

Psychological aspects and the roles for student's sport performance

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Psychological aspects and the roles for student's sport performance

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ABSTRACT

Sports achievement is influenced by various factors such as; physical, technical, tactical and psychological factor. The purpose of this study is to see the relation of self-efficacy factors, achievement motivation, and its relation to self-confidence and its effect on sports performance. This research was conducted on 87 students. This is quantitative research and using path analysis method. The sample was taken by purposive random sampling and the sample was 45 people with certain considerations. The data of self-efficacy, achievement motivation, and self-confidence was taken by using valid and reliable questionnaire, and the sport performance data taken from the performance (medal) are already gotten. For testing the structural effects of the model from this study, researchers used IBM SPSS software. The results show that self efficacy, achievement motivation, and self-confidence have a significant influence on the athletes' sports performance in individual sports both of directly and indirectly, or totally. The implications of the theory obtained reinforce that the variables tested have a direct impact toward athletes achievement of the Student Sport Training Center in West Sumatera Province. The limitation of this study is the instrument that needs to be developed more accurately and comprehensively to reveal psychological conditions.

Keywords: Self efficacy; achievement motivation; self confidence; student's sport performance



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INTRODUCTION

The Student Sport Training Center is a school that implements the concept of formal learning and sports training center, which is attended by talented athletes from various sports selected from all over the province of West Sumatra. The Student Sport Training Center is in West Sumatra, all students study formally while practicing intensively for each sport they are engaged in. The ages of all athletes selected in the Student Sport Training Center is ranged from 15-18 years. Psychologically, the age range is relatively unstable. Many mental factors affect their sports achievement, including self-efficacy, self-confidence, and achievement motivation (Kocaj et al., 2018).

Sports achievement is influenced by various factors such as; physical, technical, tactical and psychological. Psychology is an important factor related to the mental condition of every athlete, which is very decisive in

various aspects of life, including sports achievement. This is in accordance with the opinion of Sun (2022) explained psychological factor is important element of peak performance and succes on elit level in sport. The role of psychological aspects on sport, until now still in disputation. There is growing research interest on how psychological aspects can influence sport performance. Byl and Naydenova (2016) findings the relationship self-efficacy and sports performance, but that relationship failed to reach statistical significance. The evidence of the relationship between self-confidence and athletic performance is equivocal. Several studies have reported significant. The influence of psychological aspects, such as self efficacy on sport achievement has been the subject of numerous research, but their relationship is not fully understood.

Another researchers find out the positif result relating with psychological aspects and its correlation with sport achievement. The conection between self-efficacy, self-confidence, and performance continues to attract a lot of research attention (Sun, 2022). Evidence from developmental sports psychology research has found that, young and adult athletes have differences in self-perception, social influence, emotional response, self-efficacy, motivation, and their own self-confidence related to sports performance. The effects of self-confidence were large in judo, sireum, and wrestling respectively. Finally, the use of self-management was relatively more effective for non-elite participants than for elite practitioner (Kim & Cruz, 2021). Self-confidence may be an occasionally helpful but precarious resource for optimal performance (Marín-González et al., 2022).

Self-confidence one of the most robust findings in sports (Kebede Legesse & Mersha Melaku, 2022). In sport psychology research, there is a general consensus about the importance of self-efficacy in predicting the sport performance. Previous research has consistently highlighted a positive correlation between self-efficacy and performance and provided evidence that self-efficacy is a significant predictor of sport performance (Baretta et al., 2017). Self-confidence also advances competencies (Guerrero et al., 2022). From the gap of positif and negatif evidence of research relating with psychological aspect above, by this research will be adding the new fact regarding with psychological aspects and its effect to sport performance, especially in part of self-efficacy, achievement motivation, and self-confidence and its role to sport performance.

