

## SELF-EFFICACY AND SPORTS: PERCEPTION OF PUNJAB UNIVERSITY ATHLETES

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### Abstract

*Self-efficacy is a person's judgment about being able to perform a particular task. It's a student's belief on his/her capabilities to perform a particular activity. It is not necessary that if a person has a high self-efficacy in a certain area then he will have the same in other. Self-efficacy varies from person to person or task to task. Self-efficacy theory originated from social cognitive theory of Albert Bandura(1995), i.e. "The belief in one's competencies to execute the courses of action required to manage probable circumstances". It can also be said that it is the belief of a person that he can perform in a certain manner to achieve a certain goal. These beliefs are factors of how people think, behave and feel (Bandura, 1994).*

**Keywords:** Self-efficacy, Athletes, Psychology

### Introduction

Self-efficacy is a person's expectations or judgment of how well (or how poorly) he or she will cope with a situation, given the skills one possesses and the circumstances one faces (Bandura, 1997). A belief that you can do something if you want to, for example, a belief that you can handle different situations. A high self-efficacy for a task may mean that one is more eager to perform it. Self-efficacy can be

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a significant conjecturer of behavior and breaking behaviors into smaller, more realistic steps that can help to increase self-efficacy. It is a person's belief that he can accomplish a particular task and can face different challenges. Thus self-efficacy is a person's belief concerning to his ability to deal with certain situation. It is the belief of the person for a particular task that he/she can do it or not. A person having strong belief on his/her abilities can perform better than those who don't possess the same beliefs (Bandura, 1995).

Self-efficacy beliefs influence how people adapt and act in organization settings. It has great influence on thoughts, actions and feelings of a person. If a student has high self-efficacy for a particular task he believes that he can perform it well. While a person who is less efficacious for that will feel that he is unable to perform that task. Self-efficacy is the belief that I can while the helplessness is the belief that I cannot (Stipek, 2002). Students with high self-efficacy agree with such statements "I know I will be able to team the material in the class" and "I expect to be able to do well at this activity" (Santrock, 2006).

Self-efficacy has great influence on the achievement of the students because it is directly related to the motivation. If a person perceives that he is able to cope with a situation, then he will be more motivated to work with all his efforts. Contrary to this if a person has a low self-efficacy or he feel that it is difficult for him to perform a particular task then he will not feel motivated towards that task and will not show any interest to perform it (Sherer, *e.al.*, 1982).

### **Social Cognitive Theory**

Every individual has a self-system which controls his/her intellectuality, spirits, enthusiasms and actions. This self-system provides them appliance to recognize, appraise and bring in routine behaviors. Social Cognitive theory focuses on both on observations as well as experiences. According to Bandura (1997) the actions and reactions of the person influenced by the actions which he observes in others and cognitive processes. It is thought that self-efficacy may be developed by both social experience as well as self-perception. According to social cognitive theory social

and cognitive factors play important roles in learning. Intellectual factors might involve the students' expectation for accomplishment, social factors might embrace students observing their parents accomplishment behavior (Santrock, 2006). Bandura (1997) has given the concept that self-efficacy vary along three dimensions-level, strength and generality. Level is about the difficulty of task. Strength refers to the confidence of a person in his or her performance estimates. Generality is concerned with the range of situations in which a person considers him or herself to efficacious (Maddux& Rogers, 1983).

According to self-efficacy theory level and strength of self-efficacy are responsible to determine the initiation for a particular task, efforts to perform that task and how long the efforts will be persisted so an individual choice of activities, persistence and effort is affected by self-efficacy beliefs (Bandura, 1997). Students having high self-efficacy belief will enthusiastically approach the difficult tasks while the students with weak self-efficacy beliefs will avoid them (Bandura, 1997) so self-efficacy influences students' choices of activities. According to Schunk (1991) people who have a low self-sense of self-efficacy for completing a task which may avoid it and those who believe that they are capable will take part readily and those persons who feel efficient are conjectured to persist longer and work hard when they run into difficulties or opposed to those who doubt their capabilities. To initiate and persist a particular task as appropriate self-efficacy is necessary. Self-efficacy may vary from task to task and person to person. It can also be changed while performing a task, but once it developed in a person the failures will not lower his morale. So it can be said that self-efficacy may go up or down contingent to success or failure, but once it is developed, failure may not have much of impression(Schunk, 1997).

