ISSN 2278-8808 IMPACT FACTOR: 1.38
An International Peer Reviewed
SCHOLARLY RESEARCH JOURNAL
FOR INTERDISCIPLINARY STUDIES

Analysis of Self-Efficacy among Volleyball Players at Various Levels of Competitions

Charanjit Singh

Research Scholar ,Singhania University, Jhunjhunu, Rajasthan, India.

Jaspal Singh

Associate Professor, Department of Physical Education and Sports, Lyallpur Khalsa College, Jalandhar, Punjab,India.

Mukhwinder Singh

Research Scholar, University, Jhunjhunu, Rajasthan, India.

Abstract

The present study aims to find out the significant difference between high performing and low performing volleyball players of schools, colleges and clubs. Sample of two hundred and forty (n=240) volleyball players of schools, colleges and clubs were taken to compare the self-efficacy level among high and low performing volleyball players. The test of self-efficacy prepared by Bandura (1977) was administered to record the response of subjects. The test of significance (t-test) was applied to see the difference between mean scores of volleyball players. Further ANOVA was applied to see the significant difference among high performing groups of school, college and club level volleyball players. The level of significance was set at 0.05. The t-values 5.79, 8.14 and 3.40 of school, college and club level volleyball players respectively found highly significant in favor of high performing Volleyball players. On the basis of results it is concluded that high performing volleyball players of school, college and club are significantly better with regard to self-efficacy. On other hand ANOVA reveals that high performing volleyball players of school, college and club did not differ significantly. The self-efficacy is one of the most important psychological variables to produce high performing volleyball players. So, implications of this study are important from development stages to high performance level.

Keywords: *Analysis, Self-efficacy, volleyball players, competitions.*

INTRODUCTION

Self-efficacy is considered as one of the important psychological variable which helps to improve the performance of players in sports competitions. The studies of filed concluded that self-efficacy is associated with one's performance accomplishment and feeling of success related to particular task (Bandura, 1986; Compell & Hackett, 1986; Hacket & Compell, 1987 and Pintrich, et al. 1996). Kent (2005) defined that, "self-efficacy refers to performer's belief that he or she can execute a behavior required to produce a certain outcome successfully. The quality of an actual performance will depend on athlete's belief in his or her own competence". The term self-efficacy focuses more on one's abilities to overcome obstacles and challenges to successful performance (Bandura, 1997). On other hand that volleyball is team game and requires very confidence to execute quick actions and game plans in competitions. The game is characterized by short and high energy bursts and great deal of planned deception on the part of two highly trained teams. Volleyball players require a wide range of psychological and physical abilities (Bertucci, 1992). During game situations an early identification and assessment of situation, mental anticipation, evaluation of options and selection of most appropriate solutions are key elements in volleyball. The focus of volleyball game has stressed on elimination of error while playing at high level. The players have to deal with greater psychological pressure (Liagridonis, 2003). In equal and high level matches that game strategy and tactics revolves around each playing member of team. In such situations self of all players become more important. How he thinks, execute and cope up with emerging situations. Performance accomplishments (particularly clear success or failure) provide the most dependable foundation for self-efficacy judgments because they are based on one's experience and mastery (Weinberg and Gould, 2011). As per the importance of self-efficacy in volleyball game that researchers of this study aims to find out the difference of self-efficacy among school, college and club level high and low performing volleyball players. It is also tried to find out the role of self-efficacy for enhancing the performance in volleyball game.

Methodology

Sample: Sample of two hundred and forty (n=240) volleyball players of schools, colleges and clubs were taken to compare the self-efficacy level between high and low performing volleyball players. The data of school level eighty (n=80) volleyball players were collected

from state school (U-19) championship during 2012-13. The data of college level eighty (n-80) volleyball players from Guru Nanak Dev University, Amritsar; Panjab University, Chandigarh and Punjabi University, Patiala were collected from inter-college volleyball championships during 2012 and 2013. The data of club level eighty (n=80) volleyball players were collected from Punjab Police, Jalandhar; Border security force, Jalandhar and senior state championship during 2012 and 2013. Further school, college and club level volleyball players were divided into high and low performing groups on the basis of their competition performance. Those who secured first second and third positions in above said championships were considered as high performing players and those who only participate and did not secure any position in said championships were considered as low performing volleyball players.

