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Relationship between self-efficacy, achievement motivation and state anxiety among football player

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Astract:

The purpose of this study was to know the level of self-efficacy, to investigate self-efficacy, achievement motivation, and state anxiety of football players in different playing position and to reach of finding the relationship between self-efficacy, achievement motivation, and state anxiety of football players. The sample consisted of male amateur football players (N =61) between the age 16 and 19 years. General self-efficacy scale-Schwarzer (GSES), task and ego orientation in sport questionnaire (TEOSQ), Competitive State Anxiety Inventory-2 (CSAI-2) were used to collection data. Descriptive statistics, kruskal-wallis Test and spearman's correlation analysis were used to calculate data. The results indicated that there was high self-efficacy among football players. No statistically significant difference in football players' self-efficacies, achievement motivations and state anxieties according to their playing position. And there was positive and significant correlation between self-efficacy and task orientation and between self-efficacy and self-confidence.

Keywords: Self-efficacy; Achievement motivation; State anxiety; Football players

Résumé:

L'étude a pour but d'identifier le niveau d'auto-efficacité, et de comprendre les relations entre l'auto-efficacité, la motivation d'accomplissement et l'état d'anxiété. Le questionnaire "GSES" de (Schawarzer,1992), Le questionnaire "TEOSQ" de (Duda et Nicholls ,1989) et Le questionnaire "CSAI-2" de (Martens et al.,1990) ont été utilisés pour déterminer cette relation. La recherche porte sur 61 footballeurs amateurs, âges de 16 à 19 ans. Les résultats montrent un haut niveau d'auto efficacité chez les footballeurs. Aucune différence statistiquement significative entre les joueurs de football selon les positions de jeu. En revanche, il existe une corrélation positive entre l'auto-efficacité et l'orientation des tâches et entre l'auto-efficacité et la confiance en soi.

Mots clés : Auto-efficacité ; Motivation d'accomplissement ; état d'anxiété ; Footballeurs

الملخص:

كان الهدف من الدراسة معرفة مستوى فاعلية الذات ، والتحقق من فاعلية الذات ، دافع الانجاز وقلق المنافسة لدى لاعبي كرة القدم حسب مراكز اللعب ، ومعرفة العلاقة بين فاعلية الذات ، دافع الانجاز وقلق المنافسة. تكونت العينة من (61) لاعب كرة قدم هواة تتراوح اعمارهم مابين 16 الى 19 عاما . وقد استخدم مقياس فاعلية الذات ل Schawarzer (GSES) ومقياس توجه الانا وتوجه المهمة الخاص بالرياضة (TEOSQ) وكذا مقياس قلق المنافسة 2 (CSAI-2) لجمع البيانات . كما استخدمت بعض الاحصاءات الوصفية المتمثلة في اختباركروسكال واليس (KRUSKAL-WALIS TEST) والتحليل الارتباطي لسبيرمان (Spearnam's correlation analysis). اشارت النتائج ان مستوى فاعلية الذات عالي لدى لاعبي كرة القدم ، وانه لاتوجد فروق ذات دلالة احصائية لدى لاعبي كرة القدم تبعا لمراكز اللعب ، لكن توجد علاقة ارتباطية موجبة بين فاعلية الذات وتوجه المهمة وبين فاعلية الذات والثقة بالنفس.

الكلمات الأساسية: فاعلية الذات ؛ دافع الانجاز؛ قلق المنافسة ؛لاعبي كرة القدم

1-INTRODUCTION

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

Among other psychological skills, self-efficacy is considered a significant element of mental training (Barling & Abel, 1983; Birrer & Morgan, 2010; Feltz, Short, & Sullivan, 2008; Zagórska& Guszkowska, 2014). Self-efficacy is posited as the basis for such conduct in the sense that it influences the strength of decisions, the quantity of energy invested in the effort, the level of perseverance in the face obstacles and failures or the resilience to adversity. In this sense, this psychological dimension is an individual resource to adapt to situations and contexts of activity grueling interesting sports psychology as the Health psychology and Occupational Psychology (Decamps, 2012).

