Analyzing the relationship between self-confidence and accuracy in shooting in competitive situations among youth football players.

Ali Safaa Chasib
Middle Technical University / Technical Instructors Training Institute
ALi-safaa@mtu.edu.iq

ABSTRACT

The research aims to determine the relationship of self-confidence to the skill of shooting accuracy among youth football players by (developing a self-confidence scale specific for youth football players, and studying the correlation between self-confidence and shooting accuracy skill among youth football players). The researcher used the descriptive method with a survey approach and correlation relationships, which is suitable for the nature of this study. The researcher selected a random sample of (150) youth football players from Iraqi academies. The data collection tools relied on a self-confidence scale and a shooting accuracy test in football. The results of the research showed a statistically significant positive correlation between the axes of the self-confidence scale and shooting accuracy in football among youth players. As the words indicate, the level of self-confidence among players increased as the accuracy of voting was higher among youth football players. The most important recommendations highlighted the need to use the self-confidence scale developed by the researcher to measure the importance of self-confidence for youth football players.

1- Introduction to the research

1-1   Introduction and the importance of research

Everything related to psychological skill represents an important dimension in the preparation of players because of its essential role in developing performance, and it has become one of the most important variables that need attention from a technical, physical and even planning aspect, so we find champion athletes at the level of international competitions, whose performance is very close in terms of the level of physical and skill performance, but it is the psychological aspect that determines the result of the players in achieving victory. Some researchers in sports psychology confirm that the sports coach and the young The athlete needs a lot of mental and emotional abilities such as the ability to think, remember, spatial and temporal perception, mental and muscular relaxation, attention, mental perception, self-confidence, coping with pressure, and other mental and emotional abilities, and in sports psychology it is called the term psychological skill (Badr El-Din, 2014, p. 63). Self-confidence generally means feeling good, which is a general positive view by the player towards the competition to achieve athletic excellence, the player or sports team must feel real confidence and not claim confidence. (Abdul Wahab, 2001, p. 83). The athlete who is characterized by this trait is very confident in himself and his abilities and skills, and does not seem to worry or hesitate in unexpected situations, and accepts criticism from his coach with a generous heart, and it is also necessary to talk about what he thinks and always clarifies a point of view, whether to the coach or to other players, and he has the ability to make decisions steady, and he is always characterized by stability and always shows a good image that does not have fear and anxiety when preparing to meet competitors at a high level, and he has confidence in his capabilities and abilities. Defeat them while making decisions quickly and easily. (Hamed, 2000, p. 422). The athlete's self-confidence has become very important because it is related to performance within the competition, and we find to a large extent that coaches who achieve success support the players through their self-confidence, while coaches who do not achieve successes find that there is weakness in this aspect. (Allawi, 2002, p. 12). As it is known, football is the most popular game in the world, due to its skillful, physical, tactical and psychological aspects, which are integrated together to achieve optimal performance. The junior category is the basis for building a promising generation to compete in various countries, as their training programs aim to refine skills in addition to developing the psychological skill of players that qualify them to higher levels and compete in various competitions, the importance

of basic skills, foremost of which is the shooting skill because of its direct impact on the results of matches and achieving goals. (Abdel Hamid, 2003, p. 47).

1.2 Research Problem

The researcher noticed through training or through participation in tournaments, it was found that there was a noticeable difference in the accuracy of shooting among junior players, especially in crucial moments or under pressure from the audience and the coach, and it was observed that some players show excellence in shooting during training, but they fail to repeat the same level during matches, which raises questions about the influential psychological dimensions, especially self-confidence, that may explain this difference in performance. Even some previous studies have confirmed the existence of qualities Self-confidence and skill performance in various sports are common, as it has been found that players with a high level of self-confidence are more able to make the right decision and implement skills with higher accuracy. Even previous studies have dealt with the relationship between self-confidence and shooting accuracy in junior football is still limited, suggesting that there is a research gap that needs to be studied. The research problem is to uncover the nature of the relationship between self-confidence and the level of shooting accuracy in junior football, and to determine whether this relationship is strong enough to include self-confidence in the selection or training criteria for this age group.

