Assessment of Self Efficacy on Sportspersons and Non- Sportsperson

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Abstract

The purpose of the present study was to assess the general self efficacy among sportspersons and non- sportspersons. For the purpose of the study thirty females (N=30) from Indira Gandhi Institute of Physical Education and Sports Sciences and Kalindi college were selected. Descriptive statistics and Independent t-test was employed. The result of the study was that there was no significant difference among the variables of general self efficacy. The level of significance was set at 0.05 level.

Key Words: Self -Efficacy, Self Perception of Behaviour Initiation, Efforts, Persistence

INTRODUCTION

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression.

Sources of Self-Efficacy:

People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity.

The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results its produces.

Modeling influences do more than provide a social standard against which to judge one's own capabilities. People seek proficient models who possess the competencies to which they aspire. Through their behavior and expressed ways of thinking, competent models transmit knowledge and teach observers effective skills and strategies for managing environmental demands. Acquisition of better means raises perceived self-efficacy.

Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties. By constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation.

Efficacy-Activated Processes

Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning.

A. Cognitive Processes: The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

B. Motivational Processes: Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what

they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures.

C. Affective Processes: People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety arousal. The stronger the sense of self-efficacy the bolder people are in taking on taxing and threatening activities.

D. Selection Processes: The discussion so far has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing they types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

Problem Statement: The Purpose of this study was to assess the self efficacy among sportspersons of I.G.I.P.E.S.S and non- sportspersons of Kalindi college, University of Delhi.

METHODOLOGY:

Samples and Sampling Technique: Thirty (N=30) female students of the age between 19-24 years from Indira Gandhi College of Physical education and Sports Science (I.G.I.P.E.S.S.) and Kalindi college, University of Delhi were Selected Randomly to Collect data.

Selection of Variables:

Variable	Sub- Variables
General Self-Efficacy	Self-Perception of Behavior Initiation
	Efforts
	Persistence

Tools and Techniques:

The Purpose of the study was to assess the effect of self efficacy among sportspersons and non-sportspersons. The general self efficacy questionnaire (GSE) was employed. The samples were collected using random sampling technique.

Data Collection:

The data was collected from subjects of I.G.I.P.E.S.S. College and Kalindi college, University of Delhi. The selected tests were employed to collect data and scoring was done as per the instruction provided in manual.

Statistical Technique:

Table 1: Descriptive Statistics of Self Efficacy Variables of Sportsperson and Non Sportsperson

S.No.	Variables	Mean	S.D.	Range
1.	G.S.E. Sportsperson	71.21	8.63	37
2.	G.S.E. Non Sportsperson	32.04	5.94	31

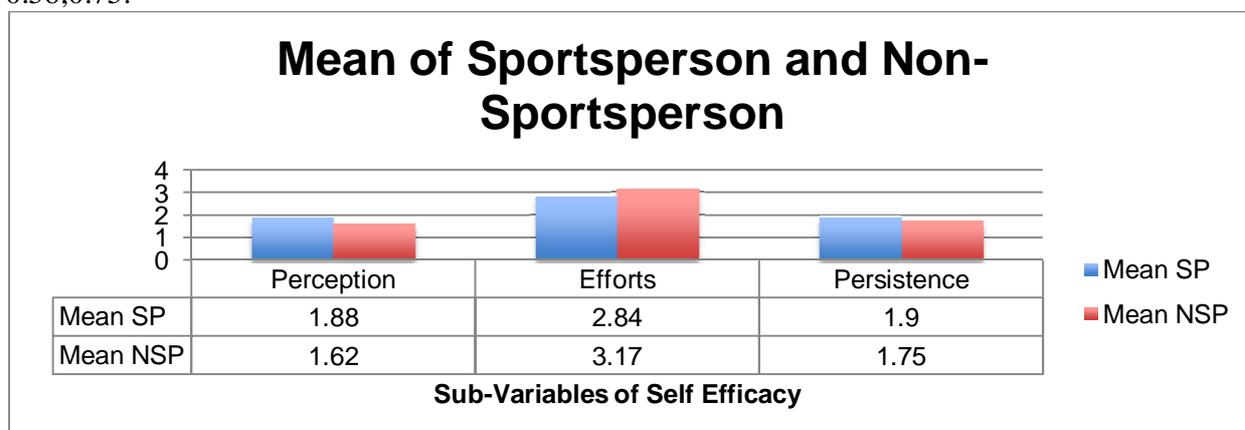**Note-** S.D. – Standard Deviation, G.S.E- general self efficacy

