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Differences Of Self-Efficacy And Personality Characteristics Between Male And Female Athletes.

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Abstract

The aim of the study was to find out the gender difference in self-efficacy and Personality traits of male and female student athletes . For this present study, 80 male and 80 female student athletes were selected as a subject. The Academic Self-efficacy scale and The Eysenck Personality Inventory (E.P.I.) were used to measure self-efficacy and personality of male and female student athletes, t-ratios were used to compare the significantly gender difference between male and female student athletes who had participated in Inter collegiate tournament. In significant difference of self-efficacy along with its four categories was found between male and female athletes. No significant Gender differences on Psychoticism were found between male and female student athletes. While analyzing the differences of Personality characteristic of male and female athletes, gender differences on neuroticism was found between male and female athletes, where the male students athletes was found to have less score on neuroticism. While extraversion was concerned, significant gender difference was found to the male and female Students athletes female athletes have lower extraversion.

Introduction

Student-athletes in a university face different challenges not experienced by the ordinary college students. Aside from doing their assignments, projects, attending their classes and other extra-curricular activities in and out of school as well as socialization, student-athletes need time to practice well and become more competitive in their sport. The investigator may define Student athletes as those who have participated in at least inter collegiate tournament. Self-efficacy has been associated frequently with stress in students and is defined by Bandura (1986) as a belief in one's capability or skill to attain a particular goal or execute a particular behaviour. Bandura proposed that self-efficacy can explain, not only the choice or level at which an activity is pursued, but as well, the likelihood of successful completion of the activity. Self-efficacy has been found to have a significant positive correlation to personality suggesting that those who have a higher self-efficacy also report a lower level of stress. Therefore, it would appear that higher self-efficacy may act as a moderator of stress for students. Although it is helpful to understand cognitive correlates (self-efficacy) of stress, it is also necessary to examine behavioural responses or the coping strategies that students use to deal with their stress.

Psychoticism, Extraversion and neuroticism are among the variables which influence by academic and sports performance with addition to many other personality variables. Psychoticism is the tendency in a person to be not caring for people, troublesome insensitive and not fitting in anywhere lacking in feeling and empathy. Neuroticism is a minor mental disorder, characterized by inner struggles and discordant social relationship. According to Eysenck " Neuroticism refer to emotionality, initiated by

the inherited differences in liability and excitability of autonomic nervous system. The extroversion is a personality traits. The extrovert person's orientation is towards the external world. He deals people intelligently in social situation. In Eysenck's term, extraversion stands for central excitatory level and sociability. Lie scale is referring to social desirability measures a tendency on the part of some individuals take good. Majority of the investigators have indicated that male athletes differ from female athletes on a number of personality traits and several investigator have tried to find personality differences between male and female students , but not many studies have been made about personality characteristics of inter collegiate male and female athletes with regards to psychoticism, neuroticism and extroversion, So the attempt has been made to conduct the study regarding neuroticism, psychoticism and extroversion of male and female athletes .

Methods

Eighty male and Eighty female student athletes from different colleges of Lucknow who had participated in collegiate tournament was randomly selected as a subjects for the present study.

Tools of the study

Academic self-efficacy:

To measure Academic self-efficacy, Yuen and his colleagues (2004B) Academic Self-efficacy scale extracted from the Life Skills Development Inventories were used (Cronbachs alpha = .90). The scale consisted of 24 items and its measures four dimensions of Academic self-efficacy; namely, Study skills (items 1,5,9,13,17, 21); Time management ,(items. 2, 6, 10, 14, 18, 22); Critical and creative thinking (items 3, 7, 11, 15, 19, 23); Involvement in Learning (items, 4, 8, 12, 16, 20, 24).

Eysenck Personality Questionnaire - Revised (EPQ-R)

Eysenck Personality Questionnaire - Revised (EPQ-R) was used. The EPQ measures the traits of personality: Psychoticism (P),(Extraversion),Neuroticism (N)and Lie (L). Reliability ranges are 0.80 to 0.90 and validity of test is satisfactory. EPQ-R contains 90 items and covers all the four categories above mentioned. Scoring of EPQ-R can be done manually or with the help of stencils. 1 mark for each response correct responses according to scoring key of EPQ-R.

Statistical analysis

T-ratio was computed to compare, the significant differences between male and female athletes.

Results and Discussion

The results and discussion have been presented in concise and comprehensive manner that is easy to comprehend starting with selected physical parameter. The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted.

Table – I

Mean Scores And Standard Deviation Of Selected Components Of Male And Female Student Athletes.

| Sr.No. | Components | Male Athletes | | Female Athletes | |
|--------|--------------------------------|---------------|--------------------|-----------------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation |
| 1) | Age (Year) | 22.20 | 2.31 | 21.70 | 2.17 |
| 2) | Weight (Kg) | 65.03 | 6.78 | 56.02 | 5.34 |
| 3) | Height (Cm) | 173.25 | 9.12 | 152.09 | 8.16 |
| 4) | Training days (Week) | 3.12 | 1.00 | 2.15 | 0.76 |
| 5) | Training duration (Hours) | 2.15 | 0.89 | 1.87 | 0.67 |
| 6) | Competition in one year | 8.19 | 2.31 | 5.67 | 2.03 |

Table-1 reveals that the mean scores and standard deviations of the selected components of the male and female athletes .