1-3 Research Objectives

It aims to determine the relationship between self-confidence and the skill of shooting accuracy for young soccer players through:

- Building a self-confidence meter for young footballers
- Studying the Relationship between Self-Confidence and Shooting Accuracy of Junior Football Players

1-4   Forcing Research

- There is a statistically significant relationship between the axes of the self-confidence scale and the shooting accuracy of young soccer players

1-5   Research Areas

1-5-1 Human Field: Junior Soccer Players in Academies

1-5-2 Spatial Field: Academies Stadiums in Baghdad

1-5-3 Temporal Domain: From 27/2/2025 to 22/3/2025

2- Research Procedures:

2-1 Research Methodology:

The researcher used the descriptive method with the survey method and relational relationships in order to suit the nature of this study.

2-2 **The research population and sample.**

The research community consists of young football players in Iraqi academies

Research Sample : The researcher selected a random sample of 150 young football players in Iraqi academies.

The sample was divided as follows:

- **The sample of the exploratory study**: It consists of (30) players for the purpose of codifying the self-confidence scale and testing the accuracy of the aim from honesty and consistency, and from outside the main sample.
- **The basic study sample**: consists of (120) players for the purpose of applying the self-confidence scale and testing the shooting accuracy of junior football players.

Table (1)

The total research sample is distributed according to both the survey sample and the baseline sample

Basic Sample		Survey Sample		Research Sample	Search Categories
Percentage %	Issue	Percentage %	Issue		
80%	120	20%	30	150	Junior Football Players in Iraqi Football Academies
80%	120	20%	30	150	Total

2.2.1 Moderation of the research sample

- The distribution of the basic sample data for the research and survey in the basic variables was ascertained as shown in Table (2)

Table(2)
Similarity of the research sample in the basic variables

(n = 150)

Statistical Significance					Key variables	m
Parameter Flattening	Parameter Torsion	Deviation Standard	Medium Arithmetic	Unit of Measurement		

0.34-	0.93	0.68	13.53	**Year**	**Age**	1
0.78-	0.12	4.28	157.17	**Poison**	**Length**	2
2.75	2.58	5.88	58.79	**kg**	**Weight**	3
0.08-	0.31	0.87	4.33	**Year**	**Trainin g Age**	4

It is clear from Table (2) of the similarity of the research samples in the basic variables before the experiment, that the torsion coefficients range between (0.12 : 2.58), and the value of the flattening coefficient ranged between (-0.08 : 2.75) and these values are close to zero, and they are located in the moderate curve (±3), which confirms the similarity and convergence of the selected sample in the basic variables.

2.3 Data Collection Tools:
- Self-Confidence Scale (prepared by the researcher)
- Shooting accuracy test in football

First: Self-Confidence Scale:
The researcher designed (Self-Confidence Scale for Emerging Football Players) Annex No. (2) to individualize the research sample shown in Table (1) as a basic tool for data collection, and the researcher followed the following steps to build the Self-Confidence Scale for Emerging Football Players:

- View the scientific studies and references related to the research

- Interview some players

Through the previous steps, the researcher developed three axes for the self-confidence scale for young football players, which are represented in the following:

Confidence in technical and physical abilities	The first theme:
Confidence in decision-making	The second axis:
Confidence in performance under pressure and competition	The Third Theme:

Scientific parameters of the self-confidence scale:
- Honesty:
In order for the researcher to reach the validity of the self-confidence scale, the following was relied on:

- **Authenticity of the content (Honesty of the arbitrators):**

The researcher presented the topics to some of the experts specialized in sports psychology who meet the conditions for obtaining a doctoral degree, the number of (7) experts to seek their opinions on the appropriateness of the proposed axes to express their opinion on their suitability to achieve the research objectives.

Table (3)

Frequency and percentage according to the opinion of experts on the axes of the self-confidence scale

N = 7 experts

Experts Agree		Themes
Percentage	**Repet ition**	
100%	7	The first axis: Confidence in technical and physical abilities
100%	7	The second axis: confidence in decision-making
100%	7	The third theme: confidence in performance under pressure and competition

It is clear from Table (3) that the experts' opinions agree on the validity of the axes set by the researcher with a percentage of (100%), then the researcher developed phrases suitable for the research for each axis, then the axes and phrases for the self-confidence scale were presented to the experts, and the form was handed over to the experts by the researcher to express their opinions on:

- The extent to which each phrase in its axis matches to achieve its goal
- The correct wording of each phrase
- Delete or merge or modify what you see fit.

