimates that his probability of achieving an "A" on a calculus exam is 90% we would conclude that Mark had high self-confidence in his ability to do well on a calculus exam. (Stevens,). Self-confidence is situational not absolute. It is important to remember that self-confidence is always relative to the task and situation. We have different levels of confidence in different situations. For example, Mark might be confident in math but lack confidence in English, may also lack confidence in meeting people.

Athletes with optimal self-confidence set realistic goals based up on their own abilities self-confident athletes “play within them selves”; that is, they understand them selves well enough to feel successful. When they reach the upper limit of their ability and don't attempt to achieve goals that are unrealistic for them.

Lee (2007) has said that achieving self confidence is a fine balance. Lack of self confidence or under confidence will result in an individual doubting his abilities. Such players seek the approval of others for reassurance. They believe they have to conform to the expectations of others to fit in and be accepted. They will tend to avoid taking risks for fear of failure. They expect to fail and this becomes a self-fulfilling prophecy.

According to (Martens, 1987), true self confidence is a player's realistic expectation about achieving success. Self-confidence is an accumulation of the player's unique experiences in achieving many different things, which result in the specific expectations he has about achieving success in a future activity. He stated that Self-confidence is not involved with what players hope to do but with what they realistically expect to do. It is not always what they say will do to others.

2.11 Self- Confidence and Performance

It is patent to the vast majority of players that self-confidence enhances performance. A large number of studies have shown that higher levels of self-confidence are associated with superior performance. In one recent review, the average correlation reported between self – confidence and performance

across 24 studies was 0.54 which indicates a moderately strong relationship. Even under strict laboratory condition. It has been demonstrated many times over that when confidence is manipulated either up or down, there is a significant effect on sports performance.

Similarly several investigations have been conducted to test proposed relationship between self-confidence and performance. For example, Burton (1988) found a positive linear trend between self-confidence and performance. Gould et al (1984) also found no significant trend between self-confidence and performance.

Conversely, Martin and Gill (1991) found self-confidence to be significantly and positively related to performance. Similarly in their study of pistol shooters, Gould et al (1987) found significant negative relationship between self confidence and performance. Other studies have revealed that no significant relationship between self-confidence and performance (Maynard and Cotton, 1993).

Cox (1998) states that successful football experience develop self-confidence and the motivation to achieve success. This shows that successful performance correlate with self-confidence. As enlightening analysis of the research literatures by Woodman and Hary (2003) found that self-confidence and cognitive anxiety are significantly related to performance. Their research, However found that self-confidence has stronger relationship to performance than anxiety.

Edward and Hardy (1996) have indicated that self-confidence is an important predictor of performance that is at least partially independent of cognitive anxiety. Hardy (1996) suggested that self-confidence may in some way protect against possible negative anxiety effect by moderating the anxiety performance relationship.

In a further recent study, it was shown that high self-confidence could reduce that intensity or strength of anxiety symptoms, and influence whether they were interpreted as facilitative or debilitating to performance. Essentially, self-confident athletes interpreted their anxiety symptoms as being part and parcel of the competitive experience. In a related study, it was shown that both the intensity and interpretation of self-confidence was strong predictor's of golf performance. But the inner most thoughts about what they are capable of doing.

As self-confidence increase up to some optimal level performance improves, but when self-confidence increases beyond this optimal level, performance begins to deteriorate (Martens, 1987). It deteriorates because over confidence deludes players in to believing they are so gifted that they need not prepare diligently as much effort as may be required

CHAPTER THREE

Methodology

3.1 Research Design

The main purpose of this study was to investigate the extent to which psychological variables (trait anxiety, cognitive anxiety, self- confidence and intrinsic motivation) predict football players' performance in a game. To secure the required information correlation survey research design was applied.

3.2 Sample and Sampling Techniques

There were about nine foot ball clubs which participated in Ethiopian premier league in Addis Ababa. These were Mugar, Ethiopia Buna, Medin, Sebete Kenema, Ethiopia Bank , Nyala, Mekelakya, Mebirathail and St. George. From the nine clubs, Muger, Mudin, Sebete Kenema, Nyala, Mebirathail Ethiopia Buna, Mekelakeya, were selected by lottery system.

