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**THE EFFECT OF SELF-ESTEEM AND HARDINESS ON SELF-EFFICACY IN  
FEMALE SPORT TEACHERS**

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**ABSTRACT**

Sport participation and psychological factors have become extremely important in today's mechanical age. Psychological hardiness ,self esteem and self-efficacy are the factors that have a significant effect on quality of life. The purpose of the present research was to examine the effect of self esteem and psychological hardiness on self-efficacy in female sport teachers. The population of this descriptive-correlational research consisted of all female sport teachers of Tehran of whom 188 were selected as the sample using convenience sampling. Data were collected using Ahwaz Hardiness Inventory (AHI), the Self esteem cooper smith scale, and the Generalized Self-Efficacy Scale (GSE) of Schwarzer and Jerusalem. Descriptive statistics, Kolmogorov-Smirnov test, regression analysis, and model estimation were used for data analysis. The results indicated the positive effect of self esteem and hardiness on self-efficacy of spor. Self esteem and hardiness were significant predictors of self-efficacy . Recommendation for future research and implications are provided.

**Keywords: Self- seteem, Hardiness, Self-efficacy, Female, Sport, Teacher**

## INTRODUCTION

Sport is a key indicator of development and is becoming increasingly important in all its professional, recreational, or economic aspects. Sport participation can improve physical and mental health and serve as a healthy recreation [1,2]. Physical activity prevents cardiovascular disease by decreasing blood pressure, plasma fibrinogen, viscosity, improvements in glucose metabolism, and blood lipid levels. [3]. Regular physical activity has a positive effect on health. Sport participation enhances physical, mental, cognitive, and social development[4].

Today researchers are concerned with the effect of psychological factors on the efficiency of individuals and organizations. Stress has been shown to cause repeated prolonged psychological arousal. Psychological hardiness can help in coping with stressful situations. Hardiness as a psychological construct was first introduced by Kobasa as a pattern of personality characteristics that distinguished managers and executives who remained healthy under life stress from those who developed health problems [5]. Hardiness comprises the three attitudes of commitment, control, and challenge that together provide the courage and motivation needed to turn stressful

circumstances from potential calamities into opportunities for personal growth [6].

Commitment is defined as a tendency to involve oneself in the activities in life and having a genuine interest in and curiosity about the surrounding world. Control is defined as a tendency to believe and act as if one can influence the events taking place around oneself through one's own effort. Finally, challenge is defined as the belief that change, rather than stability, is the normal mode of life and constitutes motivating opportunities for personal growth rather than threats to security[5]. Self esteem is believing in personal abilities. Sport teachers play important role in promoting sport specially between students as important parts of our society.

The present research tries to find whether self esteem and psychological hardiness have an impact on behavioral outcomes such as self-efficacy. According to Bandura, self-efficacy is as the belief one has in being able to execute a specific task successfully in order to obtain a certain outcome. People with high self-efficacy are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Self esteem which is because of Physical activity with hardiness, and self-efficacy are especially important in academic

development. Various studies have reported the positive effect of these factors on physical and mental health, coping with stress, and efficiency in work and study. Sun showed that leisure sports can improve quality of life, physical and mental health, personality, learning, self-esteem, and self-efficacy which is common between sport teachers [2]. Self-esteem is the degree of value a person considers for himself. Khanin in his study, it was observed that self-esteem significantly influenced teachers' efficacy [7].

Also Self-esteem is within the most significant aspects of personality and it determines behavioral features as well as human's development, as most of the specialists assume it an important and basic factor in affective and social adjustment. Shelangoski et al. studied self-efficacy in intercollegiate athletics to investigate gender and experience level differences related to self-efficacy. The results indicated have high levels of self-efficacy in student-athletes. Male students possessed higher levels than female students and experience levels were not statistically related to self-efficacy [8].

The purpose of the present research is to examine the effect of self esteem and hardiness on self-efficacy in female sport teachers.

## MATERIALS AND METHODS

The present research was descriptive-correlational. The population consisted of all the female sport teachers of Tehran of whom 188 were selected as the sample using convenience sampling. Data were collected using Ahwaz Hardiness Inventory (AHI), self esteem cooper smith, and the Generalized Self-Efficacy Scale (GSE) of Schwarzer and Jerusalem [9]. Descriptive statistics, Kolmogorov-Smirnov test, regression analysis, and model estimation were used for data analysis in SPSS .

## RESULTS AND DISCUSSION

The results of multiple correlation analysis show that self-efficacy and hardiness are positively associated with self-efficacy in the participants ( $r = 0.39$ ;  $p < 0.01$ ) (Table 1). Also the coefficient of determination ( $R^2$ ) indicates that 15.21 percent of the variance in self-efficacy is explained by self esteem and hardiness and 84.79 percent is caused by other factors.

**Table 1: The results of multiple correlation for the effect of sport participation and hardiness on self-efficacy**

Regression Model	N	R	R <sup>2</sup>	P
Simultaneous	180	0.39	0.1521	0.000

The results of multivariate regression show that self esteem ( $t = 5.198$ ;  $p < 0.001$ ) and hardiness ( $t = 0.003$ ;  $p < 0.003$ ) are significant predictors of self-efficacy (Table 2). Comparing self efficacy (1.378) and hardiness (0.006) reveals that the

former is a stronger predictor of self-efficacy (Table 2).