2-The problem of study

No research studies to date have combined this unique set of variables to specifically test self-efficacy and its relationship between achievement motivation and state anxiety. Precedent studies referred that self-efficacy helps to predict motivation and goals and achievement outcomes (Ashton & Webb, 1986; Duda &Nicholls, 1992; Meece, Blumenfeld, &Hoyle, 1988; Schunk, 1995; Schunk and Swartz (1993). Other previous studies regarding self-efficacy and anxiety indicated that self-efficacy controls and dismisses anxiety (Bundura, 1997; Cartoni, *et al*., 2005; De Pero et al., 2013; Hardy, 1996a; Martinent & ferrand, 2007; Nicholls, Polman & Levy ,2010). The identification of some psychological characteristics of football players with different playing positions is of sufficient scientific and practical interest, it enables to reveal psychological characteristics of football players depending on their roles (Koryagina & Blinov ,2013). This inclusion could provide new insights by analyzing the self-efficacy levels, achievement motivation and state anxiety of football players as they progress forward in their experience levels and success (i.e., make the proverbial “big fish into a bigger pond” transition). It makes possible to determine the main directions and ways to increase the psychological potential of football players in order to optimize game performance. Coaches and others within the sport and football academy can use this information to better manage players and offer tailored programs to specific player needs based on their experience levels overall and at the academy level.

3-The questions

The research study questions were as follows:
QUE.1 Is there high level of self-efficacy among football players?
QUE.2 Is there significant difference in self-efficacy, achievement motivation and state anxiety among football players according playing positions?
QUE 3 Is there correlation relationship between self-efficacy and achievement motivation?
QUE.4 Is there correlation relationship between self-efficacy and state anxiety?

4-The aim

The aim of this study was to know the level of self-efficacy, to investigate self-efficacy, achievement motivation, and state anxiety of football players in different playing position and to reach of finding the relationship between self-efficacy, achievement motivation, and state anxiety of football players. Perhaps most importantly, the study operationalized and included some new variables (football academy players ranging from 16 years to 19 years and playing different positions – goalkeepers, defenders, midfielders and forwards).

5-The hypotheses

For this study, the research study hypotheses were as follows:
HYP.1 There is high level of self-efficacy among football players.
HYP.2 There is significant difference in self-efficacy, achievement motivation and state anxiety among football players according playing positions.
HYP.3 There is correlation relationship between self-efficacy and achievement motivation.
HYP.4 There is correlation relationship between self-efficacy and state anxiety.

6-The concepts of study

- ✓ **Self-efficay**

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

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

- ✓ **Achievement motivation**

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

Both psychologists and sport and exercise psychologists have focused on achievement goals as a way of understanding differences in achievement (Duda & Hall, 2001; Nicholls, 1989). According to achievement goal theory, three factors interact to determine a person's motivation: achievement goals, perceived ability, and achievement behavior. To understand someone's motivation, we must understand what success and failure mean to that person. The best way to do that is to examine a person's achievement goals and how they interact with that individual's perceptions of competence, self-work, or ability. Holly may compete

in body building because she wants to win trophies and have the best physique of anybody in the area. She has adopted an outcome goal orientation (also called a competitive goal orientation or ego orientation) in which the focus is on paring herself (has high perceived ability) when she wins but not so good about herself (has low perceived ability) when she loses. Sarah also likes to win contests, but she primarily takes part in body building to see how much she can improve to her strength and physique. She has adopted a task goal orientation (also called mastery goal orientation) in which the focus is on improving relative to her own past performance. Her perceived ability is not based on a comparison with others. For particular situation, some people can be both task and outcome orientation, for example, a person might want to win the local turkey trot but also set a personal best time for the race. However, to according to researchers in achievement goal orientation, most people tend to be higher on either task or outcome orientation (Weinberg & Gould, 2015).

✓ **Anxiety**

Athletes and coaches often use the words "anxiety", "stress" and "arousal" interchangeably, and because their listeners generally know what they are trying to say it does not lead to miscommunication. Precision is needed.