In the sample football clubs, there were about 180 foot ball players. From these total, 100 were taken as sample. These sample players were selected by using proportional random sampling technique. So every player would have equal chance of being chosen.

➤ **Table One.** Summary of sample participants

Club	Population	Sample
Muger	29	15
Medin	25	14
Sebeta kenema	25	14
Nyala	25	14
Mebrat hail	25	14
Ethiopia Buna	25	14
Mekelakeya	30	15

3.3 Tools of Data Collection

The necessary data for the study were collected using questionnaires and performance evaluation form check list, each instrument is described below.

3.3.1 Questionnaires

The questionnaires used for collecting data were players Sport Motivation Scale (SMS), Competitive State Anxiety Inventory -2 (CSAI 2) and Sport Competition Anxiety Test (SCAT). All questions in the instruments were carefully translated from English to Amharic by the researcher then to check the appropriateness of the translation, and the clarity of language, the original and translated instruments were given to three first year M.A foreign language students. Finally, based on their comments the translated instruments were ready for use.

Sport Motivation Scale (SMS)

To measure the level of intrinsic motivation of the players sport motivation scale (SMS) was used. The original SMS contains 12 intrinsic motivation items and uses a six point Likert-type scale, ranging from 1 (strongly disagree), 2(disagree), 3 (undecided), 4(agree) and 5 (strongly agree). For the purpose of this research small modification was made on the original SMS. The scale of the instrument was reduced from 5 point Likert- type scale to 4 point Likert- type scale. The modification was made to reduce confusion in deciding the response. The first draft of the instrument was given to two first year MA psychology students, to evaluate the appropriateness of each items in measuring intrinsic motivation. All of them worked independently. Then 12 items that had at least 2/3 of agreement were retained. In addition, comments from the three individuals were used to modify and prepared those selected items for pilot study.

During pilot study, from the original 12 items 2 items were excluded. Furthermore the split-half reliability of the instrument was ($r=0.92$). The vast majority of the studies reported very good results in terms of validity and reliability (e.g. Pelletier et al, 1995, Valerians and Lousier, 1999)

Competitive State Anxiety Inventory-2 (CSAI-2)

Competitive state anxiety Inventory-2 (Marine et al., 1990) was used to assess athletes cognitive anxiety and self-confidence. The CSAI-2 is comprised of 27 items each with 4-point Likert-type scale ranging from 1 (not at all) to 4 (very much so). Hence each sub scale score was in the range of 9 to 36. Cronbach α range from .79 to .90, demonstrating a high degree of internal consistency for each of the CSAI-2 is supported as it has been demonstrated to be highly cognitive with the hypothesized relationship among scale of similar constructs and the CSAI-I sub scales (Martens et al., 1990).

For the purpose of this research, cognitive anxiety and self-confidence subscale were used. Two items, one from the original items of cognitive anxiety and the other from the original items of self confidence were excluded. Furthermore the reliability of the instrument self-confidence was 0.86 and the reliability of cognitive anxiety was 0.82.

Sport Competition Anxiety Test (SCAT)

To measure the level of trait anxiety of the participants a modified sport competition anxiety test (SCAT) was used. This instrument was obtained from Kevin (2000) who applied it to assess the level of trait anxiety of athletes.

The original SCAT contains 15 items and uses a three point Likert-type scale that was 1 (Hardly ever), 2 (sometimes), 3 (often). For the purpose of this research small modification was made on the original SCAT.

The scale of the instrument was increased from 3 point Likert-type scale to 4 point Likert-type scale (1: Hardly ever, 2 sometimes, 3 often, 4 always).

