

SELF-EFFICACY AND RESILIENCE AMONG SPORTSMAN AND NON-SPORTSMAN COLLEGE STUDENTS

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Abstract

The present study is design to study of self-efficacy and resilience among sportsmen and non-sportsman college students. Total 120 sportsmen were included in the study 60 sportsman and 60 non-sportsmen from college students. For this study Self efficacy scale developed by Arun Kumar Singh and Shruti Narain and Resilience scale by Dr. Vijaya Laxmi and Dr. Shruti Narain is used. In this study self-efficacy and resilience is dependent variable and college students and gender are independent variable. For this study 2x2 factorial design is used. The result shows that there is significant difference between sportsman and non-sportsman college students on self-efficacy. Sportsman college students level of self-efficacy higher than the non-sportsman college students. There is significant difference between male and female college students on efficacy. There is significant interaction difference between college students and gender among male and female college students on self-efficacy. There is significant difference between sportsman and non-sportsman college students on resilience. There is no significant difference between male and female college students on resilience. There is no significant interaction difference between college students and gender among male and female college students on resilience.

INTRODUCTION:

Self-efficacy refers to an individual's belief in their capability to accomplish tasks or reach goals. It includes their confidence in managing their actions, influencing their surroundings, and maintaining motivation while pursuing objectives. People can exhibit self-efficacy across various contexts, including education, work, relationships, and other significant areas of life. The significance of self-efficacy lies in its impact on self-perception and the likelihood of achieving personal goals. Read on to explore this concept further, which is fundamental to Albert Bandura's social cognitive theory,

highlighting the importance of observational learning, social experiences, and reciprocal determinism in shaping personality development.

Self-efficacy influences various aspects of life, including: Task Selection: People with high self-efficacy tend to select challenging tasks, while those with low self-efficacy may avoid difficult situations. Effort and Persistence: High self-efficacy leads to greater effort and perseverance, even when facing setbacks. Emotional Reactions: A person with high self-efficacy is more likely to remain

calm and focused under stress or pressure. Goal Setting: Those with a strong sense of self-efficacy tend to set ambitious goals and are motivated to work toward them.

Self-efficacy plays a crucial role in sports, as it directly influences athletes' performance, motivation, and overall approach to training and competition. In sports, self-efficacy refers to an athlete's belief in their ability to perform specific tasks or achieve specific outcomes, such as making a shot, finishing a race, or executing a skill.

According to APA Resilience refers to both the process and the result of effectively adjusting to difficult or challenging life experiences, particularly through mental, emotional, and behavioral flexibility in response to both external and internal pressures. Several factors influence how well individuals cope with adversity, including their perspectives and interactions with the world, the quality and availability of social support, and their specific coping mechanisms. Psychological studies show that the resources and skills linked to resilience can be developed and enhanced through practice.

Resilience in sports refers to an athlete's capacity to recover from setbacks, adversity, and challenges. It involves maintaining a positive attitude, staying focused, and persevering despite obstacles such as injuries, losses, mistakes, or adverse conditions. Resilience is crucial in sports because challenges are inevitable, and the ability to bounce back and adapt is a key factor in achieving long-term success.

Resilience fuels a sportsman intrinsic motivation to continue working hard, even when progress seems slow or difficult. Rather than giving up, resilient sportsman persists in training, honing their skills, and striving toward their goals despite obstacles. Resilience encourages athletes to remain dedicated to their sport and long-term development. The path to mastery in sports is filled with ups and downs, and those with high resilience are more likely to stay committed, even when faced with challenges.

Athletes often encounter pressure from coaches, teammates, fans, and themselves to perform at a high level. Resilient sportsman manage these expectations effectively, avoiding being overwhelmed by external pressures and focusing on what they can control—effort and performance. In the face of adversity, resilient athletes maintain their internal motivation. They believe in their ability to overcome challenges, trust their preparation, and continue striving for success, regardless of how daunting the situation may appear.

Objectives:

1. To study the self-efficacy among sportsman and non-sportsman college students.
2. To study the self-efficacy among male and female college students.
3. To study the interaction effect between independent variables college students and gender on Self-efficacy
4. To study the resilience among sportsman and non-sportsman college students.
5. To study the resilience among male and female college students.
6. To study the interaction effect between independent variables college students and gender on resilience

Hypothesis:

1. There will be significant difference of self-efficacy among sportsman and non-sportsman college students.
2. There will be significant difference of self-efficacy among male and female college students.
3. There will be significant interaction effect between independent variables college students and gender on Self-efficacy
4. There will be significant difference of resilience among sportsman and non-sportsman college students.
5. There will be significant difference of resilience among male and female college students.
6. There will be significant interaction effect between independent variables college students and gender on resilience.