Table 4 shows all the frequencies and percentages of expert opinions in each statement of the self-confidence scale.

Table No. (4)

Frequencies and percentage of expert opinions on each self-confidence meter phrase

N =7

Notes	Percentage Centennial	Repetition	m	Notes	Percentage Centennial	Repetition	m	Notes	P C
	The second axis				**The second axis**				
	100%	7	1		100%	7	1		
	100%	7	2		85.71%	6	2		
	100%	7	3		100%	7	3		
	85.71%	6	4		85.71%	6	4		

	100%	7	5		85.71%	6	5	Delete
	100%	7	6		85.71%	6	6	
	100%	7	7		100%	7	7	
Delete	42.86%	3	8		100%	7	8	
	100%	7	9		100%	7	9	
	100%	7	10	Delete	57.14%	4	10	
	85.71%	6	11		100%	7	11	
	100%	7	12		85.71%	6	12	Delete
	100%	7	13		100%	7	13	
					100%	7	14	
				Delete	42.86%	3	15	

Here is Table No. (4) showing the percentages and repetitions based on the opinion of experts in each phrase related to the self-confidence scale, which ranged between (28.57% - 100%), where the researcher chose with an agreement percentage of (80%) or more.

Based on the opinions of experts, the terms of the scale have been amended as shown in Table (5)

Table (5)
Adjustments made to the self-confidence scale

Phrase after modification	Modification Type	Phrase Before Modification	Number Ferry	Axis
-----------	Delete	I believe I can outperform other players in the same position as me.	5	First
-----------	Delete	I have intuitive speed when receiving snap balls.	12	
-----------	Delete	I don't doubt my decisions even after losing the ball.	10	The second
-----------	Delete	I use my experience to improve my selection in the match.	15	
-----------	Delete	It does not affect the pressure of the crowd or the coach.	8	The third

Based on the amendments made to the self-confidence scale from the deletion of some phrases, the number of phrases of the self-confidence scale after the amendment reached (38) phrases as shown in Annex No. (3)

- **Honesty of internal consistency:**

Emphasizing the sincerity of self-confidence by calculating the correlation coefficient between the score of each statement and the total score of the scale as shown in Table (6).

<div align="center">

Table (6)

The correlation coefficient between the score of each phrase and the score of the axis to which it belongs and the overall score of the self-confidence scale

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N = 30

Pearson correlation coefficient		Ferry Number	Pearson correlation coefficient		Ferry Number	Pearson corre coefficien
Ferry with Questionnaire	Ferry with Axis		Ferry with Questionnaire	Ferry with Axis		Ferry with Questionnaire
The third axis			The second axis			The f
0.793*	0.767*	1	0.637*	0.608*	1	0.633*
0.736*	0.730*	2	0.653*	0.672*	2	0.506*
0.695*	0.781*	3	0.479*	0.518*	3	0.523*
0.554*	0.618*	4	0.504*	0.572*	4	0.747*
0.435*	0.474*	5	0.442*	0.496*	5	0.711*
0.736*	0.730*	6	0.544*	0.687*	6	0.495*
0.620*	0.678*	7	0.518*	0.654*	7	0.371*
0.637*	0.786*	8	0.616*	0.641*	8	0.718*
0.793*	0.767*	9	0.554*	0.618*	9	0.544*
0.736*	0.730*	10	0.637*	0.412*	10	0.718*
0.756*	0.770*	11	0.495*	0.530*	11	0.661*
0.501*	0.474*	12	0.479*	0.538*	12	0.503*
			0.534*	0.514*	13	0.708*

* Statistically D at 0.05 (Pearson tabular correlation coefficient = 0.355)
Table (6) shows that each correlation coefficient between the phrases and the axis to which the total of the scale belongs is statistically significant.

