

ISSN: 2392-5442 ESSN : 2602-540X		<i>Sport system journal</i>
V/11 N/01 Year/2024		<i>International scientific journal published by: Ziane Achour –Djelfa- Algeria</i>
P 409 - 427		<i>Received: 10-01-2024 Accepted: 16-02-2024</i>

The importance of self-confidence in the development of technical skills from the perspective of football coaches for age groups under 17 years old

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Abstract:

The aim of this study was to shed light on the importance of self-confidence in the development of technical skills for football players under the age of 17. It aimed to raise awareness among coaches and stakeholders about the significance of incorporating psychological and emotional elements into training programs in a scientific manner. The study utilized a sample of six coaches, selected purposively. A descriptive approach was employed through the construction of a questionnaire, and appropriate statistical analysis methods were applied using the SPSS system. The study yielded important results confirming the coaches' awareness of the importance of self-confidence in enhancing the skills of young players. The researchers recommend emphasizing the awareness and training of coaches on the importance of self-confidence and how to enhance it. Additionally, it is suggested to include psychological and emotional elements in training programs and provide necessary support for both coaches and young players.

Keywords: Self-confidence; *Coaches*; Football; Age categories under 17 years old.



1. INTRODUCTION

In football, the psychological and emotional elements are becoming increasingly important as influential factors in developing players' technical skills, especially in young age groups. Understanding the role of self-confidence and coaches' awareness of its importance in these age groups is a fundamental aspect of player development and athletic progress. It has a significant impact on players' performance in matches and training sessions. The renowned American philosopher and psychologist, William James (1890), describes self-confidence as the belief in one's ability to achieve success and influence the surrounding world. The Canadian psychologist, Albert Bandura (1977), defines it as an individual's belief in their ability to organize and execute actions required to succeed in specific situations. Self-confidence is a central element in Bandura's theory of social learning. Austrian physician and psychologist, Alfred Adler (1964), considers self-confidence as part of his individual psychology theory. He defines self-confidence as an individual's belief in their ability to achieve goals and overcome challenges and obstacles in life.

The role that coaches play in recognizing the importance of self-confidence and fostering it in players is a crucial factor in their technical and personal development. A coach who understands the significance of self-confidence possesses the ability to guide players effectively, enhancing their self-esteem in facing challenges and achieving sports goals. With this awareness, the coach can help players overcome psychological obstacles and boost their self-confidence, positively impacting the development of their technical skills and performance in matches. From the perspective of the Austrian psychologist Adler (1927), an individual's will and the achievement of their goals play a vital role in enhancing self-confidence. The American psychologist Branden (1994) emphasizes that self-confidence is built on experiences of success and excellence in specific areas, stating that individuals who succeed in particular fields have greater confidence in themselves in those domains. The American psychologist James (1890) focuses on the importance of action and actual movement in building self-confidence, believing that individuals who take steps and move towards their goals can increase their confidence in themselves and their abilities. The French philosopher Perk (1999) highlights that self-confidence depends on the ability to understand and fully accept oneself, including both positive and negative aspects. He believes that deep self-understanding can lead to genuine self-confidence.



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In the context of developing the technical skills of football players in age groups younger than 17, self-confidence plays a crucial role in achieving progress and excellence. Self-confidence is considered a fundamental element that influences the player's performance and the realization of their full potential. This is confirmed by a study conducted by Stajkovic, A. D., & Luthans, F. (1998), which analyzed various studies to draw general conclusions about the relationship between self-confidence and work-related performance. The study found a positive correlation between self-confidence and superior performance. Furthermore, a study by Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007) focuses on the concept of grit, reflecting perseverance and determination to achieve long-term goals. The researchers found that self-confidence plays a significant role in enhancing this characteristic. Grit involves persistently facing challenges and striving to achieve goals despite difficulties.