Sample:

The sample of the present study were consist of 120 sportsman and non-sportsman college

sportsman (Male - 30 and Female – 30) college students and 60 non-sportsman (Male - 30 and Female – 30) college students. The random sampling techniques were used for selection the sample.

Variables

Independent and dependent variables which will be taken into consideration in the present investigation are described in Following Table;

List of Independent variable

Sr. No.	Variable	Group	Group
1	College students	2	Sportsman and Non-sportsman
2	Gender	2	Male and Female

List of Dependent variables

NO	Name of Variable
1	Self-efficacy
2	Resilience

Design

In this study 2x2 factorial research design is use.

2 X 2 Factorial Designs

Gender (B)	College students (A)	
	Sportsman (A1)	Non-sportsman (A2)
Male (B1)	A1B1	A2B1
Female (B2)	A1B2	A2B2

Tools

The following psychological tools were used for data collection.

1. Self-efficacy scale:

Self efficacy scale developed by Arun Kumar Singh and Shruti Narain. In this scale total 20

students with the age group between 18 to 25 years from Chhatrapati Sambhajnagar district which were classified equally in both 60 items are included. The self efficacy scale intends to assess the level of belief in one’s ability or competency to perform a task, reach a goal or overcome an obstacle of persons in the age range 12 years and above.

The test re-test reliability was calculated and was found by 0.82 and the split-half reliability was found to be 0.74. All reliability coefficients were significant at 0.01 levels. Self efficacy scale was validated against the general perceived self-efficacy scale developed originally in German by Jerusalem and Schwarzer and adapted by Sud in Hindi. The concurrent validity was found to be 0.92 which was significant.

2. Resilience Scale:

Resilience scale by Dr. Vijaya Laxmi and Dr. Shruti Narain – this scale helps to asses an individual’s ability to successfully adapt, to recover and strengthened from stressful circumstance and negative emotional experiences. The scale consists 30 items and four dimensions- perseverance, composure, self reliance and faith. This scale is a five point Likert type scale and it is applicable on individual from 14 years to above age. It has high degree of reliability and validity.

The test re-test reliability was calculated and was found to be 0.87 and the split-half reliability was found to be 0.84. All reliability coefficients were significant at 0.01 levels. Resilience scale was validated against the Connor-Davidson Resilience scale. The concurrent validity was found to be 0.86 which was significant. The scoring of positive items of Resilience Scale was done by giving a score 5, 4, 3, 2 or 1 for ‘Strongly Agree’, ‘Agree’, ‘Neutral’, ‘Disagree’ and ‘Strongly Disagree’ respectively and negative items were scored as 1, 2, 3, 4 and 5 respectively. Scores earned were added together to yield total score.

Result and Discussion:

For statistical analysis the descriptive and inferential statistics was used. The descriptive statistics used for the Evaluation of central tendency Index such as (mean) and the size of the dispersion (standard deviation). In the inferential statistical test and lastly two way ANOVA was used.

Table No. 1
Mean and SD of college students on Self-efficacy

Students	Gender	Mean	SD	N
Sportsman	Male	73.30	15.28	30
	Female	73.03	16.41	30
	Total	73.16	15.72	60
Non-sportsman	Male	68.46	13.14	30
	Female	53.80	18.62	30
	Total	61.13	17.61	60
Total	Male	70.88	14.34	60
	Female	63.41	19.92	60
	Total	67.15	17.68	120

The first independent variable in the study is college students Table no 1 shows that the mean difference on dependent variable self-efficacy. The Mean score of sportsman college students is found $M = 73.03$ & $SD = 15.72$ is higher than the non-sportsman college students $M = 61.13$ & $SD = 17.61$. The subjects from sportsman college students higher self-efficacy than the non-sportsman college students. The second independent variable in the study is gender Table no 1 shows that the mean difference on dependent variable self-efficacy. The Mean score of male college students is found $M = 70.88$ & $SD = 14.34$ is large than the female college students $M = 63.41$ & $SD = 19.92$. The subjects from male college students higher self-efficacy than the female college students.