Anxiety refers to the levels of perceived threat that is accompanied by worry, nervousness and apprehension. A key idea in anxiety is athletes' interpretation of the danger to their wellbeing. Sometimes anxiety is a normal response to real threats, such as when individuals are confronted by an armed person. Sometimes anxiety involves an exaggerated response to in imagined threat, such as my reaction to spiders (except in Australia where they can kill you!). Anxiety is typically accompanied by high arousal, but the two are not the same. People can be highly aroused yet not anxious, such as when athletes win major competitions (Tod, 2014).

Spielberger (1966, 1972) further noted that for a theory of anxiety to be an adequate .it must differentiate as a mood state and as personality trait. Additionally, it must differentiate among the stimulus conditions antecedent to these forms of anxiety. Spielberger (1966) proposed the state-trait theory of anxiety, which differentiates between state and trait anxiety. State anxiety (A-state) is defined as an emotional state "characterized by subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system". This condition varies from moment to moment and fluctuates proportional to the perceived threat in the immediate situation. Trait anxiety (A-trait), on the other hand, is "a motive or acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances threatening and to respond to these with state anxiety reactions disproportionate in

intensity to the magnitude of the objective danger". The state-trait theory of anxiety predicts that high-trait-anxious individuals will perceive more situations as threatening and react with greater state anxiety in a greater variety of situations than low-trait-anxious individuals.

Adopting a multidimensional approach, Martens and colleagues (1990) proposed that cognitive anxiety, somatic anxiety and self-confidence each had different relationships with performance. Performance was predicted to have a negative relationship with cognitive anxiety (increase in cognitive anxiety is associated with decrease in performance). Somatic anxiety was hypothesized to have an Inverted-U (Inverted-U theory 1908) relationship with performance. self-confidence was predicted to have a positive relationship with performance (increased self-confidence is associated with improved performance). along with proposing the multidimensional anxiety theory, Martens also published the Competitive State Anxiety Inventory-2(CSAI2) to help researchers test the model's predictions.

It is useful to differentiate between trait and state anxiety. In sport, competitive trait anxiety is a person's characteristic response or predisposition to perceive situations as threatening and to react with high anxiety. Competitive trait anxiety levels vary among athletes and influences state anxiety, or their right-now, moment –to moment perceptions of threat and accompanying worries and apprehension. Athletes with high levels of competitive trait anxiety are likely to respond to sporting events with high levels of state anxiety compared with participants with low trait levels. The relationship in not perfect and state anxiety is also influenced by the situation. Athletes with high levels of trait anxiety will not respond to competitions with high state anxiousness if they do not view any threat to their wellbeing. Alternatively, athletes will low trait anxiety levels may experience high levels high state anxiety on occasions. It would be understandable, for example, if a low-trait athlete found a high-level event nerve-wracking, such as an Olympic final (Tod, 2014; Weinberg& Gould, 2015).

Anxiety has a thought component (e.g., worry and apprehension) called cognitive anxiety. It also has a component called somatic anxiety. Cognitive state anxiety concerns the degree to which one worries or has negative thoughts, whereas somatic state anxiety concerns the moment-to-moment changes in perceived physiological activation. Somatic state anxiety is not necessarily a change in one's physical activation but rather one's perception of such a change. recent research also suggests that there is a perceived control or regulatory component of state anxiety; that is, the degree to which one believes one has the resources and ability to meet challenges is an important component of state anxiety as well (Cheng, Hardy, & Markland,2009).