The Table 1 indicate that the mean, S.D. and range of general self efficacy as sportsperson 71.21, 8.63,37. and non- sportsperson as 32.04,5.94,31.

Table 2: Descriptive Statistics of Self Efficacy Variables of Sportsperson and Non Sportsperson

S.No.	Variables	Mean		S.D		Range	
		SP	NSP	SP	NSP	SP	NSP
1.	Perception	1.88	1.62	0.50	0.65	1.75	2.37
2.	Efforts	2.84	3.17	0.49	0.65	2.00	2.20
3.	Persistence	1.90	1.75	0.56	0.75	2.00	3.00

Note- SP – Sportsperson, NSP – Non Sportsperson, S.D. – Standard Deviation

The Table 2 indicates the mean, S.D. and range of three factors of general self efficacy of Sportsperson as Perception 1.88; Efforts 2.84; Persistence 1.90. The Standard deviation of sportsperson and non- sportsperson as Perception 0.50,0.65; Efforts 0.49,0.65; Persistence 0.56,0.75.

Mean of Sportsperson and Non-Sportsperson

	Perception	Efforts	Persistence
Mean SP	1.88	2.84	1.9
Mean NSP	1.62	3.17	1.75

Sub-Variables of Self Efficacy

Figure 1: Graphical Presentation of the Mean of Self Efficacy of Sportsperson and Non-Sportsperson

Table 3: Calculation of Independent 't' Test of Self Efficacy of Sportsperson and Non -Sportsperson

S.No.	Variables	't' Values	Mean Difference	Significances
1.	Perception	1.73	0.26	0.08
2.	Efforts	-2.16	0.32	0.34
3.	Persistence	0.825	0.14	0.41

The Table 3 indicates the t-value, mean difference & Significance level of three factors of Self Efficacy as Perception 1.73; Efforts -2.16; Persistence 0.825. The mean difference of Perception 0.26; Efforts 0.32; Persistence 0.14.

Discussion of finding: The questionnaire used was general self-efficacy (GSE), consist of three variables, which assessed among sportsperson and non-sportsperson were the efficacy factors. The selected self –efficacy questionnaire included three sub- variables such as- perception, efforts and persistence.

There is also no significant difference found in the perception variable of self-efficacy which was set at 0.05 level but we found at 0.08 level. Which is more than the required level. The mean value of sportsperson is high as compared to non- sportsperson of perception variable.

There is also no significant difference found in the effort variable of self-efficacy which was set at 0.05 level but we found at 0.34 level. Which is more than the required level. The mean value of sportsperson is less as compared to non- sportsperson of effort variable.

There is also no significant difference found in the persistence variable of self-efficacy which was set at 0.05 level but we found at 0.41 level. Which is more than the required level. The mean value of sportsperson is high as compared to non- sportsperson of persistence variable. The findings are also corroborated or consonances with the result of **(Bandura 1984,1986)**

There is difference among academic performance of sportsperson and non-sportsperson. The non-sportsperson has higher level of academic performance with significant difference between all factors of emotional regulation and conscientiousness variable of personality.

Conclusion: There is no significant difference found among sportsperson and non- sportsperson in relation to general self efficacy variables. Hence, we can say that sportsperson and non sportsperson shows no significant difference.

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