**Table 2: The results of regression analysis for the effect of self esteem and hardiness on self-efficacy**

Simultaneous Regression	Non-Standardized Coefficients		Standardized Coefficients	t-value	P
	Std. Err.	B			
Intercept	4.069	0.266	-	15.32	0.000
Self esteem	0.478	0.094	0.378	-5.198	0.000
Hardiness	0.003	0.041	0.006	0.003	0.01

Each unit increase in hardiness causes 0.003 change in self-efficacy. There was also a significant relationship between the components of self esteem and self-efficacy. Multiple correlation coefficients indicate that there is a significant positive relationship between self esteem and self-efficacy ( $r = 0.104$ ;  $p < 0.05$ ) (Table 3). The coefficient of determination ( $R^2$ ) shows that 11 percent of the variance in self-efficacy is explained by sport participation.

**Table 3: The results of multiple correlation between self esteem and self-efficacy**

Regression Model	N	R	$R^2$	P
Simultaneous	180	0.104	0.011	0.016

The results of multiple regression indicate that self-esteem is a significant predictor of self-efficacy (Table 4).

**Table 4: The results of regression analysis for the effect of self esteem on self-efficacy**

Simultaneous Regression	Non-Standardized Coefficients		Standardized Coefficients	t-value	P
	Std.	B			
Intercept	3.95	0.23	-	14.82	0.000
Control	0.202	0.065	0.225	3.126	0.002
Commitment	0.167	0.039	0.303	4.294	0.000
Challenge	0.083	0.049	0.123	1.713	0.089

	Err.				
Intercept	2.922	0.158	-	18.48	0.000
Self esteem	-0.58	0.042	-0.104	-1.39	0.016

A significant positive relationship is observed between the components of hardiness and self-efficacy ( $r = 0.298$ ;  $p < 0.05$ ) (Table 5). The coefficient of determination ( $R^2$ ) shows that 15.7 percent of the variance in self-efficacy is explained by hardiness.

**Table 5: The results of multiple correlation between hardiness and self-efficacy**

Regression Model	N	R	$R^2$	P
Simultaneous	180	0.397	0.157	0.000

The results of multiple regression indicate that control ( $t = -4.294$ ;  $p < 0.05$ ) and commitment ( $t = 1.53$ ;  $p < 0.05$ ) are significant predictors of self-efficacy, while challenge is not ( $t = -1.713$ ;  $p < 0.05$ ) (Table 7). The slope of the regression line (B) shows that control ( $B = 0.202$ ) and commitment ( $B = 0.167$ ) are positively associated with self-efficacy. The beta coefficients indicate that control is a stronger predictor of self-efficacy than commitment.

**Table 6: The results of regression analysis for the effect of hardiness components**

Simultaneous Regression	Non-Standardized Coefficients		Standardized Coefficients	t-value	P
	Std. Err.	B			
Intercept	3.95	0.23	-	14.82	0.000
Control	0.202	0.065	0.225	3.126	0.002
Commitment	0.167	0.039	0.303	4.294	0.000
Challenge	0.083	0.049	0.123	1.713	0.089

The standardized regression coefficients and t-values in Figure 1 all support the relationship between sport participation, hardiness, and self-efficacy. The components of hardiness are the most important predictors of self-efficacy.

## **CONCLUSION**

Self-efficacy is one of the main characteristics of a healthy personality. It is the belief one has in being able to execute a specific task successfully in order to obtain a certain outcome. Self-efficacy can be affected by a variety of external factors, including sport and physical activity that has especial effect on self-esteem that have been shown to have a significant positive effect on self-efficacy and self-confidence. Hardiness is another factor that enhances self-efficacy. It consists of attitudes that provide the courage and motivation needed to turn stressful circumstances from potential calamities into opportunities for personal growth. Its components, i.e. control, commitment, and challenge, positively affect an individual's perception of their abilities. People with high commitment tend to involve themselves in the activities in life and have a genuine interest in and curiosity about the surrounding world. Those with high control tend to believe and act as if they can influence the events taking place around themselves through

their own effort with high self-esteem. Finally, people with high challenge believe that change, rather than stability, is the normal mode of life and constitutes motivating opportunities for personal growth rather than threats to security. These attitudes provide the person with flexibility and endurance to cope with stressful and distressing events and situations because of self-esteem and self-efficacy. On the other hand, Sport teachers by sport participation enhances self-esteem, physical, mental, cognitive, and social development. Self-esteem has a significant positive effect on self-efficacy. Those with high levels of self-efficacy perceive sport as a challenge that can be overcome, enjoy competition, employ greater effort when faced with difficulties, increase job performance and when they do not surmount it (loses a game), recover the perception of efficacy quickly, ending up with an active participation in the game (with high levels of participation and performance). This study is according to previous survey. We recommend training different populations in psychological skills such as self-esteem, hardiness, mental health and future research can examine other factors that affect this construct.

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