✓ **Football (soccer)**

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

7-Similar studies

✓ **The relationship of self-efficacy with achievement motivation**

Schunk (1995) referred that self-efficacy helps to predict motivation and performance, it motivates individuals to improve their competence, and self-efficacy related positively to persistence and achievement. Initial research supports the point that self-efficacy relates to goals and achievement outcomes. Meece, Blumenfeld, and Hoyle (1988) showed that students with task-mastery goals report more active cognitive engagement with material to be learned and that perceived competence relates positively to motivation and task-mastery goals. Schunk and Swartz (1993) found that providing children with a process goal of learning to use a strategy and feedback on their progress increases task orientation and decreases ego orientation, and that self-efficacy correlates positively with task orientation and negatively with ego orientation. Duda and Nicholls (1992) found for both sport and schoolwork that task orientation relates to high school students' beliefs that success depends on effort and collaboration with peers, whereas ego orientation is associated with beliefs that success is due to high ability and attempting to perform better than others. Goal orientations and beliefs about success were not strongly related to perceived ability. More investigations are required on the role of self-efficacy among teachers and coaches. Teaching efficacy refers to personal beliefs about capabilities to help students learn, and it should influence teachers' activities, effort, and persistence (Ashton & Webb, 1986). Teachers with low efficacy may avoid planning activities they believe exceed their capabilities, not persist with students having difficulties, expend little effort to find materials, and not teach in ways students might understand better. Teachers with higher efficacy might develop challenging activities, help students succeed, and persevere with students who have problems. These motivational effects enhance student achievement, as well as teachers' self-efficacy by conveying they can help students learn, Ashton and Webb found that teachers

with higher self-efficacy were likely to have a positive classroom environment, support students' ideas, and address students' needs. Teacher self-efficacy was a significant predictor of student achievement.

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

✓ **The relationship of self-efficacy with anxiety**

High self-efficacy expectations are connected with low precompetitive anxiety, positive effect, strong goal importance and high personal goals, and high trait sport confidence in athletes (Bundura, 1997). High self-confidence, self-efficacy, and positive thinking can, in some ways, control or dismiss the apprehensive emotions that account for anxiety (Hardy, 1996a; Martinent & ferrand, 2007). Previous study on artistic gymnastics (Cartoni, et al., 2005), it was predicted that a high sense of self-efficacy might protect TeamGym athletes from precompetitive anxiety and from experiencing fear of physical injury. Another study was conducted by Nicholls, Polman and Levy (2010) on Coping self-efficacy, pre-competitive anxiety, and subjective performance among athletes, the findings revealed that there was Negative relationships between coping self-efficacy and both somatic and cognitive anxiety were also observed. However, somatic and cognitive anxiety did not predict subjective performance. The present findings support previous results regarding the influence of self-efficacy and provide applied practitioners. A study was conducted by De Pero et al. (2013) on the relationships between pre-competition anxiety, self-efficacy, and fear of injury in elite TeamGym athletes, the findings indicated that self-efficacy dampens the anxiety level of TeamGym athletes and mediates the effects of fear of injury on anxiety prior to their competition, with athletes who experience less fear of being injured and are more confident in their technical abilities and therefore show a lesser degree of pre-competitive anxiety.

Based on the findings of the precedents studies, sport psychologists and the coaches will have better understanding as to the relationship between self-efficacy and competitive anxiety.

8-METHOD

Participant

The study consisted 61 football players from Fanzeres Academy -city of Porto Portugal-. The ages of players ranged between 16 and 19 years with a mean age of 16.77±1.05 years. On average, the players had played for 7.97±2.43 years. A large number *N*=21 (34.4%) of the players were defenders,

followed by midfielders *N*=18 (29.5%), forwards *N*=16 (26.2%), and goal keepers *N*=6 (9.8%).

Procedure

Clearance was obtained from the president of team prior to all study procedures. All testing took place in a Hall Meetings on sport complex. participants provided informed consent. Then, they were provided with a questionnaire package and asked to respond to each question as honestly as possible. Coach with me remained nearby to answer any questions that arose during testing (in Portuguese language). The questionnaire package took approximately 15-20 minutes. The CSAI-2 was administered to the participants approximately 1 hour before competition.

Data analyses

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

Instruments

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

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

The second scale "task and ego orientation in sport (TEOSQ)", was developed by Duda and Nicholls (1989), Fonseca and Brito (2005) developed it to Portuguese version, measures individual differences in task and ego goal perspectives in the sport context. The athlete thinks of a successful sport experience and responds to 13 items reflecting task- and ego- referenced criteria. Responses to items "I really work hard" and "I'm the best" are indicated on a5-point Likert scale ranging from strongly disagree (A) to strongly agree (E).