- **Stability:**

This is done by verifying using Cronbach's alpha coefficient to find the stability of the scale statements as shown in Table (7).

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Table (7)

Cronbach's Alpha Stability Coefficient for Self-Confidence Scale Statements

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N = 30

Stability Coefficient If you delete the phrase	Ferry Number	Stability Coefficient If you delete the phrase	Ferry Number	Stability Coefficient If you delete the phrase	N

For the Survey	For the axis		For the Survey	For the axis		For the Survey	For the axis	
The third axis			The second axis			The first axis		
.892	.795	1	.889	.834	1	.891	.747	
.891	.812	2	.892	.852	2	.889	.753	
.888	.754	3	.885	.799	3	.890	.741	
.888	.753	4	.888	.796	4	.888	.734	
.887	.749	5	.891	.809	5	.890	.734	
.891	.799	6	.887	.784	6	.892	.741	
.889	.774	7	.885	.801	7	.890	.727	
.888	.771	8	.887	.813	8	.890	.729	
.888	.754	9	.886	.813	9	.892	.741	
.887	.753	10	.890	.823	10	.890	.739	
.888	.753	11	.888	.754	11	.892	.753	
.890	.776	12	.891	.719	12	.890	.737	
.888	.767		.889	.703	13	.890	.761	

Cronbach's alpha coefficient ≥ 0.70

Table (7) shows that the stability coefficient of the measures is acceptable (greater than 0.70), which indicates the stability of the measures and that the deletion of any statement will negatively affect the stability of the scale.

The researcher relied on the (Likert triple scale) which is represented in (yes - somewhat - no) and the responses were given (3, 2, 1) and thus the minimum score of the scale = 38 degrees and the maximum score of the scale = 114 degrees.

Table (8)
Minimum and maximum total score for the axes of the scale

Maximum score	Minimum score	Axes of the Scale	m
39	13	The first axis: Confidence in technical and physical abilities	1
39	13	The second axis: confidence in decision-making	2
36	12	The third theme: confidence in performance under pressure and competition	3
114	38	Self-confidence scale	

Second: Measuring the accuracy of shooting in football
The researcher used the accuracy test of aiming prepared by Mufti Ibrahim Hammad (2001), as it has high honesty and consistency coefficients
Goal Accuracy Test

The objective of the test : - Measure the accuracy of the shot on goal.

2.4 Tools used :(10 football **balls,** special tapes to determine the shooting area for the test, world-class goal goals, football field).

How to Apply :-

A football number (6) is placed in several places on the front line of the goal, where the player starts shooting inside any indicative bar square in the goal, taking into account the difference and difficulty of each square, provided that the test is through shooting from the running position.

How to Register:

- This is done by calculating the number of shots that enter or touch any indicating bar box inside the goal, which are six from each side, and the points are calculated as shown in Figure (2):
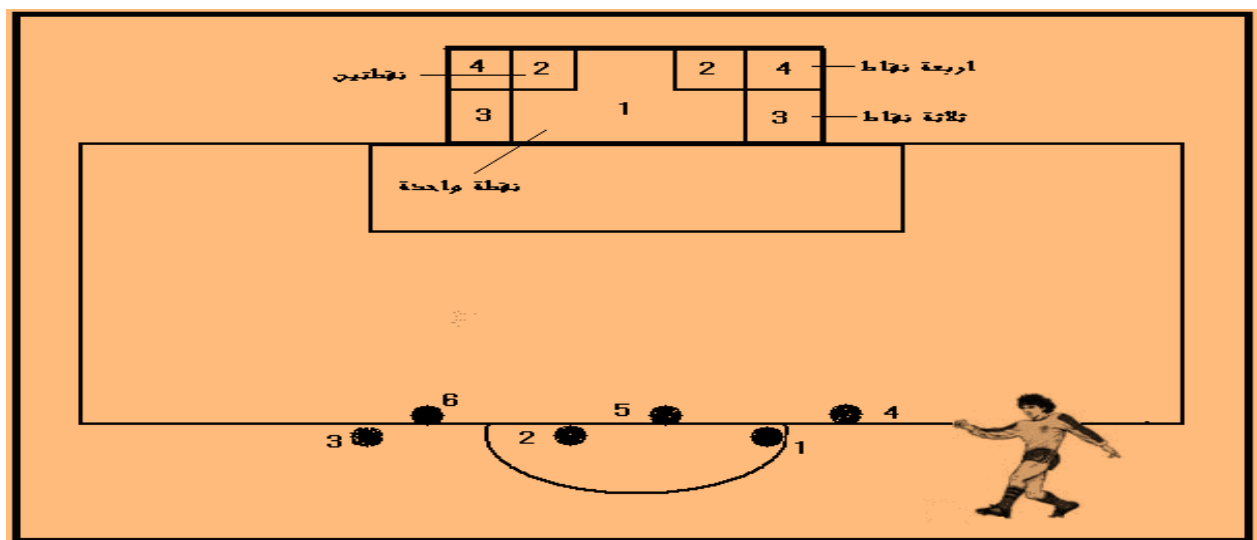
Figure (2)

