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## Variance analysis: Iranian students' efficacy and enjoyment in physical education curriculum

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### ABSTRACT

A combination of sport motivation and enjoyment was the first reason for commencing and continuing sport participation. On the other side, being not fun the sports programs is considered as a resignation reason for youth from them. According to Bandura's theory, self-efficacy perception is believe on self abilities which are required for organizing and accomplishing a series of works in order to moving toward the goals. On the other hand, by the necessity of enjoyment from physical activities especially in junior and young athletes and also by referring to Bandura's theory, the present research aimed to survey students' self-efficacy and enjoyment from physical activities. 225 athlete students with the mean age of 12.56(0.76) were selected as the research statistical sample, additionally; ANOVA was used for measuring differences between students' self-efficacy and enjoyment. Tukey test was used for means differences places. Independent (*t*) test was used for measuring the variables differences between men and women. For analyzing data the SPSS was applied on 95% of confidence level. Regarding lack of significant relationship between athletes' age and enjoyment and also sportive background and enjoyment, it can be concluded that the present demographics do not explain the extent of students' enjoyment and self-efficacy in physical education curriculum. As the participants' gender was a limitation in the present study, researchers should consider both genders (male and female) for future studies.

**Key words:** Self-efficacy, Enjoyment, Physical Education Curriculum, Iranian Students

### INTRODUCTION

Despite emphasizing on the necessity of confidence, commitment and strong will for succession, enjoying chance in physical activities can provide sport and training participation. Scanlan, Stein and Ravizza [1] believed that a combination of sport motivation and enjoyment was the first reason for commencing and continuing sport participation. On the other side, being not fun the sports programs is considered as a resignation reason for youth from them. According to Bandura's theory, self-efficacy perception is believe on self abilities which are required for organizing and accomplishing a series of works in order to moving toward the goals. Performance is the most effective resource of efficiency since it is based on personal dominant experiences [2]. Sport enjoyment is used in researches as an emotional respond to sports experience explaining general feelings such as like enjoyment and entertainment [3].

The results from Abolghasemi [4] indicated that endorsement, self-efficacy and life satisfaction are more in students having dominant and high educational progress compared with students having weak educational progress and their stress are lower. Naghsh, et al. [5] explained that perceived self-efficacy can directly affect educational progress. The results from Garcia-Mas, et al. [6] indicated that increasing in young soccer players' motivation would increase their commitment and enjoyment and external motivation has relationship with enjoyment and internal motivation

correlated with sports commitment. Marcos, et al. [7] believed that team athletes and coaches' feelings about self-efficacy have significant relationship with their social and task coherency. The results from Yli-Piipari, et al. [8] revealed that students with higher internal and external motivation felt higher enjoyment and they involved significantly in physical activities. On the other hand, students with weaker internal and external motivation felt lower enjoyment by physical activities. Lent, et al. [9] and Naghsh, et al. [5] indicated that students' efficacy would prognosticate educational adaptation, goals development and life satisfaction. The results from Maleté [10] revealed that task orientation and sportive abilities perception of competition participants would predict their enjoyment in physical activities. So, it can be realized athletes with positive perception about their own sports abilities enjoy their physical activities significantly.

Therefore, studying the factors influencing sport enjoyment and decreasing designation from sport is so vital. One of these factors is athletes' self-efficacy and if this variable is high, athletes will enjoy physical activities and will feel positive by what they believe about their own performances and situations. So, considering the importance of enjoyment and self-efficacy in sport, the scientific researches in this area are required. On the other hand, by the necessity of enjoyment from physical activities especially in junior and young athletes and also by referring to Bandura's theory [2], the present research aimed to survey students' self-efficacy and enjoyment from physical activities.

## MATERIALS AND METHODS

### Participants

The statistical community included all male athlete students of Tehran Football schools. Referring to Morgan's Table and utilizing categorical random sampling, 225 athlete students with the mean age of 12.56(0.76) were selected as the research statistical sample. The present research was conducted in 2 primary schools and 6 Football schools in Alborz province. At the first, the required research process was coordinated with the department of education and school managers. The present researchers commenced to distribute the questionnaire among students after receiving permission from the head of Educational Organization and Football schools.