The third is called "the Competitive State Anxiety Inventory-2" (CSAI-2), a Sport-specific state anxiety scale developed by Martens, Vealey, and Burton (1990). The scale divides anxiety into three components: cognitive anxiety, somatic anxiety, and a related component-self-confidence. To score the CSAI-2, take all the scores for each item at face value with the exception of item 14, where you "reverse" the score. For example, if you circled 3, count that as 2 points (1 = 4; 2 = 3; 3 = 2; 4 = 1). Total scores in the following manner: Cognitive state anxiety: Sum items 1, 4, 7, 10, 13, 16, 19, 22, and 25. Somatic state anxiety: Sum items 2, 5, 8, 11, 14, 17, 20, 23, and 26. Self-confidence: Sum items 3, 6, 9, 12, 15, 18, 21, 24, and 27. The scores for each will range from 9 to 36, with 9 indicating low anxiety (confidence) and 36 indicating high anxiety confidence.

The CSAI-2 was developed by Cruz et al. (2006) to Portuguese version. It was formed also same dimensions but with a reduction to 22 items s (Cognitive state anxiety: sum: 1, 4, 6, 9, 12, 15, 18, and 21. Somatic state anxiety: Sum items, 2, 7, 10, 13, 16, and19. Self-confidence: Sum items, 3, 5, 8, 11, 14, 17, 20, and 22.). Reliability and validity were done.

In present study reliability and validity of self-efficacy scale(GSES), questionnaire of task and ego orientation in sport (TEOSQ) and Competitive State Anxiety Inventory-2 (CSAI-2) were done.

9-Results, Analysis and Discussions

In this section, the findings obtained from the data analyses related to The Self-efficacy, achievement motivation and state anxiety among football player are given in detail.

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

Findings related to the level of self-efficacy among football players are shown in table 1.

Table 1. shows level of self-efficacy among football players

Self-efficacy	N	Mean	Std. Deviation
1. I can always manage to solve difficult problems if I try hard enough	61	3.31	.618
2. If someone opposes me, I can find the means and ways to get what I want.	61	3.31	.718
3. It is easy for me to stick to my aims and accomplish my goals.	61	3.20	.725
4. I am confident that I could deal efficiently with unexpected events.	61	3.05	.804
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	61	3.08	.665
6. I can solve most problems if I invest the necessary effort.	61	3.40	.663
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	61	3.31	.718
8. When I am confronted with a problem, I can usually find several solutions	61	3.13	.590
9. If I am in trouble, I can usually think of a solution.	61	3.08	.759
10. I can usually handle whatever comes my way.	61	3.15	.812
Total	61	3.20	.707

In Table 1, the average scores of self-efficacy among football players for each item are given. It may be observed that football players had high average scores in total (M =3.20), remarkably, they scored lower on the fourth (M =3.05) and higher on the sixth (M =3.40).

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

situation and innate abilities of youth soccer players. They found high levels of self-efficacy produced high levels of performance in athletes.

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

Football players' self-efficacies, achievement motivations and anxiety were also examined according to their playing position as indicated in Table 2.

Table 2: shows comparison of Football players' self-efficacies, achievement motivations and state anxieties according to their playing

Scale	Dimension	Position	N	Mean	Std. Deviation	Sig.
Self-efficacy		Goalkeeper	6	3.15	.508	.901
		Defender	20	3.21	.573	
		Midfielder	19	3.17	.488	
		Forward	16	3.25	.485	
		Total	61	3.19	.513	
Achievement motivation	**Task**	Goalkeeper	6	3.90	.811	.751
		Defender	20	4.13	.749	
		Midfielder	19	4.21	.417	
		Forward	16	4.27	.538	
		Total	61	4.12	.628	
	Ego	Goalkeeper	6	3.05	.720	.751
		Defender	20	2.91	1.010	
		Midfielder	19	2.93	1.067	
		Forward	16	3.11	.633	
		Total	61	3.00	.857	
State Anxiety	**Cognitive state anxiety**	Goalkeeper	6	2.77	.768	.751
		Defender	20	2.56	.801	
		Midfielder	19	2.76	.604	
		Forward	16	2.63	.794	
		Total	61	2.68	.741	
	Somatic state anxiety	Goalkeeper	6	1.86	.340	.751
		Defender	20	2.19	.704	
		Midfielder	19	2.20	.540	
		Forward	16	2.14	.510	
		Total	61	2.09	.523	
	Self-confidence	Goalkeeper	6	2.76	1.123	.751
		Defender	20	3.18	.595	
		Midfielder	19	3.12	.387	
		Forward	16	3.40	.414	
		Total	61	3.11	.909	

p>0.5

Table 2 shows football players' average self-efficacy in terms of their playing position was *M* =3.19, so they have high level of self-efficacy.