Illustration of the test of the accuracy of the aim

Basic Sample Application

The self-confidence scale was applied to the (120) junior football players for the purpose of applying the self-confidence scale and testing the shooting accuracy skill, from 27/2/2025 to 22/3/2025

2-5 Statistical Methods Used:

- ▪ Percentage
- ▪ Arithmetic Average
- ▪ Cronbach's alpha stability coefficient

- Pearson correlation coefficient
- Kay square
- Trend

3- Presentation and discussion of the results

Table (9)

Arithmetic mean, chi-square and the percentage of approval of the responses of football players in (axes of the self-confidence scale)

N = 120

Percentage Approval %	Overall response (LeCarte)	Significance Level	Kay square	Deviation Standard	Arithmetic Average	Statistical Significance / Variables
83.67%	Yes	.000	102.95	7.63	32.63	The first axis: Confidence technical and physical abilit
73%	Yes	.000	88.31	6.08	28.47	The second axis: confidence decision-making
74.78%	Yes	.000	93.74	8.17	26.92	The third theme: confidence performance under pressu and competition

It is clear from Table (9) and the special arithmetic average, Chi-square and the percentage of approval for the responses of football players in the axes of the (self-confidence) scale and that the axis of (confidence in technical and physical abilities) obtained the highest percentage of approval by (83.67%) in the prevailing trend (yes), followed by the axis of (confidence in performance under pressure and competitions) by (74.78%) in the prevailing trend (yes), and the last axis (confidence in decision-making) by (73%) in the prevailing trend (yes).

Statistical Characterization of Shooting Accuracy Test

Table (10)

Statistical Significance of the Research Sample in the Shooting Accuracy Test for Football Players

N=120

Flattening coefficient	Torsion coefficient	Standard deviation	Broker	Arithmetic Average	Unit of Meas	Tests

1.52	1.02	4.94	17.00	17.60	ureme nt	
					Degre e	Shooting accuracy test in football

It is clear from Table (10) of the homogeneity of the data of the research sample that the shooting accuracy test for the football players under study is moderate and non-dispersed and also characterized by a natural distribution of the sample, as the values of the torsion coefficient are (1.02) and this value is close to zero, and the flattening coefficient reached (1.52), which means that the fluctuation of the moderate curve is considered acceptable and on average, and does not fluctuate up or down, which confirms the homogeneity of the members of the research group in the test of shooting accuracy for football players.

Presentation and Discussion of the Results of the Relationship between Self-Confidence and Shooting Accuracy in Football in Emerging Players

Table (11)

Correlation coefficient between self-confidence and shooting accuracy in football among emerging players

(N = 120)

Shooting accuracy test in football	Axes of the Self-Confidence Scale
0.831*	The first axis: Confidence in technical and physical abilities
0.641*	The second axis: confidence in decision-making
0.705*	The third theme: confidence in performance under pressure and competition

* Statistically Dal at 0.05 (Pearson's tabular at 0.05 = 0.297)