During pilot study, from the original 15 items one item which was not relevant to this study was deleted. Furthermore the reliability of the instrument was determined by Cronbach α and it was ($r=0.76$). Finally the modified instrument has 14 positively and negatively stated items, and it has range of value from 14-56. The scale was translated to Amharic in order to make statement easily understandable by players

3.3.2 Football Player Performance Evaluation Form

The researcher used player's performance evaluation form rating scale to assess individual player's technical and tactical skill in a game. Standardized elements to measure their technical and tactical skills were listed out. Certified coaches and assistants coaches of the clubs were invited to rate or evaluate how well each player executes the basic elements of the technical and tactical skill in a game and the rating scales were made with a range of 1 to 5. The opinions of those rater was latter changed in to a proper result. Finally researcher took the average of the two coaches' result as the performance of the players. Individual technical and tactical skill evaluation form were adopted from technical and tactical skill evaluation tool of Ash (2003), individual player performance evaluation form of Martene (1987) and technical evaluation rating scale of Abate (1988). In addition to this, three sport specialists from Addis Ababa university physical education department had given their comments on this form.

3.4 Pilot Study

A pilot study was conducted on 30 players. Its purpose was to check the clarity, appropriateness and understand ability of the items of the questionnaires. It was conducted on Ethiopia bank and St. Gorge clubs. After careful analysis of the pilot date, ambiguous questions and issues were revised. Due attention was given to the clarity, simplicity, and appropriateness of the questions. The split-half reliability of the SCAT, CSAI-2 and SMS were 0.76, 0.86 and 0.91 respectively.

3.5 Data Collection Procedures

All the three instruments were administrated to the players after the training so as to give them sufficient time to respond to all items of the questionnaires measures of trait anxiety, cognitive anxiety, self- confidence and player's intrinsic motivation were administered consecutively. The distribution and collection of the questionnaires were done by the researcher himself after orienting the respondents on how to fill the questionnaire.

Data related to the performance of the players was obtained from coaches of each clubs

3.6 Methods of Data Analysis

The response obtained from the respondents and their performance was analyzed by using spss12.

Preliminary inter correlations among the psychological variables were computed to check the nature of relationship that may exist between the variable. Pearson correlation analysis was employed to examine the relationship between psychological variables and performance of the players. In addition multiple regression analysis was conducted in order to explain the degree to which performance of the players can be predicted by those psychological variables.

Similarly, Step wise regressing analysis was applied to determine the proportion of variance in performance accounted for by each of the psychological variables considered in this study.

CHAPTER FOUR

Result

In this section, the results obtained from the employed statistical methods are presented in tables followed by verbal description. First, results of descriptive statistic are presented. Then, the results about combined and relative contributions of the psychological variables (trait anxiety, cognitive anxiety self- confidence and player's intrinsic motivation) to performance of the players are presented.

4.1 Descriptive Statistics

The descriptive statistics involves mean, standard deviation and range scores of the variables in the study. These descriptive statistics results give general overview of variables in the study.

Table Two. Descriptive statistic of the variables in the study

Variables	Mean	Standard deviation	Range of scores	
			Minimum	Maximum
Cognitive anxiety	15.39	3.83	8	24
Trait anxiety	20.36	4.45	14	28
Self- confidence	29.93	2.85	26	32
Intrinsic motivation	36.05	4.64	26	40
Performance	52.68	10.25	35	74

4.2 Correlation Analysis of the Variables in the Study

Table 3 shows inter correlation between trait anxiety, Cognitive anxiety, self confidence, intrinsic motivation and performance.

Table 3 the inter-correlation of the main variables of the study (N= 100)

Variables	X1	X2	X3	X4	Y
Trait anxiety (X1)	1.00				
Cognitive anxiety (X2)	.378**	1.00			
Self-Confidence (X3)	-.392 **	-.091	1.00		
Intrinsic motivation(X4)	-.077	-.110	.314 **	1.00	
Performance (Y)	-.071	.262**	-.209 **	-.214 *	1.00

Note N=100

*P<.05

**P<.01

Table 3 indicates that trait anxiety was positively and significantly related to cognitive anxiety ($r=.38$, $P<.01$). This indicates that when trait anxiety increases cognitive anxiety also increases and vice versa. Trait anxiety was also negatively and significantly correlated with self confidence ($r=-.39$, $P<.01$). On the other hand, negative but not significant relationship was observed between trait anxiety and intrinsic motivation and trait anxiety and performance.

