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Comparative study on self-efficacy among adolescent athletes and non-athletes

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Abstract

The purpose of the study is to know the effect of sport participation on self-efficacy by comparing the scores of adolescent athletes and non-athletes. The study also verifies if there is any significant difference between males and females in the above said categories. The subjects of the study included 120 individuals, consisted of adolescent athletes and non-athletes. The subjects were from 13-19 years of age. Classification of the subjects was athletes (N = 60) and Non-Athletes (N = 60). This population includes boys (N=60) and girls (N=60). The Data was collected using General Self-Efficacy Scale by Schwarzer, R., & Jerusalem, M (1995) on randomly selected subjects from Kerala state. Statistical technique used to compare the means was the Independent t test. Within the limits and limitations of the present study, the results indicate that there is a significant difference between athletes and non-athletes in Self-efficacy i.e. individuals with sports exposure were found to be more self-efficient than those who have not received any kind of sports training. But males and females showed no significant difference. Therefore, a well-planned sports programme to strengthen these life attributes is vital for the effective functioning of an individual. Sports, as a tool for strengthening mind is always advisable for a higher quality life.

Keywords: Self-efficacy, adolescent, athletes, non-athletes

1. Introduction

Self-efficacy has been defined as one's belief in their capability to execute behaviours necessary to produce specific performance achievements. This core belief is the foundation of human motivation, performance accomplishments, and emotional well-being. It influences all manner of experience, including the objectives for which people strive, the efforts taken towards the achievement of goals, and the possibility of accomplishing particular levels of behavioral performance. Self-efficacy is necessary to build the plan of action and start or execute it. Those with a strong sense of self-efficacy perceive difficult tasks as challenges to be mastered, while those with lower self-efficacy view the same tasks as threats that need to be avoided. The self-efficacy level of an individual refers to the simplicity or complexity of the task that the individual feels competent to perform. (Bandura, A., 1986, 1997) [2].

Athleticism rooted on self-efficacy can make wonders while non-athleticism leads one to his ruin. There is drastic difference between the self-efficacy of an athletic adolescent and non-athletic adolescent in all realms of the life cycle. While athleticism mould self-efficacy and turns to be the embodiment of success, non-athleticism proves to be the synonym of utter failure. It is stated that the anxiety issue of adolescent pupils has been increasing a great concern in teachers and society. This anxiety leads to low self-efficacy among adolescents and it badly affects their socio-economic status, relation with parents, insecure attachments, non-functional beliefs, adaptation difficulties, and bond with peers, emotional imbalance etc. Self-efficacy is supposed to be the most essential quality to be possessed by a success seeker. Strong determination followed by hard work to attain ones objective or goal is self-efficacy. Lack of self-efficacy ruins an adolescent's self-confidence and henceforth deteriorates his life style and mental health. Burns *et al.*, 2013 [3] found that involvement in sports activities positively affects adolescent's self-esteem, contributes to adolescent's identity, their positive self-evaluation development, encourages co-operation with peers, forms their character and boost their skills and creativity. Involvement in sports activities distracts them from harmful habits and helps to integrate into society.

Modern researchers prove that, athletic adolescents are far better in their curricular as well as extra-curricular activities. Regular exercises foster their physical and mental strength and enable them to attain more concentration and skillfulness which lead them to their maximum performance and thereby to the attainment of the pre-determined goal with an increased pace. Meanwhile, non-athletic adolescents don't get ample exposures to release their multifaceted mental stress and it leads them to both physical and mental strain and thereby to their doom. So it is clearly evident that athleticism is a very necessary and unavoidable factor in the moulding up of a highly sophisticated personality. Regular work-out and health habits will increase and boost up the self-efficacy of the adolescents and it will surely make them on cloud nine and take them to the zenith of perfection. So, it is high time to wash away the term non-athleticism and instead to imprint the term athleticism as the term of the era as it proves essential during this dreadful period of the Pandemic Covid- 19. The purpose of the study is to know the effect of sports participation on self-efficacy by comparing the scores of adolescent athletes and non-athletes. The study also verifies if there is any significant difference between males and females in the categories mentioned above.

2. Methods and Materials

2.1 Subjects

The subjects of the study included 120 individuals, randomly selected from Kerala State consisted of adolescent athletes and non-athletes from 13 – 19 years of age. Classification of the subjects was athletes (N = 60) and Non- athletes (N = 60). Among which 60 were males and 60 females.

2.2 Tools

Self-Efficacy was assessed using General Self-Efficacy scale by Schwrer, R., & Jerusalem, M (1995). The scale was created to assess a general sense of perceived self-efficacy with an intention to predict, coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring: Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40. No recoding. Reliability: Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is unidimensional. Validity: The extent a measure captures what it is intended to measure.

2.3 Statistical Analysis

This was done using SPSS package. Mean is used as measure of central tendency and S.D. was used as measure of dispersion. Independent T test was used to find significant difference between the adolescent athlete and non-athlete and male and female in self-efficacy.

3. Results

This study investigated the effect of sport participation on the score of self-efficacy in the sample selected. The study also verified if there is any significant difference between the athletes and non-athletes, and between males and females. The obtained results are discussed below.

