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**THE RELATIONSHIP BETWEEN SELF-EFFICACY AND COMPETITIVE ANXIETY
IN PHYSICAL EDUCATION STUDENTS**

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ABSTRACT

The purpose of this study was to investigate the relationship between self-efficacy and competitive anxiety in the physical education students. The research method was descriptive and correlational. 130 students of physical education, Vali-E-Asr Rafsanjan randomly participated in the study. To collect the data, self-efficacy and competitive anxiety inventories were used. Data were analyzed using Pearson correlation and regression. The results showed a significant negative relationship between self-efficacy and anxiety to predict competitive stress in physical education students.

Keywords: Self-efficacy, performance growth, Psychology

INTRODUCTION

Bandura (1997) believes that among the various aspects of self-awareness, perhaps none of them is more effective than self-efficacy. Self-efficacy theory suggests that predict the behavior and motivation of the

individual and mediation. (Bandura, 1997) Self-efficacy beliefs explain a person's ability to perform a certain task or achieve a particular result. These beliefs are not related to the individual's skills, but are related to

judge what one can do with whatever skills. People with high self-efficacy has focused its attention on the task being performed and that more efforts, while individuals with lower self-efficacy may quickly become anxious and distracted attention from solution available. Stressors competitive nature of sports imposed many demands on the athlete. (Jones, 1995)

Accordingly, emotional responses to stressful factors, including competitive anxiety are one of the areas of research in sports psychology. (Martens, Vealey and Burton, 1990) Competitive anxiety experience is distinct in three dimensions: cognitive anxiety, somatic anxiety and self-confidence (Martens et al., 1990) Cognitive anxiety is mental component of cognitive anxiety and is determined by negative expectations and concerns about the situation and the possible consequences (such as the probability of failure). Physical distress is anxiety and shows perception of physical components of physiological responses and negative arousal. Self-confidence is to believe the person on duty and the ability to perform successful mastery of the shed. (Burton, 1998)

Self-confidence is specific behavior and expected results are successfully implemented. Bandura and colleagues believe that their sense of efficacy are formed

by continuous challenges and step by step they. (Bandura, 2004) Bandura says that self-efficacy is the main requirement in the interpretation of behavior, including health behaviors. (Bandura, 2002) Hence the present study seeks to answer the question whether is any the relationship between efficacy and competitive anxiety in physical education students.

METHODOLOGY

The research method was descriptive and correlational. Statistical society included all students of physical education in Vali Asr Rafsanjan University in the second semester of the academic year 2013-2014, totally 170 person (105 boys and 65 girls) based on Morgan table and 130 patients were randomly selected (80 male, 50 female) in the study. In this study, self-efficacy is predictor variables (independent) and competitive anxiety is criterion variable. The study was performed on the stage after the presentation of introductory remarks on measuring and purpose of the test, how to respond to tests for participants to be described in detail. About the ethical considerations after obtaining the consent of the people and the necessary knowledge, they were assured that the information will be used only to this study and will be protected

from any misuse. To measure the variables, following questionnaires were used.

Competitive anxiety Inventory: Sports competitive anxiety Inventory is used to measure the degree of competitive anxiety by Martens (1994). This questionnaire has already been used by the Vaziri Harami, Hagak, Soal (2008) and Edmondson (1999) and Cronbach's alpha coefficient was (0.89) and reliability test was (0.98) by Martinz. (Mirsardu and Hassan Zadeh, 2013) This test consists of fifteen questions are questions are ranked normally from 1 to 3. Total scores between 15 and 45 will be considered. Whatever higher the score obtained, suggest that willingness to be more anxious before the match is more. In the present study Cronbach's alpha for the questionnaire was (0.78).

Self-Efficacy Questionnaire Curl (2004): sport self-efficacy questionnaire is a scale to assess self-efficacy scale. This scale has 10 questions and is scored on a 5-point scale. A higher score indicates a higher exercise self-efficacy and a lower score indicates a poor sport. Research in the field of validation of the questionnaire, the Cronbach's alpha for internal consistency of this questionnaire is (0.90). Retest reliability coefficients within 4 weeks is (0.77) (Narimani and Aryanpour, 2005) Alpha coefficient of the questionnaire

in the study is (0.75). Correlation and regression analysis were used to analyze the data. In all analyzes, the significance level of $p < 0.05$ was considered significant.

RESULTS

Table 1 shows the mean and standard deviation research variables.