Self-confidence has a strong correlation with skill performance in various fields, including football. It affects players' performance and their ability to execute skills and make sound decisions during competition. This is supported by a study conducted by Mallett, C. J., & Hanrahan, S. J. (2004) on the relationship between self-confidence and skill performance in football. The study found that players with high self-confidence tend to execute required skills more efficiently and with greater confidence. Consequently, they exhibit better skill performance and are capable of achieving success in matches. The well-known theory by Bandura, A. (1997) also emphasizes the significant role of self-confidence in achieving excellent skill performance.

By shedding light on coaches' awareness of the importance of self-confidence in developing the technical skills of football players in age groups under 17, we can uncover the challenges coaches face and understand the methods and techniques they use to enhance players' self-confidence. Additionally, we can explore the factors influencing coaches' awareness of this importance and identify the training needs necessary for developing their skills in this crucial aspect of sports coaching. Thus, the overarching question that this study will address is: Do coaches recognize the importance of self-confidence in developing the technical skills of football players in age groups under 17?



- Does coaches' perception of the importance of self-confidence vary based on their experience and coaching qualifications?

- Does the training provided by coaches include psychological and emotional aspects to enhance self-confidence in players under the age of 17?

- Does coaches believe that self-confidence for players under the age of 17 directly impacts their progress and development in football technical skills?

Our hypothesis assumes that coaches recognize the importance of self-confidence in developing the technical skills of football players in age groups under 17.

- Coaches' perception of the importance of self-confidence varies based on their experience and coaching qualifications. Coaches with more experience and training qualifications have a higher level of awareness of the importance of self-confidence in developing the technical skills of players in age groups under 17.

- The training provided by coaches includes psychological and emotional aspects to enhance self-confidence in players under the age of 17. Coaches recognize the importance of incorporating psychological and emotional elements into the training of young players to boost their self-confidence.

- Coaches believe that self-confidence for players under the age of 17 directly impacts their progress and development in football technical skills. Coaches see self-confidence playing a crucial role in achieving tangible progress in the technical skills of players in age groups under 17.

This study aims to shed light on the importance of self-confidence in developing the technical skills of young football players and to raise awareness among coaches and stakeholders about the significance of incorporating psychological and emotional elements into training programs.

2. Definitions of terms

2.1 Self-confidence

It is defined by Dweck, C. S. (2006) as the positive belief and acceptance of an individual in their ability to excel and succeed in various aspects of life. It is an internal conviction that makes a person trust in their capabilities and skills, fostering a sense of independence and the ability to control their personal destiny.

2.2 Coaches

Coaches are defined as individuals who train athletes and sports teams with specific skills and strategies to develop and improve their performance in the sports they engage in. The operational work of coaches includes planning,



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organizing, providing guidance, and delivering necessary instructions. Additionally, coaches monitor athletes' progress, evaluate their performance, and offer constructive feedback for improvement. The procedural work of coaches aims to enhance athletes' abilities, boost their self-confidence, and achieve positive results in sports competitions (Bompa, T. O., & Haff, G. G. 2018).

2.3 Football

Football is considered one of the globally popular and beloved sports, enjoying immense popularity worldwide. It combines individual skills and collective tactics, and football competitions are organized at both the club and national team levels. The sport features international tournaments such as the FIFA World Cup and the UEFA Champions League. (FIFA. 2021)

2.4 Age categories under 17 years old

Individuals below 17 years of age are considered a group that includes those in the age range from birth to seventeen years old. The categorization of these groups is based on biological and developmental age. These groups vary in their educational and training needs. Working with age groups under 17 aims to develop their physical, mental, and social skills in line with their stage of growth and development. (Malina, R. M., Bouchard, C., & Bar-Or, O. 2004)

3. Previous Work

3.1 Study : (Ahmed, A. R. 2011)

- **Study Title:** The Relationship between Self-Confidence and Performance of Some Skill Abilities among Youth Football Players.