Tools: The test of self-efficacy prepared by Bandura (1977) was administered to record the response of school, college and club level high and low performing volleyball players. Further scores were calculated as per key of test.

Statistical Treatment: Descriptive statistics was applied to calculate the Mean and S.D. through SPSS. The test of significance (t-test) was applied to see the significant difference between mean scores of high and low performing volleyball players. Further ANOVA was applied to see the significant difference in mean scores among high performing school, college and club level volleyball players. The level of significance was set at 0.05.

Results and Discussion

Mean, S.D., M.D. and t-values are presented in tables and graphical representation is given for the mean comparison between high and low performing volleyball players. The results of ANOVA was presented to see significant difference among high performing groups of school, college and club level volleyball players.

Table-1

Mean, S.D. and t-values of School, College and Club Level High and low Performing Volleyball Players

Level of Participation	**Performance groups**	**Subjects**	**Mean**	**S.D.**	**M.D.**	**t-value**	**p-value**
School	High	N=40	58.35	9.28	15.00	5.79*	0.00
	Low	N=40	43.35	13.48			
College	High	N=40	60.00	8.21	19.80	8.14*	0.00
	Low	N=40	40.20	12.99			
Club	High	N=40	58.53	9.04	9.27	3.40*	0.00
	Low	N=40	49.25	14.66			

* Significant at 0.05 level.

Table-1, shows that mean value of high performing school players is 58.35 with S.D. 9.28 and mean value of low performing players is 43.35 with S.D. 13.48. The t-value 5.79 is found significant in favor of high performing group. Whereas mean value of college level high performing group is 60.00 with S.D. 8.21 and mean value of college level low performing group is 40.20 with S.D. 12.99. The t-value 8.14 found highly significant in favor of high performing group. On other hand mean score of club level high performing players is 58.53 with S.D. 9.04 and mean value of low performing club players is 49.25 with S.D. 14.66. The t-value 3.40 again found significant in favor of high performing volleyball players. The p-values 0.00 found lower than 0.05 level of significance (P>0.05)

Figure-1

Comparison of Mean Scores between High and Low Performing School, College and Club Level Volleyball Players

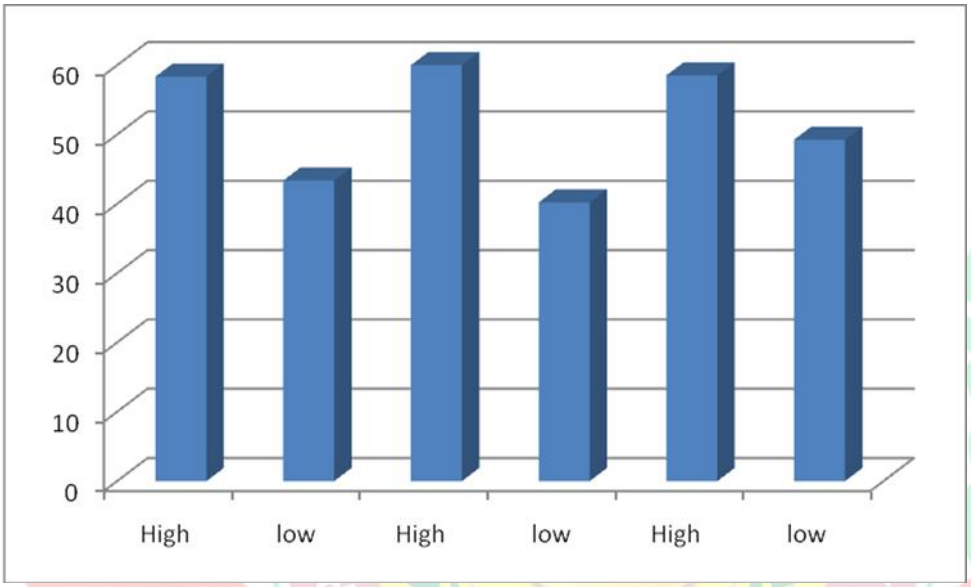

Table-2

Analysis of Variance of Self -Efficacy among High Performing School, College and Club level Volleyball Players

Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	65.717	2	32.858	.419	.659
Within Groups	9169.075	117	78.368		
Total	9234.792	119			

It can be seen from table-2 that insignificant difference was found with regard to the variable of self-efficacy among school, college and club level high performing volleyball players as the P-value (Sig.) 0.659 is found higher than 0.05 level of significance (p>0.05).