Table No. 2
Significant difference of self-efficacy among college students

Source	Type III Sum of Squares	df	Mean Square	f	Sig.
College students	4344.03	1	4344.03	16.98	0.01
Gender	1672.53	1	1672.53	6.54	0.01
College students * Gender	1555.20	1	1555.20	6.08	0.01
Error	29663.53	116	255.72		
Corrected Total	37235.30	119			

In the above table the main effect of College student's f value was found 16.98 for df (1 and 119) which is significant on 0.01 Level. The significant f value denotes that there is significant difference between sportsman and non-sportsman college students on Self-efficacy. That's means hypothesis no. 1, "There will be significant difference between individual and team sportsman on self-efficacy" is accepted.

Another main effect of Gender F value is 6.54 for df (1 and 119) which is significant on 0.01. The F value denotes there is significant difference between male and female college students on Self-efficacy. That's means hypothesis no. 2, "There will be significant difference between male and female college students on self-efficacy" is accepted. And the interaction effect between College students and Gender F value is 6.08 for df (1 and 119) which is significant both the level of confidence. The F value denotes the college students and gender interaction effect is significant. That's

means hypothesis no. 3, “There will be significant interaction effect between independent variables college students and gender on Self-efficacy” is accepted.

Self-efficacy is the conviction that one can work hard, handle stress, and do well. High self-efficacy athletes are more likely to create difficult objectives, perform better under stress; and reduce tension and negative feelings during competitions. Athletes can function more effectively when they are optimistic. Previous study done by the A K Parmar & T R Desai (2019) results concluded that the significant difference is found in the self-efficacy of boys and girls sportspersons. Some study not found significant difference between male and female college students on self-efficacy Mahmood Rashid Saeed, Sumam Pandey (2015).

Table No. 3
Mean and SD of college students on Resilience

College Students	Gender	Mean	SD	N
Sportsman	Male	105.90	14.73	30
	Female	111.43	15.78	30
	Total	108.66	15.39	60
Non-sportsman	Male	96.46	15.31	30
	Female	98.23	17.71	30
	Total	97.35	16.44	60
Total	Male	101.18	15.63	60
	Female	104.83	17.91	60
	Total	103.00	16.84	120

The second independent variable in the study is gender. Table No. 3 shows that the mean difference on dependent variable resilience. The Mean score of sportsman college students is

found M = 108.66 & SD = 15.39 is higher than the non-sportsman college students M= 97.35 &

SD = 16.44. The subjects from sportsman college students higher resilience than the non-sportsman college students. The second independent variable in the study is gender Table no 3 shows that the mean difference on dependent variable resilience. The Mean score of male college students is found M = 101.18 & SD = 15.63 is smaller than the female college students M= 104.83 & SD = 17.91. The subjects from male college students level of resilience lower than the female college students.

Table No. 4
Significant difference of Resilience among college students

Source	Type III Sum of Squares	df	Mean Square	f	Sig.
College students	3842.00	1	3842.00	15.14	0.01
Gender	399.67	1	399.67	1.57	0.01
College students * Gender	106.40	1	106.40	0.41	N.S.
Error	29424.90	116	253.66		
Corrected Total	33772.99	119			

In the above table the main effect of College student’s f value is found 15.14 for df (1 and 119) which is significant on 0.01 Level. The significant f value denotes that the there is significant difference between sportsman and non-sportsman college students on resilience. That’s means hypothesis no. 4, “There will be

significant difference between sportsman and non-sportsman college students on resilience” is accepted.

Another main effect of Gender f value is 1.57 for df (1 and 119) which is no significant at the both the level of confidence. The f value denotes the there is no significant difference between male and female college students on resilience. That’s means hypothesis no. 5, “There will be significant difference between male and female college students on resilience” is rejected. And the interaction effect between College students and Gender F value is 0.41 for df (1 and 119) which is no significant both the level of confidence. The f value denotes the college students and gender interaction effect is not significant. That’s means hypothesis no. 6, “There will be significant interaction effect between independent variables college students and gender on resilience” is rejected.

Previous study done by the Jamgoulen Kipgen and Lokesh L (2022) and Jalili, A. and Hussainchari, M. (2010) results was revealed that athletes scored higher than non-athletes in resilience while there was no significant difference among athletes of different sport fields. Also, there was no significant difference in resilience between males and females.

CONCLUSIONS:

There is significant difference between sportsman and non-sportsman college students on self-efficacy. Sportsman college students level of self-efficacy higher than the non-sportsman college students. There is significant difference between male and female college students on efficacy. Male college students are better efficacy than the female college students. There is significant interaction difference between college students and gender among male and female college students on self-efficacy. There is significant difference between sportsman and non-sportsman college students on resilience. Sportsman college students level of resilience higher than the non-sportsman college students. There is no significant

difference between male and female college students on resilience. There is no significant interaction difference between college students and gender among male and female college students on resilience.

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