kruskal-wallis Test showed no statistically significant difference in football players' self-efficacy according to their playing position *(p*>0.5).

Kruskal-Wallis Test was used also to compare football players' achievement motivation according to playing position. The comparison analysis demonstrates that there were no significant differences (*p*>0.5). According to the results, football players' average task and ego of achievement motivation scores were *M* =4.12, *M* =3.00, respectively.

As can be seen, no significant difference was found when comparing football players' anxiety according playing position (*p*>0.5). According to the results, football players' average Cognitive state anxiety, Somatic state anxiety and Self-confidence scores were *M* =2.68, *M* =2.09 and *M* =3.11, respectively.

Results were concluded that no significant differences between the football players' self-efficacies, achievement motivations and state anxieties according to their playing position. This finding is inconsistent with the results of other investigations (Kirkcaldy,1982; Andrew et al.,2007; Eloff et al.,2011). Kirkcaldy (1982), for example, found that players in defensive positions in soccer showed higher emotional stability than players in attacking positions.

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

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

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

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

Variables	Self-efficacy	Achievement motivation Task	Achievement motivation Ego
Self-efficacy	1	.685**	.001
Achievement motivation Task	.685**	1	-.007
Achievement motivation Ego	.001	-.007	1

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

Table 3. shows correlation analysis of self-efficacy and achievement motivation. Self-efficacy had positive and significant correlation with task dimension (r_s =.685, p<0.01), and no significant correlation between self-efficacy and ego dimension.

The results demonstrated that there was positive and significant correlation between self-efficacy and task orientation. Providing support for the findings, Barış and Kocaeksi (2013), Canpolat and Kazak Cetinkalp (2011), Carpenter & Yates (1997) examined the relationship between self-efficacy and task orientation. For example, Carpenter and Yates (1997) found the amateur footballers' task orientation are higher rather than semi-professional footballers. This is parallel with the findings of present study. Amateur athletes have focused to improve their physical, technical, tactical and psychological characteristics, "task goal orientation focuses on comparing performance with personal standards and personal improvement" (Weinberg& Gould, 2015).

HYP.4 There is correlation relationship between self-efficacy and state anxiety

Table 4: shows spearman's correlations between self-efficacy and state anxiety

Variables	Self-efficacy	Cognitive state anxiety	Somatic state anxiety	Self-confidence
Self-efficacy	1	-.094	.000	.675**
Cognitive	-.094	1	.480**	-.155

state anxiety				
Somatic state anxiety	.000	.480**	1	.002
Self-confidence	.675**	.155	.002	1

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

Table 4. shows correlation analysis of self-efficacy and state anxiety. Self-efficacy did not have correlation with cognitive and somatic dimension, but had correlation with self-confidence dimension (r_s =.685, $p<0.01$).

The results demonstrated that there was positive and significant correlation between self-efficacy and self-confidence. Providing support for the findings, Besharat and Pourbohlool (2011) examined self-confidence and sport self-efficacy on the relationship between competitive anxiety and sport performance. Self-confidence expresses individual's belief in his/her general ability to control conditions and situations, but sport self-efficacy expresses athlete's belief in his/her ability to perform specific sport tasks and skills. This means that belief in just general ability might have a weak effect on control and decrement of stress and negative emotions in particular situation (sport competition), whereas belief in specific ability would have a decisive effect on that particular behavior. One can conclude from this probable explanation that although self-confidence and self-efficacy are in the same direction (Hardy, 1996b; Hardy et al., 2004).

10-Conclusion

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

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