Kolmogorov-Smirnov test results showed normal distribution of data. ($P > 0.05$) To study the relationship between self-efficacy and competitive anxiety Pearson correlation was used. Results are presented in Table 2. It can be seen that the correlation between self-efficacy and competitive anxiety (0.27) at (0.01) is significant. As well coefficient of determination (0.07) shows that self-efficacy explained 7% of competitive anxiety. As a result, we can say there is a significant relationship between self-efficacy and competitive anxiety.

In Table 3 regression analysis to predict the competitive anxiety is presented by self-efficacy. The results showed that self-efficacy with standard regression coefficient (0.272) is able to predict the competitive anxiety ($p \leq 0.01$, $F_{2,97} = 6.46$) and is significant. According to the coefficient of determination (0.07) can be said, self-efficacy explains 7% of the variance of competitive anxiety.

Table 1: Descriptive statistics of research variables

Standard deviance	Mean	Maximum	Minimum	Variables
4.62	24.17	37	22	Competitive stress
5.45	22.52	42	14	Self-efficacy

Table 2: Correlation efficacy and competitive anxiety

Criteria variable competitive stress			
Significant level	Correlation	coefficient square	Correlation coefficient
			Statistical index
			Predictor variable
0.01	0.07		-0.27**
			Self-efficacy

** Significant level in $p < 0.01$

Table 3: Summary of regression analysis to predict through efficacy of competitive anxiety

Significant level	t	(β)	B	F	R ²	R	Statistical index
							Predictor variable
0.01	10.09		27.64				Constant value
0.01	7.54	-0.272	-0.47	9.26	0.07	0.272	Self-efficacy

DISCUSSION AND CONCLUSION

The purpose of this study was to investigate the predictability of competitive anxiety in physical education students through self-efficacy. The results showed that there is a negative significant relationship between self-efficacy and competitive anxiety to predict the competitive anxiety in Physical Education students. These results are consistent to Besharat and colleagues (2010). To explain these findings, we can say that the effective operation of both skills and a belief in the ability to perform the skills is needed. Managing the ever-changing, vague, unpredictable and stressful situations requires multiple skills. Previous skills to respond to various demands of different situations must often new methods should be organized. So

exchanges with the environment to some extent are influenced by the individual judgments about its own capabilities.

This means that people believe that in certain circumstances can perform tasks. Self-efficacy is not criterion of personal skills, but also means that the person is believed to be in agreement with any skill to do the tasks efficiently. Self-efficacy is one of functional concepts in learning theory and social - cognitive theory of social or professional behavior. Self-efficacy that is how a person practices required achieving the expected positions and their organization. (Bandura, 1980; quoted by Cloninger, 2004) We estimate that the standards of behavior and how we feel determines our personal effectiveness. Bandura system is the purpose

of personal performance feelings of competence, efficiency and ability to cope with life. Satisfy all and maintain standards of performance, personal performance is increased and reduces failure to meet and maintain standards. Perceived self-efficacy in people's expectations to act their ability returns future situations.

Individuals with high self-efficacy perception are working hard to dealing with difficult issues, persevere in their efforts, more relaxed issues to be raised during the ongoing analysis and organize their thoughts. Person might think that his performance level is low, while really is high level, and vice versa. The best position is that the individual wishes to be compatible with his abilities. On one hand, people are always trying to do things beyond their abilities, resulting in frustration and despair, and may eventually kill everything. On the other hand, if people have a high level of efficiency with the seriousness of their individual efforts growth cannot be stopped. (Seif, 1390) self-referential thoughts influence motivation, emotion and human performance and have more pervasive effect on the judgment (Bandura, 1997).

Self-efficacy is related to individual's ability to use self-control ways in which they relate to events that affect their lives. Self-efficacy beliefs shape the foundation's performance.

People who believe they can produce good results by their work, they are encouraged to pursue work in dealing with the problems. A person who has a particular behavior can be expected to do with low Self-efficacy. High self-efficacy lead to try and persistence in dealing with the problem and to obtain higher goals, while low self-efficacy causes of despair and giving work. (Bandura, 1989; quoted by Cloninger, 2004)

People who have little personal effectiveness believe that they have no control over life and are helpless. They believe that every effort will be in vain. When they encounter obstacles, if initial efforts have been ineffective in dealing with the problems, they quickly lost hope. People who have very little personal performance even trying not overcoming, because they are convinced that whatever they do will be in vain and will not cause a change in the situation. Low personal performance can destroy motivation, wishes, interfere with cognitive abilities and have a negative impact on physical health.

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