Study Objective: To understand the relationship between self-confidence and skill performance among players from some youth football clubs in Baghdad.

- **Study Methodology:** The researcher followed a descriptive approach using a survey method.

- **Study Sample:** The study was conducted on a sample of 15 players from the youth category of Al-Quwa Al-Jawiya Club, who participated in the sports season 2010/2011.

- **Study Tools:** The researcher utilized the Robin Vealey scale to assess the sports confidence status, adapted into Arabic by Mohamed Hassan Alawi, as well as skill tests.

- **Study Results:** The researcher found that self-confidence is one of the



influencing factors in the skill performance of youth players. There is a statistically significant correlation between the sports confidence scale and the level of skill performance among youth football players.

3.2 Study : (Hussein, A. J. 2016)

- **Study Title:** Psychological Skills and Their Relationship to the Performance Level of Some Basic Skills Among Advanced Football Players in Maysan Governorate.

- **Study Objective:** The study aimed to explore the relationship between psychological skills and the performance level of some basic skills among advanced football players.

- **Study Methodology:** The researcher utilized a descriptive approach with a survey method.

- **Study Sample:** The research sample was deliberately selected and represented players from clubs: Al-Amara, Dijlah, Al-Risala, and Maysan, totaling 72 players.

- **Study Tools:** The researcher employed a set of skill tests and a scale for assessing the dimensions of psychological skills designed by Steven Bull, Christopher Shambrook, and John Benson in 1996.

- **Study Results:** In conclusion, the researcher found a statistically significant correlation between psychological skill dimensions, including self-confidence, and the performance level of some basic skills such as shooting and passing among football players.

4. The methodological procedures followed in the study

4.1 Method and tools:

- **The methodology used:** In our study and given the nature of the problem at hand, we find that the descriptive method is suitable for our research.

- **Survey study:** Before distributing the questionnaire forms, we decided to contact some football club coaches to understand how they operate within their clubs, learn about the aspects that facilitate or hinder their coaching work. Based on this, we created a survey specifically for coaches of certain clubs, aiming to uncover their perception of the importance of self-confidence in developing technical skills in football for age groups under 17 years old.

- **The sample and its selection methods:** The study sample was purposively selected and included 6 coaches from the regional level in Annaba for the age group under 17 years old.

4.2 Research Fields:



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- Human field: Coaches at the first regional level in Annaba for the age group under 17 years old.
- Spatial field: Our study included football coaches from Annaba.
- Temporal field: The study duration extended from April to June 2023.

4.3 Study Variables:

Independent Variable: The independent variable in the study is the cause, and in our study, the independent variable is the coaches' perception of the importance of self-confidence.

Dependent Variable: It is the result of the independent variable, and in this study, the dependent variable is the development of technical skills.

4.4 Study Tools:

Questionnaire: It is a method of data collection that relies primarily on a form consisting of a set of questions delivered to selected individuals for the purpose of studying a specific topic. They record their answers to the questions in this form, which is then returned to the researcher.

4.5 Field Application Procedures :

We designed the questionnaire questions based on the proposed research questions and hypotheses. Subsequently, we wrote these questions and printed six copies according to the selected sample size. These questionnaires were then distributed to some football coaches in Annaba. Six coaches were selected, and each received one copy of the questionnaire. After providing each coach with a copy, we explained what we aimed to achieve. After four days, we collected the distributed questionnaires from the coaches, read their responses, and proceeded to the process of collecting, sorting, and analyzing the answers.

We created a table for each question, including the count and percentage. Finally, we presented the findings, discussing the extent and accuracy of the hypotheses outlined in the research.

4.6 Statistical Methods Used:

In response to the nature of the research, we relied on one statistical method in this study to calculate the percentages of frequencies in the responses. This is done to convert qualitative information into quantitative data for increased accuracy and credibility. The chosen method is the percentage, calculated as follows: $\text{Percentage} = (\text{Number of occurrences} \times 100) / \text{Total sample size}$.