It is clear from Table (11) that there is a statistically significant direct relationship between the axes of the self-confidence scale and the skill of shooting accuracy in football among young players, as it is words that the level of self-confidence in the players increased the higher the accuracy of shooting among the junior football players. Osama Rateb (2000) states that athletes have self-confidence, a necessary and important personality trait, but having this trait of athletes does not guarantee their unity of excellence in performance, but athletes must possess all physical skills to achieve good performance, it is important to develop both self-confidence and the fitness of the player, as each of them supports the other, the athlete who has self-confidence without his physical fitness and skill means that he has false confidence, and when the athlete has self-confidence and feels. With his self-worth,

he is more effective in correcting his mistakes, he is not afraid to try, and one of the most important things that increases his excellence in performance is to enhance self-confidence (Rateb, 2000, p. 125). Abdulaziz Abdel Majeed (2005) also adds that good preparation gives each athlete confidence in himself which enables him to do anything that guarantees him success and the plan gives the athlete confidence, because he knows what he will try to do, in the majority of athletes enter the competition and do not know what they will do but they usually know the attack and victory plans that ask at least a general idea of what you want to accomplish and how to achieve it, good preparation also includes a group Pre-competition meetings to know what will happen and when it will happen and this gives the athlete self-confidence to be ready to compete. (Abdul Majeed, 2005, p. 65). The results of the study of Hassanein Salah Jawad (2022) indicated that the psychological confidence of the player is one of the influential characteristics of badminton players and it is necessary to develop and take into account it during the training units for the players, and that self-confidence is gained by providing repeated opportunities for success for the player in training, which will provide the player with an appropriate motivational building towards achievement. The results of the study of Ibrahim Khushid Ali (2022) confirmed that there is a relationship supported by statistical evidence between the variables, and this indicates that The sample (players) that was used in training on the importance of each psychological skill in addition to the skill abilities in basketball, and this makes the players tend to use psychological skills in a great and effective way in competitions in order to control the thoughts that the player has during the competition so that he is able to apply the skills excellently. The researcher notes that all three dimensions of self-confidence are significantly related to the level of shooting accuracy in football among junior players, which reinforces the hypothesis that skill performance in this category does not depend only on technical training, but also requires an integrated psychological structure, and the results indicate the importance of designing psychological training programs that accompany skill training that enhance self-confidence, especially in situations of competition and pressure.

4- Conclusions and recommendations
4.1 Conclusions

- Building a self-confidence scale for junior footballers which includes three pillars (confidence in technical and physical abilities, confidence in decision-making, confidence in performance under pressure and competitions)
- The scientific parameters of the self-confidence scale for young soccer players indicate that it can be applied.

- Note that there is a statistically significant direct relationship between the axes of the self-confidence scale and the skill of shooting accuracy in football among young players, as it is words that the level of self-confidence in the players increases the higher the shooting accuracy of the young football players.

4.2 Recommendations:

- The necessity of using the self-confidence scale prepared by the researcher to measure the self-confidence of young football players
- The need to provide a psychologist with football teams.
- The need to design training modules that include exercises and methods that develop self-confidence in players, in a way that contributes to improving the accuracy of aiming.
- Preparing psychological programs that focus on the need to deal with crowd pressure and also stress during matches, this leads to boosting self-confidence under pressure.
- Calling on schools and academies to educate trainers on the concepts related to self-confidence and its impact on improving technical performance.

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Attachment (2)
The Psychological Confidence Scale of Junior Football Players in its Initial Form

The first theme: Confidence in technical and physical abilities

I see Modification	Other than Suitable	Suitable	Phrases	m
			I feel able to execute accurate passes under pressure.	1
			I can control the ball even in the toughest conditions.	2
			I can shoot at the goal with confidence from any position.	3
			I don't doubt my abilities when I'm up against a strong defender.	4
			I believe I can outperform other players in the same position as me.	5
			I perform the workouts efficiently without fear of failure.	6
			I don't get confused when I'm face-to-face with the goalkeeper.	7
			I can physically endure the entire time of the match without hesitation.	8
			I have the skills that make me a key player in the team.	9
			I think I deserve to be one of the best players in my team.	10
			I control the ball steadily even in complex situations.	11
			I have intuitive speed when receiving snap balls.	12
			I don't feel hesitant when I take set pieces.	13
			I believe in my ability to get the ball forward under the pressure of the opponent.	14
			I control the timing of my decisions on the pitch precisely.	15