Self-efficacy is one of the psychological factors that influence various things, including sports achievement. In sport achievement, self-efficacy is one of factors to consider. The notion of self-efficacy originated from the social cognitive theory and developed into its related theory (Jiang et al., 2019). Self-efficacy is a personal assessment of one's ability to adopt certain behaviors and actions to achieve specific goals with expected results (Tentama & Nur, 2021). Self-efficacy refers to the perception and belief that someone has of their skills and they mobilize effectively to succeed in a particular action (Capron & Audrin, 2021).

The main factor that will distinguish the good athletes from great athletes is self-efficacy. In fact, coaches and athletes agree that psychological skills can contribute up to 90% of sporting achievements. Their level of self efficacy often influences the level of thinking. Self-efficacy also refers to the perception and belief that an individual has of their skills and that they mobilize effectively to succeed in a particular action in the sense of achieving a goal (Capron & Audrin, 2021). Self-efficacy in general refers to how competent someone feels to do something. Self-efficacy is domain specific such that a person can simultaneously have high self-efficacy for some things and low self-efficacy for others (Saville & Foster, 2021).

Self-efficacy affects self-readiness in doing sports activities (Piussi et al., 2022). In sport achievement, self efficacy is one of factors to consider (Saville & Foster, 2021). Self-efficacy makes individual easy adjust with the new situational demands (Han et al., 2021). Self-efficacy is also people's belief that they have cognitive, motivational, and behavioural resources needed for controlling events that affect their lives as well as the capability to mobilise these resources when necessary (Durdukoca & Atalay, 2019). Their level of self-efficacy of influences well-established performance (Ismail et al., 2021). From some of these quotes, it is clear that self-efficacy is one of the psychological factors that influence various fields, including sports achievement.

In addition to self-efficacy, achievement motivation is also a psychological factor that affects sports achievement. The power of achievement motivation becomes important, considered as one's behavior in achievement. Behavior can be considered motivational when it involves "competition with standards of

excellence” (Brunstein & Heckhausen, 2018). Motivation for the achievements is urgently needed when attending an activities. Motivation is a complex interaction that occurs in the communication in society, highly effective on human behavior and enables individuals to act (Sukowati et al., 2020).

Achievement motivation is also related to achievement of sports achievement. Achievement motivation is the desire to achieve something and encourages them to participate enthusiastically (Alsadoon et al., 2022). In the context of performance, the notion of achievement motivation seems equally significant (Staniewski & Awruk, 2019). The achievement motive is a relatively stable individual characteristic that influences people’s motivation to master challenging tasks, surpass standards of excellence, and to do their best (Gould et al., 2016). Researchers have found many facts that achievement motivation plays a very important role in obtaining the best performance (Anderman, 2020; Lochbaum et al., 2022). Achievement motivation affects one’s competence (Zach et al., 2017). Achievements motivation is urgently are needed when doing any activity, and behavior can be considered motivational when it involves competition with standards of excellence (Brunstein & Heckhausen, 2018).

Achievement motivation has been understood, until now by focusing on whether people are competent enough or motivated to be excellence. The Achievement motivation provides the motive for the human beings to react and fulfil their needs (Ong, 2019; Gopalan et al., 2018). Achievement motivation is associated with a preference for moderate risk, taking personal responsibility for results, using feedback to modify performance (Staniewski & Awruk, 2019). Achievement motivation has positively correlation to approach succes (Fan & Zhang, 2009). Kocaj et al. (2018) explained that someone who has high achievement motivation will complete the work and challenges wholeheartedly.

Self-confidence is a psychological factor that also plays a role in gaining sports achievements. Self-confidence theory, based on social cognitive theory, which predicts a positive connection between self-confidence and performance (Attallah & Oncology, 2022). Self-confidence is very useful in developing themselves, strengthening themselves, being brave in taking risks, and forming personalities always want to advance with their competence in life. Self-confidence is as adjustment or called a ruler, that is someone who has the ability to make plans, organize every response, be able to overcome all conflicts and solve problems (Hamzah et al., 2020).