5. Presentation, Analysis, and Discussion of Results:

The measurement tool in our study included three axes, which are:

1. The degree of coaches' perception of the importance of self-confidence based on their experience and coaching qualifications:

* **Question 01:** Have you ever played football in a specific club?

Objective of Question 01: Gather information about the coaches' experience in playing football in previous clubs. This question aims to understand the personal background of the coaches and their personal experience in playing football. Through this, we can comprehend the level of practical experience they may have and how this experience can influence their perception of the importance of self-confidence in developing technical skills in football.

Table 1. The statistical study represents question number (01)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (01)	Yes	6	02	0.13	No significant difference
	No	0			

Source: Compiled by Researchers (2023)

The conclusion drawn from Table (01) indicates that the probability (p-value) for the test is 0.13, which is greater than the significance level of 0.05. Therefore, there is no significant difference between the responses.

The researchers found that all coaches who participated in the study (100%) reported that they had previously played football in other clubs.

Conclusion: The conclusion from the results suggests that all coaches have personal experience in playing football in previous clubs. This personal experience may contribute to a deeper understanding of the importance of self-confidence in developing technical skills. The researchers infer that this direct experience may influence their perception of the significance of self-confidence as a fundamental motivator for enhancing players' performance and development. This conclusion emphasizes the importance of practical training and personal experience in coaches' understanding of the importance of self-confidence. Such experiences may help improve their guidance and training methods to develop players' confidence in their technical football skills.



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* **Question 02:** How many years have you been practicing the coaching profession?

Objective of Question 2: The question aims to determine the period of time coaches have spent in coaching, whether they are experienced or newcomers to the profession. It also helps understand coaches' experience in developing self-confidence and its impact on improving technical skills in football for age groups under 17 years old.

Table 2. The statistical study represents question number (02)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (02)	Less than 5 years	%50	02	0.23	No significant difference
	More than 5 years	%50			

Source: Compiled by Researchers (2023)

Through table number (02), it is evident that the probability of the chi-square test is 0.23, which is greater than the error rate of 0.05, indicating that there is no significant difference between the responses. The researchers observe that 50% reported working in the coaching field for less than 5 years, while 50% reported working for more than 5 years.

Conclusion: Based on the results, it is clear that half of the coaches have a short experience in coaching (less than 5 years), while the other half has longer experience (more than 5 years). The coaching experience of trainers may influence their perception of the importance of self-confidence in developing technical skills for players under 17 years old. Coaches with long experience may have a deeper understanding of the challenges and factors influencing the development of self-confidence in young players.

This conclusion highlights the importance of guiding new coaches and providing continuous support and training to enhance their understanding of the significance of self-confidence in improving technical skills for players in youth age groups.

* **Question 03:** To which category of coaches do you belong?



The objective of question number (03) : is to identify the category to which coaches belong, analyzing their backgrounds and experiences to provide a better understanding of their perception of the importance of self-confidence in developing technical skills for players under 17 years old.

Table 3. The statistical study represents question number (03)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (03)	Players	%0	02	0.72	No significant difference
	Academic Coach	%16.7			
	Former Player and Academic Coach	%83.3			

Source: Compiled by Researchers (2023)

Through Table (03), it is evident that the probability of the Chi-square test (chi-squared) is 0.72, which is greater than the error rate of 0.05. Therefore, there is no significant difference in the responses.

The researchers note that none of the participating coaches specified that they were only former players. This could be due to the sample composition and the selection of participating coaches. One coach (16.7%) reported being an academic coach, which may indicate strong theoretical knowledge in developing self-confidence in players. Meanwhile, five coaches (83.3%) stated they were former players and are now academic coaches, likely possessing a deeper understanding of the challenges faced by young players and the importance of developing self-confidence.

Conclusion: It can be concluded that a combination of personal background as a former player and academic coaching may contribute to coaches' perception of the importance of self-confidence in developing the technical skills of young football players.