In addition, cognitive anxiety was positively and significantly correlated with performance ($r=.26, P<.01$) and negatively but not significantly correlated with self- confidence and intrinsic motivation.

Self-confidence was positively and significantly correlated with intrinsic motivation ($r=.314, P<.01$) and negatively and significantly correlated with performance ($r=-.21, P<.01$). This indicates that as the players Self-confidence level increases, their intrinsic motivation also increase but their performance decreases. Moreover, there was a negative and significant correlation between intrinsic motivation and performance ($r=-.214, P<.05$)

4.3 The Combined effect of psychological variables on players

Performance

In order to examine the effects of cognitive anxiety, trait anxiety, self confidence and intrinsic motivation on player performance multiple regression analyses was employed.

Table 4: Result of Multiple Regressions

Variables	Beta	t	sig	F	R	R ²
Cognitive anxiety	.343	3.416	.001	5.655	.439	.192
Trait anxiety	-.313	-2.886	.005			
Self- confidence	-.263	-2.486	.015			
Intrinsic motivation	-.118	-1.204	.232			
Constant						

The result obtained in table 4 shows that the use of respondents intrinsic motivation, cognitive anxiety trait anxiety and self- confidence to predict performance of players yielded a coefficient of multiple correlation or(R) of.439 and (R²).192. That is the percentage of variance in the performance accounted for by the combination of the four predictor variables was 19.2. This proportion of variance is statistically significant at alpha level of.05 and F (4, 95)=5.655.

The computation of beta weight for each variable (Table 4) has shown that cognitive anxiety, trait anxiety, self confidence and intrinsic motivation have beta values of .343,-313, -.263 and -.118 respectively.

As can be seen from these results, cognitive anxiety has the highest magnitude of beta weight, while intrinsic motivation has the lowest beta value.

According to the results in table 4, cognitive anxiety, trait anxiety and self-confidence were significantly and independently predict players' performance, while the beta value of intrinsic motivation could not reach the level of significance.

4.4 Relative Contribution of Psychological Variables in Predicting Players Performance.

To evaluate the relative contribution of each predictor variable in predicting performance, stepwise regression was employed.

Table 5:- Summary of step-wise regression analysis of the predictor variables.

Step (Model)	Variable Entered	R	R ²	AR ²	Change in R ²	F
1	• Cognitive anxiety	.262	.068	.059	.068	.7.204*
2	• Cognitive anxiety • Trait anxiety	.320	.102	.084	.034	5.523 *
3	• Cognitive anxiety • Trait anxiety • Self-confidence	.424	.182	.154	.078	7.024 *

*P<.05

Table 4 presents the result of the step-wise regression analysis. Cognitive anxiety, trait anxiety and self-confidence were included in the step wise regression analysis with the view to evaluating the relative contribution of each predictor variable in predicting performance. The proportions of variance in football performance that was accounted for the cognitive anxiety (6.8%), Trait anxiety (3.4%), and self confidence 7.8% were statistically significant

Chapter Five

Discussions

In this section, the results reported in chapter four are interpreted and discussed in right of the purpose of this study. Accordingly, the results on the combined and relative contribution of psychological variables (intrinsic motivation, cognitive anxiety, trait anxiety, and self-confidence) to the prediction of performance are discussed.

5.1 Psychological Factors as Predictors of Football

Performance.

As revealed in the multiple regression analysis cognitive anxiety, trait anxiety, self- confidence and intrinsic motivation have significant joint contribution to the prediction of player's performance. More over, the step wise regression has made clear that three variables (cognitive anxiety, trait anxiety and self- confidence) explained 18% of the variance in performance.

5.1.1 Cognitive Anxiety and Performance

When we examine the direction of the relationship between psychological variables and performance of players, the data revealed that there was a significant positive relationship between cognitive anxiety and performance. Moreover, the step wise regression analysis has revealed that cognitive anxiety by it self has statistically significant contribution to the prediction of performance of players. It account for 6.8 percent of the variance in performance of players.