The second theme: Confidence in decision-making

I see Modification	Other than Suitable	Suitable	Phrases	m
			I decide quickly and correctly when I receive the ball.	1
			I don't often regret my decisions while playing.	2
			I choose the right pass based on a good reading of the pitch.	3
			I don't hesitate when choosing the best path to attack.	4
			I keep my focus high even in the crucial moments.	5
			I take responsibility for my decisions without fear of criticism.	6
			Choose the right timing to aim without worry.	7
			I prefer team play if it is the best option for the team.	8
			I trust that my decisions help the team win.	9
			I don't doubt my decisions even after losing the ball.	10

I see Modification	Other than Suitable	Suitable	Phrases	m
			I control my temper even in difficult times.	11
			I can adapt to changing the game plan quickly.	12
			I take the initiative to make offensive decisions without waiting for instructions.	13
			I don't let anxiety affect my decisions on the pitch.	14
			I use my experience to improve my selection in the match.	15

The third theme: confidence in performance under pressure and competition

I see Modification	Other than Suitable	Suitable	Phrases	m
			I don't feel overwhelmed in front of a large audience.	1
			I play with confidence even against teams stronger than mine.	2
			I'm not afraid of failing in official matches.	3
			I control my tension before and during the game.	4
			I give my best in the decisive games.	5
			I don't get intimidated when facing famous players.	6
			I maintain my confidence even after making minor mistakes.	7
			It does not affect the pressure of the crowd or the coach.	8
			I trust that I can make up for any mistake I make.	9
			I keep my focus high at crucial times.	10
			I don't let stress affect my performance.	11
			I can handle any result of the match with confidence.	12
			I don't lose my temper when refereeing errors occur.	13

Attachment (3)

The Psychological Confidence Scale of Junior Football Players in its Final Form

The first theme: Confidence in technical and physical abilities

No	Once in a while	Yes	Phrases	m
			I feel able to execute accurate passes under pressure.	1
			I can control the ball even in the toughest conditions.	2
			I can shoot at the goal with confidence from any position.	3
			I don't doubt my abilities when I'm up against a strong defender.	4
			I perform the workouts efficiently without fear of failure.	5
			I don't get confused when I'm face-to-face with the goalkeeper.	6
			I can physically endure the entire time of the match without hesitation.	7
			I have the skills that make me a key player in the team.	8
			I think I deserve to be one of the best players in my team.	9
			I control the ball steadily even in complex situations.	10
			I don't feel hesitant when I take set pieces.	11
			I believe in my ability to get the ball forward under the pressure of the opponent.	12
			I control the timing of my decisions on the pitch precisely.	13

The second theme: Confidence in decision-making

No	Once in a while	Yes	Phrases	m
			I decide quickly and correctly when I receive the ball.	1
			I don't often regret my decisions while playing.	2
			I choose the right pass based on a good reading of the pitch.	3
			I don't hesitate when choosing the best path to attack.	4
			I keep my focus high even in the crucial moments.	5
			I take responsibility for my decisions without fear of criticism.	6
			Choose the right timing to aim without worry.	7
			I prefer team play if it is the best option for the team.	8
			I trust that my decisions help the team win.	9
			I control my temper even in difficult times.	10
			I can adapt to changing the game plan quickly.	11
			I take the initiative to make offensive decisions without waiting for instructions.	12
			I don't let anxiety affect my decisions on the pitch.	13

The third theme: confidence in performance under pressure and competition

No	Once in a while	Yes	Phrases	m
			I don't feel overwhelmed in front of a large audience.	1
			I play with confidence even against teams stronger than mine.	2
			I'm not afraid of failing in official matches.	3
			I control my tension before and during the game.	4
			I give my best in the decisive games.	5
			I don't get intimidated when facing famous players.	6
			I maintain my confidence even after making minor mistakes.	7
			I trust that I can make up for any mistake I make.	8
			I keep my focus high at crucial times.	9
			I don't let stress affect my performance.	10
			I can handle any result of the match with confidence.	11
			I don't lose my temper when refereeing errors occur.	12