In the present study, self-confidence (SC) has been demonstrated that this factor is linked with performance in various sports (Selmi et al., 2018). An athlete’s self-confidence can be seen from the persistence of pursuing something when planning slips from the thought and enthusiasm shown (Lengkana et al., 2018). Self-confidence also has an important role in reducing stress in human life (Karabay et al., 2016). Endogenous factors consist of good physical and psychological health. In general, the factors that determine the maximum achievement are endogenous and exogenous factors. Based on the results of the study, it also obtained the effect of self-confidence on the achievement of Indonesian students (Mulyono & Saskia, 2020).

From the expert opinion above, it can be concluded that psychological factors, such as: self-efficacy, self-confidence, and sports performance are the most influential psychological factors on athlete’s sports achievement. The objective of this study is to see the relationship of self-efficacy factors, achievement motivation, and its relation to self confidence and its effect on sports performance. By getting the research result, in the future all coaches from any sport branches have fundamental data to improve, to enhance, or to train for strengthen the psychological factors of the athletes. By having strong psychological factors, the athletes have the huge possibility to become a champion.

METHOD

This is quantitative research using path analysis method. In this study, the population was 87 people. The sample was taken by technique purposive random sampling and the numbers of the sample was 45 people with certain considerations. The data of self-efficacy, achievement motivation, self-confidence were taken by using valid and reliable questionnaire, and the sport performance data taken from the performance (medal) they are already gotten. The data is processed by using IBM SPSS software. The population of this study was Individual sports athletes at Provincial Education and Training Center in West Sumatera from several branches of sports, namely.

Table 1. Population and Sample

No	Sport Branches	Population	Sample
1	Athletic	16	8
2	Wrestling	20	10
3	Martial art	20	10
4	Taekwondo	7	4
5	Cycling	4	2
6	Judo	4	2
7	Karate	4	2
8	Gymnastics	10	5
9	Archery	3	3
Total		87	45

RESULTS AND DISCUSSION

Self-efficacy, achievement motivation, self-confidence and sporting achievements, which were surveyed by about 45 West Sumatera Provincial Education and Training Center individual sports athletes from several branches of sports produce data as shown in Table 2.

Table 2. Descriptive Statistics

Variabel	N	Min	Max	X ± SD	Variance
Self-efficacy	45	64	97	84 ± 7,45	56
Achievement motivation	45	32	48	42 ± 3,73	14
Self-confidence	45	66	98	81 ± 6,72	45
Sport performance	45	3	48	18 ± 10,56	111
Valid N (listwise)	45				

Model Structure

Structure 1 Output and Interpretation of Results X1 and X2

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.995a	.990	.990	.367	.990	4320.373	1	43	.000

a. Predictors: (Constant), Self efficacy

Table 3 shows that determination (R²) is 0.990, it means that 99.0% of the achievement motivation variable can be explained by the self-efficacy variable. So the error (ε) = 1 - R² = 1 - 0.990 = 0.010 = 0.01.

Table 4. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	581.413	1	581.413	4320.373	.000b
1 Residual	5.787	43	.135		
7 Total	587.200	44			

a. Dependent Variable: Achievement Motivation

b. Predictors: (Constant), self-efficacy

Table 4 above shows obtained F₀ = 4320,373 db 1 = 1; db2 = 43, p-value = 0,000 <0.05 or H₀ is rejected. Thus, the variable of toughness influences the achievement motivation variable.

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 Table 5. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.380	.622		2.217	.032
	Self efficacy	.484	.007	.995	65.730	.000

a. Dependent Variable: Achievement motivation

Table 5 shows that the pathway coefficient was obtained in Beta (Standardized Coefficients) column, that is, the pathway coefficient X1 to X2 (p_{21}) = 0.995. Furthermore, the coefficients obtained by the price of $t = 65.730$ and $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$ or H_0 is rejected. Thus, the self-efficacy variable has a positive effect on achievement motivation. Structure 2 Output and Interpretation of Results X1, X2, and X3.