Mean Score (S.Ds.) age of male student athletes was 22.20 (2.31) years, mean score (S.Ds.) weight was 65.03 (6.78) kg., mean score (S.Ds.) height was 173.25 (9.12) cm., their training mean score (S.Ds.) was 3.12 (1.00) days, their training duration mean score (S.Ds.) was 2.15 (.89) hours, and competition mean score (S.Ds.) was 8.19 (2.31) in one year.

Whereas, Mean Score (S.Ds.) age of female student athletes was 21.70 (2.17) years, mean score (S.Ds.) weight was 56.02 (5.34) kg., mean score (S.Ds.) height was 152.09 (8.16) cm., their training mean score (S.Ds.) was 2.15 (0.76) days, their training duration mean score (S.Ds.) was 1.87 (.67) hours, and competition mean score (S.Ds.) was 5.67 (2.03) in one year.

Table-2.

Mean Scores, Standard Deviation And T-Ratios Of Self-Efficacy Of Male And Female Athletes.

| Self-efficacy | Students | Number | Means | S.Ds. | t-ratios |
|--------------------------------|----------|--------|--------------|--------------|----------|
| Study Skills | Male | 80 | 21.50 | 4.90 | NS |
| | Female | 80 | 22.30 | 4.45 | |
| Time management | Male | 80 | 21.34 | 4.56 | NS |
| | Female | 80 | 21.67 | 4.78 | |
| Critical and creative thinking | Male | 80 | 22.96 | 5.21 | NS |
| | Female | 80 | 22.96 | 4.55 | |
| Involvement in Learning | Male | 80 | 21.28 | 4.21 | NS |
| | Female | 80 | 24.17 | 4.81 | |
| Self- efficacy | Male | 80 | 89.90 | 18.22 | NS |
| | Female | 80 | 87.78 | 18.28 | |

Table- 2 depicted mean scores, standard deviations and t-ratio of Self-efficacy of male and female athletes along with its four subscales of Self- efficacy between male and female athletes. The result given in table 2 reveals that insignificant difference of self-efficacy was found between male and female athletes . In order to find out the differences of four subscales of Self-efficacy between male and female athletes; t-ratio was computed for each category separately. the result reveals that insignificant differences were found in self-efficacy with respect to Study Skills, Time management , Critical and creative thinking and Involvement in learning between male and female athletes.

Table-3
Mean Scores, Standard Deviation And T-Ratios Of Personality Of Male And Female Athletes.

| Personality Characteristics | Students | Number | Means | S.Ds. | t-ratios |
|-----------------------------|----------|--------|-------|-------|----------|
| Psychoticism | Male | 80 | 12.44 | 2.81 | NS |
| | Female | 80 | 13.66 | 3.10 | |
| Neuroticism | Male | 80 | 8.33 | 2.58 | Sig. |
| | Female | 80 | 10.57 | 3.99 | |
| Extraversion | Male | 80 | 14.54 | 2.89 | Sig. |
| | Female | 80 | 16.56 | 3.45 | |
| Lie-Scale | Male | 80 | 8.67 | 1.56 | NS |
| | Female | 80 | 8.78 | 1.58 | |
| Personality | Male | 80 | 38.90 | 5.67 | Sig. |
| | Female | 80 | 36.56 | 4.34 | |

Table- 3 depicted mean scores, standard deviations and t-ratio of personality of male and female athletes along with its four subscales of personality between male and female athletes. The result of the study shows that (Table-3) significant difference was found between male and female athletes. With regards to Psychoticism of male and female athletes obtained the mean values of 12.44(2.81) and 13.66 (3.10) respectively. The findings of Table-3, reveals that there were significant gender difference between male and female student Athletes was found. With regard to personality traits with respect to neuroticism of male and female student athletes they have obtained the mean values(SDs) of 8.33(2.58) and 10.57(3.99) respectively, which are given in table-V reveals that the significant difference was found out in personality traits with respect to neuroticism of male and female student athletes. The female having more neurotic as compared to males, which means that the male student less neurotic than female student athletes . This may be due to nutritional habits, interest to participate in sports activities and parental motivation to involve sports activities of male and female student athletes. It may be due to also physio-psycho differences between the male and female student athletes. The result of study supported the results Jadhav Pagare and Sinku (2008). Jadhav and Sinku (2007) who found out that male sports person incur significantly less neurotic. With regard to personality traits with respect to Lie-scale of male and female student athletes they have obtained the mean values(SDs) of 14.54(2.89) and 16.56(3.45) respectively, which are given in table-V reveals that the significant difference was found out in personality traits with respect to extraversion of male and female student athletes.

The findings of the study shows that the male having more extrovert as compared to females, which means that the female student athletes were less extrovert than male student . These differences are probably due to emotional, biological and social difference between the male and female student athletes. The findings of the study supported that Sinku (2008) who found out that male sports person was found to have got more extrovert.

With regard to personality traits with respect to Lie-scale of male and female student athletes they have obtained the mean values(SDs) of 8.67(1.56) and 8.78(1.58) respectively, which are given in table-V reveals that the no significant difference was found out in personality traits with respect to Lie-scale of male and female student athletes.

Limitations

Results of this study are limited by a relatively small preliminary survey of self-reported well-being rather than a study of actual behavior, which would be very difficult to achieve. As such, participants may have answered questions in a socially desirable manner to avoid the stigma associated with admitting personal inadequacies. A limitation of this study is that it reflects the findings of some student athletes; the data was collected in selected student athletes hence, the results may not be generalized to other Athletes.

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