* **Question 04:** Based on your knowledge and perception, does self-confidence play a role in developing the technical skills of football players under 17 years old?

The objective of question number (04) : Evaluate the coaches' awareness of the role of self-confidence in developing the technical skills of football players under 17 years old.



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Table 4. The statistical study represents question number (04)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (04)	Yes	% 100	02	0.17	No significant difference
	No	% 0			

Source: Compiled by Researchers (2023)

Through Table (04), it is evident that the probability of the Chi-square test is 0.17, which is greater than the error rate of 0.05. Therefore, there is no significant difference between the responses.

The researchers note that all participating coaches (100%) answered affirmatively, stating that self-confidence plays a role in developing the technical skills of football players under 17 years old. None of the coaches answered "no" to this question.

Conclusion: Based on the results, all coaches recognize the significant and direct role of self-confidence in developing the technical skills of football players under 17 years old. It can be concluded that coaches understand the impact of self-confidence on improving and developing the performance of players and enhancing their technical abilities in this age group. These findings emphasize the importance of integrating technical training with the development of self-confidence to build young football players and advance their skills.

2. Comprehensive training provided by coaches for the psychological and emotional aspects to enhance self-confidence in players under 17 years old:

* **Question 05:** Does your training include psychological and emotional aspects to enhance the players' self-confidence in football skills?

The objective of question number (05) : is to assess the coaches' interest and inclusion of psychological and emotional aspects in their training.

Table 5. The statistical study represents question number (05)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
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Phrase (05)	Yes	%83.3	02	0.52	No significant difference
	No	%16.7			

Source: Compiled by Researchers (2023)

Through Table (05), it is evident that the probability of the Chi-square test is 0.52, which is greater than the error rate of 0.05. Therefore, there is no significant difference between the responses.

The researchers observe that out of the participating coaches, 5 coaches (83.3%) answered that their training includes psychological and emotional aspects to enhance the players' self-confidence in football skills. One coach (16.7%) answered that his training does not include these aspects.

Conclusion: The results indicate that the majority of coaches prioritize psychological and emotional aspects in their training, believing that including these elements contributes to enhancing players' self-confidence in football skills. However, it should be noted that one coach does not include these aspects in his training. Despite the small sample size, this suggests a variation in coaching practices among participants.

These results can be used to enhance training programs, focusing on psychological and emotional aspects to develop players' self-confidence in football skills for players under 17 years old.

* **Question 06:** Do you work on promoting self-motivation and belief in the ability to execute technical skills in players?

The objective of question number (06) : is to assess the coaches' focus on promoting self-motivation and belief in the ability to execute technical skills in players.

Table 6. The statistical study represents question number (06)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (06)	Yes	%66.6	02	0.63	No significant difference
	No	%33.4			

Source: Compiled by Researchers (2023)

Through Table (06), it is evident that the probability of the Chi-square test is 0.63, which is greater than the error rate of 0.05. Therefore, there is no significant difference between the responses.



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The researchers note that among the participating coaches, 4 coaches (66.6%) answered that they work on promoting self-motivation and belief in the ability to execute technical skills in players. Meanwhile, one coach (33.4%) answered that he does not work on these aspects.

Conclusion: The results indicate that the majority of coaches prioritize promoting self-motivation and belief in the ability to execute technical skills in players. Coaches work on providing emotional support and psychological guidance to players to enhance their confidence in executing technical skills. However, it should be noted that one coach does not focus on these aspects, suggesting variations in coaching practices among participants. These findings can be used to improve training programs and enhance coaches' focus on self-motivation and belief in players' abilities, aiming to boost their confidence in technical skills in football.

* **Question 07:** What tools and techniques do you use to develop self-confidence in players under 17 years old?