The result of this study is inconsistent with the findings of Gould, et al. (1984) found a significant negative relation between cognitive anxiety and performance. In addition, the findings of Rodrigo, et al . (1990) contradict with the findings of this study. These researchers indicated that there was significant negative relationship between cognitive anxiety and performance. Furthermore, studies revealed that no significant relationship between cognitive anxiety and performance (Maynard and Cotton, 1993; Hammer, Meister and Burton, 1995; Vadczetal, 1997).

In this inconsistency between the present research and Previous a research may be due to small sample size, procedures of data collection, cultural variation and lack of deduction. Similarly, the finding of this study is inconsistent with the multi dimensional anxiety theory. This theory indicates that there is a significant negative relationship between cognitive anxiety and performance (Cox, 1987).

5.1.2 Self- Confidence and Performance

In this study, the researcher found a negative and significant relationship between self- confidence and performance. Moreover the step wise regression analysis has revealed that self-confidence by it self has statistically significant contribution to the prediction of performance of player. It accounts for 7.8% of the variance in performance of player.

The result of this study is consistent with the findings of Maynard and Cotton (1993), Hammermeister and Burton (1995) and Odoczetal (1977) (all cited in Woodman and Hardy (2001). These researchers found that self- confidence had significant negative contribution to performance.

Conversely, the result of this study is inconsistent with the findings of Martin and Gill (1992). These researchers indicated that self- confidence was significantly and positively predict to players performance. Furthermore, Burton (1988) Cited in Woodman and Hardy (2001) indicated that there was a negative but not a significant relationship between self- confidence and performance.

This inconsistency between the present research and previous researchers may be due to the players' false confident. According to Martens (1987), the self- confident players differ from over confident players in that they distinguish reality from fantasy by accountably judging their abilities and efforts. Over confident players misrepresent reality, confusing what is with what they wish would be. According to Martens (1987), the self-confident players differ from over confidence players in that they distinguish reality from fantasy by accurately judging their ability's and efforts. Over confident players misrepresent reality, confusion what is with they wish would be. According to Martens (1987), self confidence increase up to some optimal level, performance improves but self-confidence increase beyond this optimal level performances begin to decrease. This result suggests that over confidence had a great negative influence on players' performance.

5.1.3 Trait Anxiety and Performance.

The result of the Pearson product moment correlation analysis revealed that a negative relationship was observed between trait anxiety and performance of the respondents. Furthermore, the multiple and stepwise regression analysis also indicated that trait anxiety predicts negatively performance of players and it accounted only for about 3.4 percent of the variance in performance.

The finding of this study is consistent with the findings of Cox (1987) who reported that trait anxiety is negative and significant contributed for variance in players performance. In additions, Slevin (1970) cited in Blucker and Liewellyn (1982) reported that trait anxiety was independently and significantly predicts players performance.

Even though the finding of this study consistent with the findings obtained in other studies this result indicates that low trait anxiety is associated with low performance. These also contradict with other research findings. For example slevin (1970) reported that players low in trait anxiety were significantly associated with better performance.

5.1.4 Intrinsic Motivation and Performance

The results of the Pearson product moment correlation analysis revealed that a significant negative relationship was observed between intrinsic motivation and player's performance. In the analysis of multiple regressions intrinsic motivation was not independently significant predictor on players' performance.

The finding of the present study is inconsistent with the findings of different studies. For example, Gottfried (1995) Found that player's intrinsic motivation to word playing football was positive and significant relationship with performance. Moreover, Flamin and Gottfried (1994) revealed that players' intrinsic motivation significantly and positively predicts players' performance.

In addition, the finding of this result is inconsistent with the theoretical reasoning that intrinsic motivation is positively related to performance. Furthermore, Woodcock and Corbin.(1992) demonstrated that players performance becomes at their best when they are intrinsically motivated. This shows that the more intrinsically motivated players the better they perform. In other words, there is a positive relationship between intrinsic motivation and performance. In these inconstancy between present research, theory and previous research results maybe due to the cultural variation.