10
 Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143a	.020	-.026	6.855
2	.137b	.019	-.004	6.780

a. Predictors: (Constant), X2, X1

b. Predictors: (Constant), X2

It appears that the coefficient of determination for model 1 (R^2) is 0.020. And model 2 (R^2) is 0.019 so the error (ϵ) = $2 - R^2_1 - 0.019 = 0.981 = 0.98$.

Table 7. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.073	2	20.537	.437	.649a
	Residual	1973.371	42	46.985		
	Total	2014.444	44			
2	Regression	37.639	1	37.639	.819	.371b
	Residual	1976.805	43	45.972		
	Total	2014.444	44			

a. Dependent Variable: X3

b. Predictors: (Constant), X2, X1

c. Predictors: (Constant), X2

3
 Based on the results of the analysis in Table 7, it was found that model 1, $F_0 = 0.437$; $db_1 = 2$; $db_2 = 42$ $p\text{-value} = 0.649 > 0.05$ or H_0 is accepted. Likewise for model 2: $F_0 = 0.819$; $db_1 = 1$; $db_2 = 43$, $p\text{-value} = 0.371 > 0.05$ or H_0 is accepted. Thus, simultaneously model 1 and model 2 on the self-efficacy variable, and achievement motivation does not affect the self-confidence variable. Next:

7
 Table 8. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.475	12.277		5.659	.000
	X1	-.375	1.386	-.416	-.270	.788
	X2	1.020	2.849	.551	.358	.722
2	(Constant)	70.222	11.832		5.935	.000
	X2	.253	.280	.137	.905	.371

a. Dependent Variable: X3

2
 Based on Table 8, it is obtained by model 1, the path coefficient will be shown by the unstandardized coefficients (Beta) column. The coefficient obtained was:

1) $p_{31} = 0, -416; t_0 = 0, -270 / 2 = 0.135 > 0.05$, or H_0 is accepted which means there is no influence of self-efficacy on self-confidence.

2) $p_{32} = 0, -137; t_0 = 0.902 / 2 = 0.451 > 0.05$ or H_0 is accepted which means that achievement motivation does not have a direct positive effect on self confidence.

From the analysis above, the path coefficient (p_{31} and p_{32}) does not have a positive direct effect between self-efficacy and achievement motivation on self confidence. Structure 3 Output and Interpretation of Results X1, X2, and X3, with Y.

Table 9. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462a	.213	.156	9.700

a. Predictors: (Constant), X3, X2, X1

It appears that the coefficient of determination (R^2) of 0.213 means that 21.3% of the variability of the athlete's sports performance variable can be explained by the variables of self-efficacy, achievement motivation and self-confidence. So the error (ϵ) = $1 - R^2 = 1 - 0.213 = 0.787 = 0.79$.

Table 10. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1045.296	3	348.432	3.703	.019 ^b
Residual	3857.904	41	94.095		
Total	4903.200	44			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

From the analysis results in Table 10, F_0 is obtained = 3.703; $df_1 = 3$ $df_2 = 41$, $p\text{-value} = 0.019 < 0.05$ or H_0 is rejected. Thus, the self-efficacy variable, achievement motivation and self-confidence simultaneously affect the athlete's sport performance. The positive direct effect can be learned from the following output.

Table 11. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-57.676	23.065		-2.501	.016
2 Self efficacy	-.354	1.964	-.252	-.180	.858
Achievement motivation	.987	.399	.341	2.470	.018
Self confidence	.416	.216	.267	1.929	.061

a. Dependent Variable: Y

By using the backward method, the path coefficient obtained is shown by the Unstandardized Coefficients (Beta) column. From the Coefficients table, it shows that;

1) $p_{y1} = -0.252; t_0 = -0.180, p\text{-value} = 0.858 / 2 = 0.429 > 0.05$, H_0 is accepted which means self-efficacy, has no direct positive effect on athletes' sporting achievements.

2) $p_{y2} = 0.592; t_0 = 0.423, p\text{-value} = 0.018 / 2 = 0.009 < 0.05$, H_0 is rejected which means achievement motivation, has a positive effect on athletes' sporting achievements.