The objective of question number (07) : is to explore the tools and techniques coaches use to develop self-confidence in young players. The answers reveal that coaches rely on a variety of tools and techniques, including individual and group communication, continuous encouragement, repetition of technical movements, tactical intelligence development, and the use of material motivation. The importance of continuous effort and hard work to achieve goals and enhance self-confidence is also emphasized.

These results can be utilized to enhance training programs and focus coaches on the most effective tools and techniques for developing self-confidence in players under 17 years old in football.

* **Question 08:** Do you believe that self-confidence in players under 17 years old directly affects their performance and development in football technical skills?

The objective of question number (08) : is to survey coaches' beliefs regarding the direct impact of self-confidence on the performance and development of football technical skills in players under 17 years old.

Table 7. The statistical study represents question number (07)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (08)	Yes	% 100	02	0.17	No
	No	%0			significant



Source: Compiled by Researchers (2023)

Through Table (07), it is evident that the probability of the chi-square test is 0.17, which is greater than the error rate of 0.05. Consequently, there is no significant difference in the responses. Researchers observe that all coaches who answered the question believe that self-confidence in players under the age of 17 directly affects their performance and development in football skills. There was no coach who held the opposite belief, indicating unanimous recognition among them regarding the importance of self-confidence in improving the performance and development of young players in football skills.

Conclusion: Based on the coaches' responses, a common understanding emerges that self-confidence in players under the age of 17 has a direct impact on their progress and development in football skills. This emphasizes the importance of intensifying efforts to enhance self-confidence in young players in training programs to improve their performance and skill development in football. These results can be used to direct attention and focus on developing self-confidence in training programs for age groups under 17, designing effective strategies to enhance it, and achieving improvement in the technical skills of young players.

* **Question 09:** Do you promote the idea that self-confidence can contribute to improving the performance of players and enhancing their technical level? The **The objective of question number (09)** : is to survey the coaches' perspectives on the role of self-confidence in improving the performance and enhancing the technical level of players under the age of 17.

Table 8. The statistical study represents question number (08)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (05)	Yes	%83.3	02	0.52	No significant difference
	No	%16.7			

Source: Compiled by Researchers (2023)

Through Table (08), it is evident that the probability of the chi-square test is 0.52, which is greater than the error rate of 0.05, and thus, there is no significant difference in the answers.



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The researchers observe that five coaches, representing 83.3% of those who answered the question, advocate the idea that self-confidence can contribute to improving players' performance and enhancing their technical level. However, there is one coach, accounting for 16.7%, who does not endorse this idea and does not see self-confidence as having an impact on players' development.

Conclusion: It can be inferred that there is variation in the coaches' perspectives regarding the role of self-confidence in enhancing players' performance and technical level. These results highlight the need for further research and communication with coaches to clarify and exchange opinions and experiences. Developing training strategies that enhance self-confidence in players and achieve improvement in their performance and technical development is essential.

* **Question 10:** Do you believe that self-confidence can contribute to enhancing players' desire to improve and develop their football skills?

The objective of question number (10) : is to survey the coaches' opinions regarding the impact of self-confidence on players' eagerness to improve and develop their football skills in the under 17 age group.

Table 9. The statistical study represents question number (09)

The phrases	Answers	The percentage	The degree of freedom	The probability of the test	The result
Phrase (06)	Yes	%66.6	02	0.63	No significant difference
	No	%33.4			

Source: Compiled by Researchers (2023)

Through Table (09), it is evident that the probability of the chi-square test is 0.63, which is greater than the error rate of 0.05, and thus, there is no significant difference in the answers.

The researchers observe that five coaches, representing 66.6% of those who answered the question, believe that self-confidence can contribute to enhancing players' desire to improve and develop their football skills. However, there is one coach, accounting for 33.4%, who does not endorse this idea and does not see self-confidence as having an impact on players' eagerness to improve and develop their skills.