It is impossible to give perfect performances without necessary skills even if a person possesses high self-efficacy. The level of self-efficacy of a person play important role in taking a task. A person with strong belief on his abilities does not hesitate to take those tasks which seems difficult to others. They think that they can perform well if they try hard enough. While the person lacking such

beliefs only take those tasks which seem easy to them. They feel hesitant to take those tasks which look difficult. A person who thinks that he can perform a particular task puts necessary efforts for the successful accomplishment of that task. While the others can't do in the same manner (Schunk, 1991).

### **High Self Efficacy**

High self-efficacy may generate damaging situations sometime because a person with very high self-efficacy starts thinking more than his/her abilities as he/she thinks beyond his/her capabilities. He or she can over estimate his/her tendency to perform a particular task. Sometimes people with high self-efficacy may also encourage by hurdles and obstacles they take as challenges and for them the challenges are the better opportunity to prove their abilities (Schwarzer, 2014). People having strong sense of self-efficacy:

- Take challenging situations as tasks to be mastered
- Develop great efficiency in their activities
- Have very strong commitment with their work
- Recover quickly from setbacks and disappointments

Self-efficacy is little above ability, it encourages and boost up the motivational level of the students and make them more enthusiastic to execute a fussy task. They can tackle the situation more courageously and efficiently and are able to get valuable experiences from challenges. People with high self-efficacy believe on learning from failures and difficulties. They don't get disappointed from the failures while performing task and don't give up due to these difficulties (Ajzen, 2002). They think challenging situations will help them to master the task.

### **Low Self Efficacy**

People with low self-efficacy lack believe on their abilities. They think that they are not able to perform the difficult tasks. That's why they avoid taking difficult tasks. They don't trust their abilities which may lead to anxiety. However, some of the students have high level of anxiety and worry constantly, which can impair their abilities (Santrock, 2006). People with low self-efficacy often found to blame the situations or the other persons when something

happened wrongly. Low self-efficacy in students may lead to helplessness and desperation. This can make them to take and plan the tasks poorly. Observations have revealed that people become erratic or there is lack of consistency, regularity, persistence in them as well as they become impulsive when they engage in such an assignment in which they have low self-efficacy. Thus they are victimized by low self-efficacy (Zimmerman, 2000).

### **Self-efficacy among athletes**

The person's self-efficacy about a given situation has an inclination to be gotten from a few sources of latent attributions (Sniehotta, Scholz, & Schwarzer, 2005). Past execution encounters are the most critical source of acknowledgements that influences the advancement of self-efficacy. Different sources of data incorporate verbal influence and the competitor's physiological condition of excitement but these sources have not been exactly appeared to have much effect on self-efficacy. The absence of effect from verbal influence might be because of late past execution encounter tending to abrogate the verbal influence. As it were, if a competitor quite recently had an awful execution encounter, he or she might be less inclined to tune in to a mentor's influence that he or she is equipped for playing out a particular assignment. Notwithstanding, from psychological hypothesis, it is realized that if influence is consistently based, then it can be more compelling. At last, the competitor's physiological condition of excitement has not been especially critical in foreseeing changes in self-efficacy perhaps in the light of the fact that level of excitement which can be deciphered adversely or decidedly by various people (Li & Huang, 2011).

### **How can self-efficacy be increased in athletes?**

- Building upon Successful Experiences is a convincing strategy can be to segregate more confounding aptitudes into petite, more specific segments that test the player yet are inside his or her current capacity level regarding self-efficacy.
- Observations of Peers' Success is another technique of amplifying self-efficacy, as having an athlete to observe others successful performances of skills. However, it is not

- enough to observe the skill but also believe that he or she has the ability to copy what he or she observed.
- Specific Positive Feedback in the form of Verbal encouragement which can also be used to upsurge self-efficacy either in amalgamation with the above methods or alone. Generally, with verbal encouragement it is important to be give very definite feedback which is best related to preceding performance so as to sway the athlete of his or her ability to accomplish a task.
  - Psychological Skills Training helps the athlete to acquire and sustain his/herbest level of physiological concentration to effectively perform which can upsurge his/her belief in his/her ability. This can be done byinstructing relaxation techniques to lessenthe intensity.

**Objective of the Study**

The major objective of the study was to investigate the self-efficacy of university level athletes who are participating in intervarsity competitions.