Chapter Six

Summary, Conclusion and Recommendation

6.1 Summary

The general purpose of this study was to see whether or not psychological variables (cognitive anxiety, self-confidence, trait anxiety and intrinsic motivation) predict performance of football players. Moreover, the objective of this study was to see the combined and relative contribution of psychological variables in predicting the performance of foot ball players and also to find out the relationship between psychological variables and performance of the players.

100 foot ballplayers were selected by using proportional random sampling technique from seven clubs (i.e.) Muger, Mekelakeya, Nyala, Ethiopia buna, Sebeta Kenema, Medin, Mebiratehaile among 7 clubs from Addis Ababa.

Data were collected for cognitive anxiety and self- confidence by using 16 item adopted from competitive state anxiety Inventory-2.(CSAI-2), the subject trait anxiety was measured by 14 item adapted from sport competition anxiety Test (SCAT) and players intrinsic motivation was measured by 10 item adopted from sports motivation scale (SMS). The items adopted from the inventories and scales were translated in to their equivalent Amharic version with the consultation of language experts. The performance of payer's were obtained from coaches'

The Pearson product moment correlation, multiple and stepwise regression analysis were employed to analyze the collected data. The major findings can be summarized as follows.

Person correlation indicated that there were significant negative relationship between self-confidence, player intrinsic motivation and performance for all respondents while there was a significant positive relationship between cognitive anxiety and Performance.

More over there was negative but not significant relationship between trait anxiety and performance.

The F- test followed that multiple regression analysis showed that intrinsic motivation. Cognitive anxiety, trait anxiety and self-confidence have significant joint contribution to the prediction of players' performance. In addition, the analysis of beta weight of each variable has shown that cognitive anxiety; trait anxiety and self- confidence were significantly and independently predict players' performance. In terms of the magnitude of the beta weights, cognitive anxiety was the highest. The step wise regression analysis has also revealed that cognitive anxiety in dependently contributed R^2 of.068, trait anxiety- independently contributed R^2 of.34 and self- confidence contributed R^2 of.078.

6.2 Conclusions

Based on the above major findings, one may possibly arrive at the following conclusion.

1. There was a negative and significant relationship between self-confidence, intrinsic motivation and performance while cognitive anxiety was found to relate positively and significantly with performance
2. There was a negative but not a significant relationship between trait anxiety and performance.
3. Trait anxiety, self-confidence, cognitive anxiety and player's intrinsic motivation taken together significant predict on the performance of players
4. Self- confidence, trait anxiety, and cognitive anxiety independently and significantly predict players' performance.
5. Self- confidence and trait anxiety were found to predict negatively and significantly players performance, were as cognitive anxiety positively and significantly predicted player's performance.
6. Among the four psychological variables (self- confidence, trait anxiety intrinsic motivation and cognitive anxiety) cognitive anxiety had better predictive power.

6.3 Recommendations

On the basis of the findings the following recommendation are forwarded

1. Research results in this study indicate that trait anxiety had significant negative influence on the players' performance. Therefore clubs should manage that their players can get counseling service. Moreover, coaches should encourage spectators to observe practice, so that the practice environment will be more like the game environment.
2. Research results in this study indicate that self-confidence had significant negative influence on players' performance. Therefore, clubs should have professional who can give guidance and counseling to the players. Moreover, players should improve false confidence that not correlate with their performance.
3. Players' intrinsic motivation had not significant contribution independently on players' performance. Therefore, Coaches should evaluate their training method periodically and provide goal setting and feedback. Furthermore, Coaches should avoid controlling or dictatorial style of coaching.
4. Players total concentration should be on their performance and opponent not their coach and spectators in a game.
5. Further research should include additional variables such as age, experience, playing position and aggression in the linkage between anxiety, self- confidence and performance.

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ክፍል አራት

መመሪያ፡- ከዚህ በታች የተዘረዘሩት ጥያቄዎች ተጫዋቾች እግር ኳስን ለመጫወት ያለቸውን ውስጣዊ ተነሰሽነት የሚለኩ ናቸው። እነዚህ ጥያቄዎች ተጫዋቹ ከራሱ ማንነት ጋር በማገናዘብ ከተሰጡት አራት አማራጮች (በጣም አልስማማም, አልስማማም, አስማማለሁ, በጣም አስማማለሁ) አንዱን በመምረጥ ይህንን መልክት በማድረግ ይመልሱ።

ለምን እግር ኳስ ትጫወታለህ?