Conclusion: It can be inferred that there is variation in the coaches' perspectives regarding the impact of self-confidence on players' eagerness to improve and



develop their technical skills. These results emphasize the ongoing importance of research and development in enhancing self-confidence in young players and directing their desire to improve their football skills.

6 . Discussion and Interview of Results with Hypotheses:

6.1 Discussion of Results for the First Axis with the First Partial Hypothesis:

From the first, second, third, and fourth statements, we infer that the likelihood value of the chi-square test is greater than the 0.05 error rate. This indicates no statistically significant differences between the multiple responses of the trainers. This is consistent with the findings of (Hanafi , I. H. 1996), who emphasized that both academic qualifications and field experience are crucial for competitive sports coaches. A coach with academic qualifications plans long-term training programs, organizes, provides necessary guidance and instructions, evaluates performance, offers constructive feedback, and instills motivation and self-confidence to achieve optimal results in competitions.

6.2 Discussion of Results for the Second Axis with the Second Partial Hypothesis:

From the first and second statements, we deduce that the likelihood value of the chi-square test is greater than the 0.05 error rate. This suggests no statistically significant differences between the multiple responses of the trainers. This is consistent with a study by (Locke, E. A., & Latham, G. P. 2019), which highlighted the role of goal setting and tracking in developing self-confidence among young players, supporting the proposed hypothesis.

6.3 Discussion of Results for the Third Axis with the Third Partial Hypothesis:

From the initial statements, we conclude that the likelihood value of the chi-square test is greater than the 0.05 error rate. This indicates no statistically significant differences between the multiple responses of the trainers. This aligns with a study by (Mallett, C. J., & Hanrahan, S. J. 2004) on the relationship between self-confidence and skill performance in football, confirming the proposed hypothesis. (Ahmed, R. A. 2011) 's study also supported the impact of self-confidence on skill performance among young players.

6.4 Discussion and Interview of Partial Hypotheses with the General Hypothesis:

Based on the validity of the partial hypotheses, we conclude that coaches recognize the importance of self-confidence in developing technical skills for football players under the age of 17. However, there is variation among coaches regarding the extent to which they believe self-confidence plays a crucial role in achieving tangible progress in technical skills. This emphasizes the importance of raising awareness among coaches about the significance of self-confidence and its



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impact on players' performance. It also underscores the necessity of incorporating psychological and emotional elements into the training of young players, potentially requiring the development of comprehensive training programs targeting the enhancement of self-confidence and the players' desire to improve and develop their technical skills.

7. Recommendations :

Based on the results and general conclusions obtained in this study regarding coaches' awareness of the importance of self-confidence in developing technical skills for football players under the age of 17, the following steps and solutions can be suggested:

1. Coach Awareness:

- Coaches should be made aware of the significance of self-confidence in enhancing players' performance and developing their technical skills.
- Workshops and training courses focusing on the impact of self-confidence and how to enhance it in the training of young players can be provided.

2. Incorporate Psychological and Emotional Elements:

- Coaches should recognize the importance of incorporating psychological and emotional elements in training players under the age of 17.
- Sessions for building self-confidence, emotional motivation, and fostering positivity among players should be provided.

3. Design Integrated Training Programs:

- Design integrated training programs targeting the enhancement of self-confidence in young players.
- Include exercises and activities that contribute to improving self-confidence and developing technical skills simultaneously.

4. Distinguish Coaches Based on Experience and Qualifications:

- Provide training and developmental opportunities for coaches to enhance their knowledge and skills in promoting self-confidence in players.
- Organize specialized workshops and facilitate knowledge exchange between experienced coaches with different qualifications.

5. Conduct Further Research:



- Conduct more research and studies on the impact of self-confidence in improving technical skills for football players under the age of 17.
- These research efforts can contribute to refining coaching practices and developing self-confidence enhancement programs in the sports field.

Future efforts should focus on providing necessary support for coaches and young players to develop self-confidence and improve technical skills in football, particularly at an early stage to nurture talented and outstanding players for the future.

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