Discussion

The results presented in table-1 and table-2 depicts that t-value 5.79, 8.14 and 3.40 of high performing and low performing school, college and club level volleyball players respectively found significant in favor of high performing volleyball players. The results of study clearly favored that high performing players are better on self-efficacy variables in comparison to their counterparts' low performing volleyball players. As per results it is evident that self-efficacy is very important variable with regard to volleyball game and high performance. The results of this study similar to previous studies conducted by Manstead and Van-Eaklen (1998) indicated that self-efficacy is a good predictor of successful task completion and co-relates with levels of performance. Weinberg and Gould (2011) reported that analysis of 28 studies revealed that positive correlation between self-efficacy and performance exists. Further results of analysis of variance among high performing school, college and club level volleyball players did not differ significantly on self-efficacy. These results showed that high performing volleyball players of school, college and club have different mean scores but did not differ significantly. Pervious conducted studies have considered the relationship between self-efficacy and performance in competitive sport (Feltz et al. 1999). These studies have indicated that higher level of self-efficacy are associated with superior performance(Morris & Summers, 2004).Teri and Deborah (2012) found that experience does not have a meaning effect on relationship between self- efficacy and decision making performance. Finally results supported that winning team players have more self-efficacy as compare to losing team players. Another hand high performing players of schools, college and clubs did not differ significantly.

Conclusion

On the basis of findings it is concluded that high performing volleyball players of schools, colleges and clubs are significantly better with regard to self-efficacy. On other hand ANOVA reveals that high performing volleyball players of schools, colleges and clubs did not differ significantly. The self-efficacy is one of the most important psychological variables

to produce high performing volleyball players. So implications of this study are important from development stages to high performance level.

References

1. Bandura, A. (1977). Self-Efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84, 191-215.
2. Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.
3. Bandura, A. (1997). Self-Efficacy: The Exercise of Control. San Francisco, C.A.: Freeman.
4. Bertucci, B. (1992). *The AVCA Volleyball Handbook. The Official Handbook of the American Volleyball Coaches Association*. Masters Press 12.
5. Compell, N.K. & Hackett, G. (1986). The Effects of Mathematics Task Performance on Self-Efficacy and Task Interest. *Journal of Vocational Behavior*, 28, 149-162.
6. Feltz, D.L., Chase, M., Mortiz, S. & Sullivan, P. (1999). Development of Multidimensional Coaching Efficacy Scale. Journal of Educational Psychology, 91, 765-776.
7. Hackett, G. & Compell, N.K. (1987). Task Self-Efficacy and Task Interest as a Function of Performance on a Gender-Neural Task. *Journal of Vocational Behavior*, 30, 203-215.
8. Kent, M. (2005). *Oxford Dictionary of Sports Science and Medicine*. Oxford University Press, New York, 489.
9. Liagridonis, T. (2003). *Handbook for Competitive Volleyball*. Meyer & Meyer Sport, U.K. Ltd., 21.
10. Manstead, A.S.R. & Van-Eeklen S.A.M. (1998). Distinguishing between Perceived Behavioral Control and Self-Efficacy in the Domain of Academic Intentions and Behavior. *Journal of Applied Social Psychology*, 28, 1375-1392.
11. Morris, T. & Summers, J. (2004). *Sports Psychology: Theory, Application and Issues.* Wiley, Australia, 184.
12. Pintrich, P., Schunk, R., & Dale, H. (1996). *Motivation in Education Theory Research and Applications*. Prentice-Hall, Inc: New Jersey.

13. Teri, J.H. & Deborah, L.F. (2012). Path Analysis Examining Self-Efficacy and Decision Making Performance on a Simulated Baseball Task. *Research Quarterly for Exercise and Sport*, 83 (1), 55-60.
14. Weinberg, R.S. & Gould, D. (2011). *Foundation of Sport and Exercise Psychology*. Human Kinetics, Champaign, IL, 329,333.