3.1 Tables and Figures

Table 1: Comparison of scores between Athletes and Non-Athletes in Self-Efficacy

Variables	Groups	N	Mean	Std. Deviation	't' value	Sig
Self-Efficacy	Athletes	59	31.92	2.87	11.05	.000
	Non-Athletes	61	25.09	3.83		

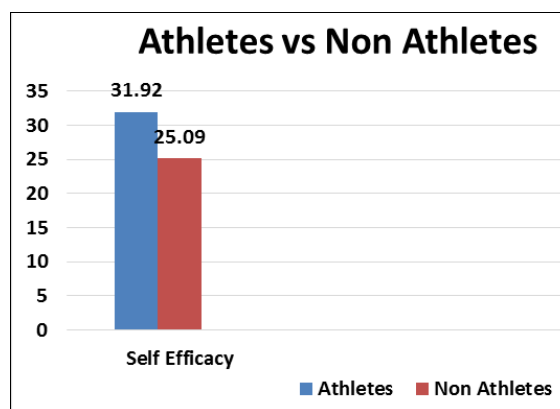


Fig 1: Comparison of scores between Athletes and Non-Athletes in Self-Efficacy

Table one indicates the results obtained for the sample athletes and non-athletes in self-efficacy. The mean value of athletes is 31.92 where as non-athletes scored 25.09 with a t-value of 11.05 which is significant at 0.01 level ($P < 0.01$). Hence the athletes showed a significantly higher score than non-athletes in their self-efficacy.

Table 2: Comparison of scores between Males and Females in Self-Efficacy

Variables	Groups	N	Mean	Std. Deviation	't' value	Sig
Self-Efficacy	Male	60	28.27	5.47	.416	.618
	Female	60	28.63	4.08		

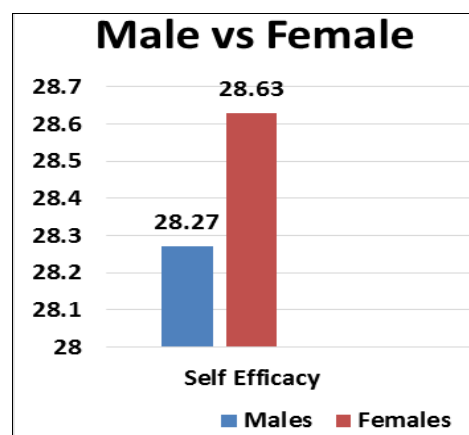


Fig 2: Comparison of scores between Males and Females in Self-Efficacy

Table 3 indicates the results obtained from the comparison of gender difference in self-efficacy. The mean value of male is 28.27 whereas females scored 28.63 with a t-value of 0.416 which is not significant at 0.01 level ($P > 0.01$). It shows that there is no significant difference between male and female in self-efficacy which is supported by previously conducted research studies.

4. Discussion

The study intended to know the effect of sport experiences on self-efficacy by comparing the self-efficacy scores of athletes and non-athletes as well as males and females. The results showed that there is significant difference in self-efficacy, between athletes and non-athletes. Athletes showed significantly high score in self-efficacy, which supports a positive effect of sport participation on self-efficacy. This may be because while in sports, some amount of behaviour modification takes place due to many social-emotional-psychological and physical interactions and learning experiences in sports. These problem-solving and decision-making skills gathered from sport participation serves an important part in improving self-efficacy. Sport environment and the sport process itself modifies the individual efficiency by providing challenging opportunities directly or indirectly by teaching or emphasizing certain psychological lessons, and involving modelling or unintentionally creating certain psychological environments. Mukherjee Roan *et al.*, (2014) ^[6] compared self-efficacy in 200 athlete and non-athlete male students (50 athlete and 50 non-athlete male students, each from Iran and India). Self-efficacy scores were compared and found significant difference in self-efficacy scores of non-athlete and athlete males of both the countries. Athlete male students had higher self-efficacy than non-athlete students.

Melissa A Chase (2013) examined how differences in children's self-efficacy, age, and gender impact motivational intentions, future self-efficacy, and attributions following perceptions of failure. Children, ages 8–14 years (N = 289), were assigned to either high or low self-efficacy groups, and measures of intended effort, persistence, choice, future self-efficacy, and attributions for failure were collected following a failure scenario. Results indicated that children with higher self-efficacy chose to participate and had higher future self-efficacy scores than those with lower self-efficacy. Higher efficacy children attributed failure to lack of effort, whereas, those with lower efficacy attributed failure to lack of ability.

Burns *et al.* (2013) ^[3] examined the relationship between evaluations of academic support services and student athletes' career decision-making self-efficacy. Results indicated that evaluations of academic support services were positively related to levels of career decision-making self-efficacy. In addition, this relationship was moderated such that student athletes with lower levels of general self-efficacy and internal locus of control benefited more from positive experiences with academic support services.

In verifying gender differences, no significant differences were found. In this study, the population is limited to adolescents; a population yet to be conditioned by the gender discriminative ways of the society and also self-efficacy being a mental trait has nothing to do with gender. Angela Lyn Bell (2002) ^[1] in her study "A gender framed self-efficacy approach to an under graduate career decision making course", no significant difference was discussed on the basis of biological gender.

5. Conclusions

- Self-efficacy of athletes is significantly higher than non-athletes.
- There is no significant difference found between males and females in self-efficacy.

6. Recommendations

- This result clearly implies that sports participation can definitely be chosen as a psychological tool to develop

self-efficacy among children which is considered as a success predictor in their future life.

- Regular exercise and sports activities act as a catalyst in the all-round development of one's personality.
- It can ensure multi-level enhancement in the physical and mental realms of an individual. So, Physical activities are essential to improve self-efficacy and to fulfill the determined goals.

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