3) $p_{y3} = 1.266; t_0 = 1.898, p\text{-value} = 0.061 / 2 = 0.031 < 0.05$, H_0 is rejected which means self confidence, has a positive effect on athletes' sporting achievements.

The results of the research show that from the statistical test conducted, there is high and direct influence of achievement motivation variable towards sports performance. The three exogenous variables proposed, two of them are achievement motivation and self-confidence, have a direct relationship and influence on sports performance. Self-efficacy and achievement motivation do not directly influence the self confidence. Likewise, there is no relationship and indirect influence between self-efficacy and achievement motivation through self-confidence in sports performance. This finding is similar to previous studies done by other

researchers saying that achievement motivation ability has big effect on improving athlete performance (athlete achievement) (Buszard et al., 2016; Gardner et al., 2017). To see valuable results in the path analysis to see the influence of π_1 , π_2 , π_3 , π_{31} , π_{32} , and π_{21} , it can be seen on Table 12.

Table 12. Summary of Measurement Model Analysis (Measurement Model)

Direct influence between variable	Path analysis (π_{ij})	Standard error (sb_{π_i})	T _{calculated}	p-value	conclusion
X ₁ toward y (π_{y1})	-0,252	1,964	-0,180	0,429	Non-Sig
X ₂ toward y (π_{y2})	0,341	0,399	2,470	0,009	Sig**
X ₃ toward y (π_{y3})	0,267	0,216	1,929	0,032	Sig*
X ₁ toward X ₃ (π_{31})	-0,416	1,386	-0,270	0,135	Non-Sig
X ₂ toward X ₃ (π_{32})	0,280	2,849	0,905	0,451	Non-Sig
X ₁ toward X ₂ (π_{21})	0,995	0,007	65,730	0,000	Sig**

$p < 0,05, p < 0,01^{**}$

Based on the results of hypothesis testing using the SPSS application, the causal model of pyramid X1, X2, and X3, with Y, is visualized as follows.

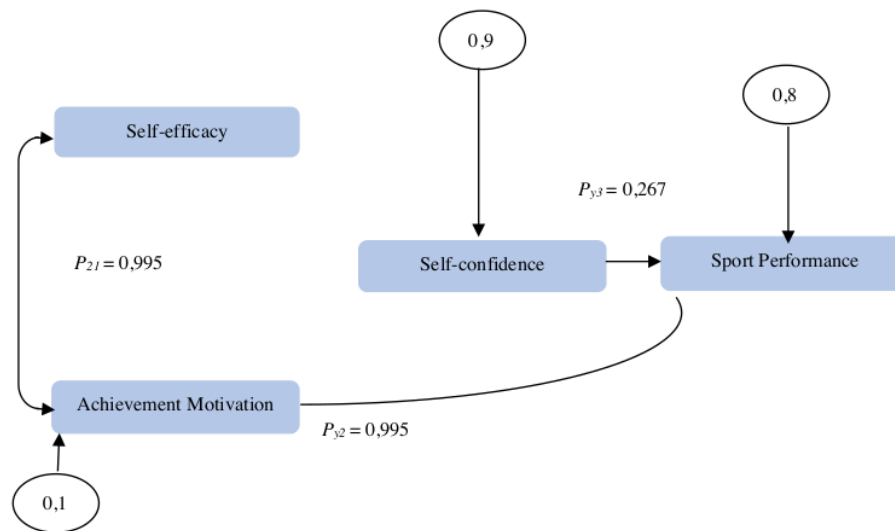


Figure 1. Empirical Causal Structural Model X1, X2, and X3, with Y
 Model fit: $\pi_{y2} L = 0,341, \pi_{y3} L = 0,267, \text{ and } \pi_{21} L = 0,995$

Based on the previous explanation, the statistical test results prove that the empirical causal structure above has a path coefficient that is not significant, namely path coefficient X1 to X3 (π_{31}) = 0.135, X2 to X3 (π_{32}) = 0.451, and X1 to Y (π_{y1}) = 0.429. So the model needs to be fixed by removing X1, X2 X3 from the model commonly called Trimming. This is due to the non-direct and indirect relationship between X1 and X3, X2 with X3, and X1 to Y. Furthermore, direct influence is the achievement motivation variable compared to the self-efficacy variable and self-confidence. This can be seen from the product of π_{y2} multiplication = 0.341. Therefore, the achievement motivation variable provides a great relationship and influence directly on sports performance.