ተ.ቁ	ጥያቄዎች	በጣም አልስማማም	አልስማማም	አስማማለሁ	በጣም አስማማለሁ
1	ጠንካራና የቡድን ጨዋታ መጫወት እርካታ ስለሚሰጠኝ				
2	ስለ እግር ኳስ ጨዋታ ይበልጥ ማወቅ ስለሚያስደስተኝ				
3	አዳዲስ የአሰለጣጠን ትምህርት ማግኘት ስለሚያስደስተኝ				
4	በጣም ጠንካራ ውድድሮችን ማሸነፍ እርካታ ስለሚሰጠኝ				
5	በጨዋታ ጊዜ ደካማ ጎኖችን እንዴት እንዳሻሻልኩ ማሳትየት እርካታ ስለሚሰጠኝ።				
6	በትልልቅ ጨዋታዎች መሳተፍ በጣም ስለሚያስደስተኝ				
7	በጨዋታ ወቅት በጥሩ ብቃት ላይ ስገኝ ትልቅ እርካታ ስለሚሰጠኝ				
8	የምወደውን ስፖርት መጫወት በጣም ስለሚያስደስተኝ				
9	በልምምድ ወቅት የተማርኳቸው ክህሎቶች በጨዋታ ጊዜ መተግበር ስለሚያስደስተኝ።				
10	ሙሉ በሙሉ በጨዋታ መንፈስ ውስጥ መመሰጥ ደስታ ስለሚፈጥርልኝ።				

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Psychology

Dear Respondent

The purpose of this questionnaire is to assess the influence of psychological factors on the football players' performance in a game. The information to be collected through the questionnaire will be used only for research purpose. According, your response is accessible only for the researcher and it will be treated as group data only. To this end, your honest and straightforward response is very important and would contribute highly to the success of the research.

Direction

Part one. Background information

Name of the club _____

Age _____

Playing position _____

A. attacker

C. defender

B. Mid fielder

D. goal keeper

Years of experience _____

PART TWO

Direction:- Below are some statements about how players feel when they compete in a games. Read each statement and decided if you hardly ever, sometimes, often and always feel this way when you compete. Answer by putting the sign / one of the given four alternatives

No	Item	Hardly ever	Some times	Often	Always
1	Before I compete I feel uneasy				
2	Before I compete I worry about not performing well				
3	When I compete I worry about making mistakes				
4	Before I compete I feel my stomach sinking				
5	Just before competing I notice my heart beats faster than usual.				
6	I feel not worry during a game				
7	Before I compete I am calm				
8	I feel nervous during a game.				
9	I get nervous wanting to start the game.				
10	I feel worry when beaten by the opponent team.				
11	I feel worry to be lead in goal by the opponent team				
12	I feel nervous while the coach shouts on me.				
13	I feel worry while the fancy shout on me				
14	I am not comfortable when I see a player who is by far better than me.				

Part Three

Direction: - The following statements are measure self- confidence and cognitive anxiety .Read each statement, then put \surd mark the appropriate number to the right of the statement to indicate how you felt 10 minutes before last competition start

No	Item	Not at all	Some what	Moderately so	Very much so
1	I am concerned about the competition				
2	I am concerned that I may not do as well in the competition as could				
3	I am concerned about losing				
4	I am concerned about choking under pressure				
5	I am concerned about performing poorly				
6	I am concerned about reaching my goal				
7	I am concerned about reaching my goal				
8	I am concerned I will not able to concentrate				
9	I feel comfortable				
10	I feel worry				
11	I feel secure				
12	I am confident I can meet the challenge				
13	I am confident about performing well				
14	I feel mentally relaxed				
15	I am confident because I mentally picture myself reaching my goal				
16	I am confident of coming through under pressure				

Part Four.

