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Comparison of Self- Efficacy in Athlete and Non- Athlete Male Students of Iran and India

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Abstract

This study compared self-efficacy in 200 athlete and non- athlete male students (50 athlete and 50 non- athlete male students ,each from Iran and India). The students completed the Self-Efficacy Scale (SES). Data from both the countries were analyzed separately using analysis of variance to find whether or not variance exists in self –efficacy between non-athlete and athlete students. Self- efficacy scores were also compared between both the countries .Results revealed 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. Self- efficacy scores of neither athlete or non- athlete male students of Iran differed significantly from their Indian counterpart. The results of the present study indicated a link between sport activities and self-efficacy. Interventions like participation in adequate physical activities or sport activities may promote self-efficacy of students.

Keywords :Self- efficacy, athlete, non- athlete, Iran, India

Introduction

Self-efficacy is defined as the person's belief in his or her own ability to perform a behavior¹. Individuals with greater levels of self-efficacy in context to a task , may successfully face the difficulties in accomplishing the task.²⁻⁴. Furthermore, individuals with high self-efficacy are also more likely than individuals with low self-efficacy to devote greater efforts to perform a task for a longer period of time to achieve their goals¹. Self –efficacy is necessary to build plan of action and start or execute action⁵.

On the other hand, an individual's self-efficacy belief can vary in level, generality and strength¹. Level refers to the simplicity or complexity of the task that the individual feels competent to perform. The amount of self-efficacy the individual feels is measured against the amount of challenge that the presenting task provides. Generality of self-efficacy indicates the range of tasks that the individual feels able to accomplish. While some individuals feel capable of handling a wide range of tasks, others may feel particularly competent in more specific arenas. Strength refers to the amount of confidence that the individual feels in being able to complete the task at hand. While a very strong sense of self-efficacy does not necessarily mean that an individual will be more likely to participate in a given task, it does lead to greater perseverance in the face of obstacles¹. Efficacy belief builds throughout the life and is influenced by the factors shown below:

1.) Performance Experiences: Personal experiences in relation to failure or success influences perceptions of an individual's ability^{1,6}. Previous failure may reduce self-efficacy.

- 2.) Vicarious Experiences: Behaviour of others and the outcome of those behaviours may influence self-efficacy beliefs of an individual ⁶.
- 3.) Imaginal Experiences: An individual may visualise himself / herself behaving effectively in a difficult situation . This may also promote self-efficacy. ⁷ .
- 4.) Verbal Persuasion: Efficacy beliefs may be influenced by verbal encouragement and convincing words⁸. Verbal encouragement if negative may lower self- efficacy.
- 5.) Physiological and Emotional States: Tasks requiring competence to conquer may cause nervousness, anxiety, sweating, increased heart rate. Uncomfortable physiological arousal may lower competence whereas comfortable physiological conditions may favour competence²⁻⁶.

Furthermore, researchers found that self-efficacy beliefs affect levels of confidence and approach/avoidance of an academic task as well as persistence and performance in academic domains ^{6,9,10,11}.The importance of self-efficacy also has been recognized in several domains including health and athletics.

Different studies point to sports, as a main factor which has the ability to influence the self-efficacy of children. Therefore, the aim of the present study was to examine the role of self- efficacy skills in youth athletes. This study compared self-efficacy in 100 middle school athlete and non- athlete male students of Iran and 100 middle school athlete and non- athlete male students of India. In other words, it was hypothesized that student athlete would score higher on the self- efficacy. Additively, this study also tested whether there is any difference in self -efficacy between the Iranian and Indian population studied.

Method

Participants

Subjects of Iran: Fifty athlete and non- athlete male students were recruited randomly from an university situated in, Ahvaz, Iran. The sample included 50 athlete students, and 50 non- athlete male students.

Subjects of India: Fifty athlete and non -athlete male students were selected randomly from some Engineering Colleges of Kolkata, West Bengal, India.

Inclusion Criteria: Subjects of age 18-22 years.

Exclusion Criteria: Subjects having any diseases or taking medications.

Research Instrument

Self-efficacy- The General Self-Efficacy Scale ¹² was used to evaluate the subjects self belief to deal with different difficult demand in life. The scale had 10 questions. For each of the question the individuals was rated on a 5-point Likert-type scale (1 = Not at all true to 4 = exactly true). The reliability of the scale was 0.80.

Statistical Analysis: One-Way ANOVA were performed to assess differences between group's score on self- efficacy. t –test were used to compare the means of self efficacy of Iranian and Indian subjects studied.

Results

Descriptive statistics for self- efficacy are summarized in **Table 1** for subjects of Iran and in **Table 2** for subjects of India. Total self- efficacy score averages for non-athlete male students were less than athlete male students, in both Iranian and Indian population.

Table 1: Means and standard deviations for self- efficacy for non- athlete and athlete Iranian students

		N	Mean	Std. Deviation	Std. Error
Self- Efficacy	non-athlete male students	50	31.14	3.44	.48
	athlete male students	50	34.00	3.89	.55

Table 2: Means and standard deviations for self- efficacy for non -athlete and athlete Indian Students

		N	Mean	Std. Deviation	Std. Error
Self- Efficacy	non-athlete male students	50	30.0	2.69	0.38
	athlete male students	50	35.1	2.30	0.32

One-way anova indicated that the variation of self -efficacy scores are statistically significant. Significant differences emerged for self- efficacy between non- athletic and athletic groups of both Iran (**Table 3**) and India (**Table 4**)

Table 3: Results of One-Way ANOVA -Comparison of means on the self- efficacy for non- athlete and athletic Iranian Students

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Self-Efficacy	Between Groups	204.490	1	204.490	15.136	.000
	Within Groups	1324.020	98	13.510		
	Total	1528.510	99			

Table 4:Results of One-Way ANOVA -Comparison of means on the self- efficacy for non- athlete and atheletic Indian Students

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Self-efficacy	Between Groups	668.067	1	668.067	106.6	.000
	Within Groups	614.341	98	6.26879		
	Total	1282.41	99			

t- test : t- test carried out between Iranian non -athlete and Indian non- atheletic students found that difference in self efficacy scores was not significant ($p>0.05$).The same trend was evident between Iranian athlete and Indian athlete students.

Discussion

The current study described and compared of self- efficacy among athletes and non- athlete male students of Iran and India. Significant differences were observed in the self- efficacy scores between the two groups.This study also found that self efficacy scores were not significantly different between Iranian and Indian subjects and further studies are needed to ascertain the actual scenario.

In summary, this research has indicated a distinctly higher level of self-efficacy in athlete boy students. These results are consistent with Cleary and Zimmerman (2001)¹³. The findings have important implications for both practice and future research. This results of the study reflects that incorporation of sufficient physical activity or sport activities in daily life may improve self-efficacy. This in turn may entitle an individual to experience beneficial effects of improved self efficacy like improved performance in academics.

It is important to consider the limitations of this study. Samples from Iranian and Indian population was relatively small, so generalization of results is limited. In spite of the limitations, this present study extended our knowledge in relation to self-efficacy and sports in Iranian and Indian population.

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