Based on the results of data processing above, it can be concluded that psychological factors have an influence on sports achievement. This goes along with Garit et al. (2021) who states when reference is made to the psychological profile of performance, it refers to the skills and attributes of sportsman, which accompany their best performances. Several studies have shown that sportsmen with greater psychological preparation are characterized by high motivation, self-confidence and skills to stay focused on the activity, regulating their

emotional states. Gardner et al. (2017) stated research is needed to understand factors that contribute to continued participation in youth sports.

Psychological aspects may be considered the most important variable in athletics. It can affect sport performance as well as the overall sports experience for an athlete. It is not surprising that achievement motivation is an important topic that has been claimed for achievement (Holden et al., 2017). From that statement, we could say that self-efficacy is a multidimensional construct consisting of a number of positive psychological variables that are important in the achievement of sports performance.

Self-efficacy has a positive effect on maintaining and stimulating health promotion behaviors (Bao et al., 2022). Self-efficacy refers to a person's belief about the ability of doing special behaviors for achieving desirable results. Besides, self-efficacy also plays an important role in sports activities. Self-efficacy is a theoretical approach used to measure a person's belief in their capabilities to successfully execute a necessary course of action based on situational conditions (Mahmudiono et al., 2021).

Achievement motivation is the drive factor an athlete to complete the task with full of spirit (Balogun et al., 2017). Achievement motivation, as a part of psychological factors have major influence to sport performance (Pastor et al., 2022). As a motivational force to improve performance, this drive characterizes competitive behavior, competitive sports doing better (Diel et al., 2021). Achievement motivation is a mechanism which conditions of one's behaviour and desires, helping to achieve one's goals and ambitions. Achievement motivation refers to the need for excellence and significant accomplishment, despite what rewards may be offered after the achievement has been met (Wang, 2021).

Self-confidence gives a person high confidence to compete with anyone without feeling inferior. This confidence is an important element to win a match (Van Yperen, 2022). Confidence can also reduce anxiety in facing a match or competition for an athlete (Ong & Chua, 2021). Self-confidence has positive effect in achieving sports achievements. This finding adds to the growth of research evidence which shows that this connection is not only positive but in various sports, especially martial arts (Dongoran et al., 2020).

Based the result of this research, there is a significant effect between self-efficacy, achievement motivation and self-confidence toward sports achievement. Those psychological factors mentioned above become a strong element for the athletes to reach peak performance in sports. And, due to the psychological factor are important in enhancing sport performance, all of sports coach must pay more attention with this psychological aspect. They have to implement in training program in order their athletes getting succeed in their performance.

CONCLUSION

Based on the findings in this study, it can be concluded that psychological factors have an influence on athlete's best performance. The results of this study indicate that self-efficacy and self-confidence influence sports performance. In addition, our findings add new empirical evidence to the role of expertise in sport that demands high achievement motivation as an important factor in relation to athletes' sporting achievements in various sports. From the results of this study, recommendations are also given to coaches to improve the psychological factors that exist in athletes through various exercises so that athletes can show their best performance in competition. This research has some limitations. Firstly, the number of samples is quite low. It is hoped for further research the sample's numbers could be doubled. Secondly, for the future research the instruments that measure psychology aspects has to be improved holistically and comprehensively. By improving the two aspects, this research will be more qualified.

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CONFLICT OF INTEREST

I, The Author, declare that there is no conflict at interest related with this manuscript.

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