Direction: - The following questions are measure players, intrinsic motivation. Answer by putting the sign / one of the given our alternative (strongly disagree, agree), disagree and strongly disagree)

Why do you play Football?

No	Item	Strongly disagree	Disagree	agree	Strongly agree,
1	For the pleasure I feel in playing high intensity sports.				
2	For the pleasure it gives me to know more about the sport that I play.				
3	For the pleasure of discovering new training techniques				
4	Because I feel a lot of personal satisfaction when winning a game at a high complete level.				
5	For the pleasure I fee showing how much I have improved on my weak points during game play.				
6	For the excitement I feel when I am really involved in a high intensity game.				
7	For the satisfaction I experience while I am perfecting my abilities in a game situation				
8	For the intense emotions that I feel while I am doing a sport that I like.				
9	For the pleasure that I feel using skills in a game that I have just learnt at training				
10	Because I like the feeling of being totally immersed in a game.				

Appendix C

የተጫዋች ብቃት መገምገሚያ ቅጽ

የአሰልጣኙ ስም _____

ቀን _____

የተጫዋቹ ስም _____

የሚጫወትበት ቦታ _____

ክፍል አንድ፡- ከዚህ በታች የተዘረዘሩት ክህሎቶች በዚህ የውድድር ዓመት የተጫዋቹን አጠቃላይ ቴክኒካል (technical) ችሎታውን በጫዋታ ጊዜ የሚገልጹ ናቸው፡፡(players overall technical ability in a match)

በሰንጠረዥ ውስጥ የተመለከቱት ምርጫዎች የሚወክሉት

5 = እጅግ በጣም ጥሩ

4= በጣም ጥሩ

3= ጥሩ

2= ደካማ

1 በጣም ደካማ

ተ.ቁ	ክህሎቶች	1	2	3	4	5
1	የአየር ኪሰውን ይመቆጣተር ችሎታ /chest control/					
2	የመሬት ኪስን የመቆጣጠር ችሎታ					
3	አጭር ኪስን ሲያቀብል ያለው ትክክለኛነት /short pass accuracy/					
4	ረጅም ኪስን ሲያቀብል ያለው ትክክለኛነት /long pass accuracy/					
5	ኪስን የመንዳት ችሎታ /dribbling ability/					
6	ኢላማ የጠበቀ ኪስ የመምታት ችሎታ /shooting ability/					
7	በጭንቅላት ኪስን የመጠቀም ችሎታ /heading ability/					

ክፍል ሁለት፡- ከዚህ በታች የተዘረዘሩት ክህሎቶች በዚህ የውድድር ዓመት የተጫዋቹን አጠቃላይ የታክቲካል (tactical) ችሎታውን በጨዋታ ጊዜ የሚገልጽ ናቸው። (player overall tactical ability in a match)

በሰንጠረዥ ውስጥ የተመለከቱት ምርጫዎች የሚወክሉት

5= እጅግ በጣም ጥሩ

4= በጣም ጥሩ

3= ጥሩ

2= ደካማ


1= በጣም ደካማ

ተ.ቁ	ክህሎቶች	1	2	3	4	5
1	ከቡድን ልጅ ጋር ተጋባብቶ የመጫወት ችሎታው /communication/					
2	የብድንን ልጅን የመርዳት ችሎታው /support/					
3	በታን የመጠቀም (ይዞ የመጫወት) ችሎታ /use of space/					
4	ኪስን ለመንዳት፣ ለመምታት እና ለማቀበል የሚወስደው ውሳኔ /decision/					
5	የት ኪስን መንዳት መምታት እና ማቀበል እንዳለበት እና እንደሌለበት					
6	መቸ ኪስን መንዳት መምታት እና ማቀበል እንዳለበት እና እንደሌለበት					
7	ኪስን ውጪ ሜዳ ውስጥ የሚደረገው እንቅስቃሴ					
8	እይታው ወይም ችሎታው የማንበብ ችሎታው/vision/					
9	የቡድንን ስታራቴጂ የመጠቀም ችሎታው					

DECLARATION

This thesis is my original work and has not been presented for degree in any other university and that all sources of material used for the thesis has been duly acknowledged.

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