**Methodology**

This study was descriptive and quantitative in nature. The population of this study was the athletes of University of the Punjab who took part in intervarsity championships in year 2016. The random sampling technique was selected to select the sample of the study in a way that the proportion of male and female athletes represented in sample were same in which they appeared in population. The sample of study was 100 athletes of University of the Punjab, Lahore. The research tool was questionnaire, consisting of 20 statements on using five point Likert scale. SPSS software application was used for data analysis.

**Table 1:**        *Responses of subjects regarding statement on self-efficacy*

Statements	SA	A	UD	DA	SD	Chi-square	P value
I think I am very persistent to pursue my goals.	40	43	13	4	0	45.360	.000

I think I can prevent myself to be nervous in front of big crowd.	39	37	17	6	0	30.899	.000
I think I am scared of facing uncertain situations during the match/competition.	24	40	15	20	1	40.100	.000
I think I am a self-reliant person.	28	42	17	13	0	20.240	.000
I think by putting necessary efforts I can beat the opponent.	28	46	14	9	3	59.300	.000
I think setting goals is a key to success in every competition	37	35	12	14	2	46.900	.000

Where  $\alpha=.05$

Table 1 shows the distribution of responses about statement, “I think I am persistent to pursue my goals”. 40 athletes strongly agree, 43 agree, and 4 disagree, while 4 are not clear in their views. Table also shows the chi-square value which is 45.360 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding statement. Data show that majority of the respondents are agreed that they are persistent to pursue their goals.

The frequent distribution of responses about statement, “I think I can prevent myself to be nervous in front of big crowd”. 39 athletes strongly agree, 37 agree, and 6 disagree, while 6 are not clear in their views. Table also shows the chi-square value which is 30.899 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding statement. Table shows that majority of the respondents think that they can prevent their selves to being nervous in front of big crowd.

Data analysis reflect the distribution of responses about statement, “I think I am scared of facing uncertain situations during the match/competition”. 24 athletes strongly agree, 40 agree, 20

disagree, and 1 strongly disagree, while 15 respondents are not clear in their views. Table also shows the chi-square value which is 40.100 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding the statement. Data shows that majority of the respondents agreed that they are scared of facing uncertain situations during the match/competition.

Data shows the distribution of responses about statement, "I think I am self-reliant person". 28 athletes strongly agree, 42 agree, and 13 disagree, while 17 respondents are not clear in their views. Table also shows the chi-square value which is 20.240 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding statement. Data shows that majority of respondents agreed that they are self-reliant.

Regarding the responses about statement, "I think by putting necessary efforts I can beat the opponent", 28 athletes strongly agree, 46 agree, 9 disagree, and 3 strongly disagree, while 14 respondents are not clear in their views. Table also shows the chi-square value which is 59.300 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding statement. Table shows that majority of the respondents think that by putting necessary efforts they can beat the opponent.

Data shows the distribution of responses about statement, "I think setting goals is a key to success in every competition". 37 athletes strongly agree, 35 agree, 14 disagree, and 2 strongly disagree, while 12 are not clear in their views. Table also shows the chi-square value which is 46.900 and p-value which is .000. It means that there is significant difference between male and female respondents about their opinion regarding statement. Table shows that majority of the respondents think that setting goals is a key to success in every competition.

### **Major Findings**

- Majority of the respondents think that they can prevent their selves to being nervous in front of big crowd.



- Majority of the respondents agreed that they are scared of facing uncertain situations during the match/competition.
- Majority of respondents agreed that they are self-reliant.
- Majority of the respondents think that by putting necessary efforts they can beat the opponent.
- Majority of the respondents think that setting goals is a key to success in every competition.

## Conclusion

This study was conducted to see the self- efficacy among the athletes of Punjab University. The results of the study concluded that there is a significant role between the self-efficacy and athletic achievement of the athletes. Majority of the Punjab university athletes think that they don't feel nervous before crowd and they feel self-reliant. Athletes set their goal before every competition.

## Recommendations

- Coaches should help their athletes to believe in their selves.
- Coaches should establish short term goals for students that should be challenging for them.
- Coaches should make plan and strategies with their athletes to accomplish the goals
- Coaches should help athletes to contemplate various solutions if they feel any difficulty in achievement of their goals.

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