### Measurements

All measurements were translated from English to Persian (Farsi) and the statements were approved and confirmed by specialist for superficial reliabilities and validities. Additionally, all measurements were designed in way that the contents were understandable to respond for students with the 12-14 years old range.

*Demographic Questionnaire:* including personal information such as age, and sport activity background.

*Physical Activity Enjoyment Scale (PACES):* It was developed for the age of collegiate athletes' rate by Kendzierski and DeCarlo [11]. This scale was developed and validated by Motl, et al. [12] for the age of school students' rate and included 16 statements by five-point Likert's type scale from completely disagree (1) to completely agree (5) [13]. This scale has two subscales including Physical Education Curriculum Enjoyment and its related statements 1 to 4, and Physical Activity Enjoyment and its related statements 5 to 16 which all were designed by referring to Kendzierski and DeCarlo [11]. The internal consistency coefficient was 0.85 by using Cronbach's Alpha test. Reviewing literature indicated the same results by McCarthy, et al. [14] and 0.84 by Dishman, et al. [15] for the named scale.

*Physical Self-Efficacy Questionnaire (PSE):* It included 10 Football basic techniques and participants respond to them from 0 to 10 regarding their confidences (self-efficacy) and abilities about each skill. The final marks for each participant were calculated by the marks means [16]. The internal consistency coefficient was 0.88 in Ebadian's paper [16] and the present results revealed 0.90 by Cronbach' Alpha test.

### Statistical Methods

Descriptive statistics were used for describing and categorizing raw data and for measuring Mean, frequency, SD and table drawing. ANOVA was used for measuring differences between students' self-efficacy and enjoyment. Tukey test was used for means differences places. Independent (t) test was used for measuring the variables differences between men and women. For analyzing data the SPSS was applied on 95% of confidence level.

## RESULTS AND DISCUSSION

The results showed that the mean age of participants were 12.56(0.76) rating from 12 to 14 years old, and also their mean year of sports background were 3.18(1.7) rating from 0 to 8 years.

Despite lack of significant difference in research variables between groups, the results showed that: self-efficacy had the highest mean ( $\bar{X}=8.17$ ) in athletes with 13 years old and the lowest ( $\bar{X}=7.92$ ) in athletes with 12 years old, enjoyment had the highest mean ( $\bar{X}=4.68$ ) in athletes with 13 years old and the lowest ( $\bar{X}=4.58$ ) in athletes with 12 years old. Likewise, the results from Table 1 demonstrated that enjoyment [ $F(2,222)=0.653$ ,  $P=0.521$ ], and self-efficacy [ $F(2,222)=0.644$ ,  $P=0.526$ ] had not significant differences in students' age groups ( $P<0.05$ ).

**Table 1. ANOVA for the research variables in different age groups**

		Sum of Squares	df	Mean Square	F	Sig.
Enjoyment	Between Groups (Combined)	.390	2	.195	.653	.521
	Within Groups	66.334	222	.299		
	Total	66.724	224			
Self-Efficacy	Between Groups (Combined)	3.203	2	1.602	.644	.526
	Within Groups	552.279	222	2.488		
	Total	555.482	224			

Despite lack of significant difference in research variables between groups, the results showed that: self-efficacy had the highest mean ( $\bar{X}=8.25$ ) in athletes with 4 years experience in sport and the lowest ( $\bar{X}=7.79$ ) in athletes with 5 years experience in sport, enjoyment had the highest mean ( $\bar{X}=4.69$ ) in athletes with 4 years experience in sport and the lowest ( $\bar{X}=4.48$ ) in athletes with 5 years experience in sport. The results from Table 2 demonstrated that enjoyment [ $F(5,219)=0.867$ ,  $P=0.504$ ], and self-efficacy [ $F(5,219)=0.448$ ,  $P=0.815$ ] had not significant differences in students' sport experience groups ( $P<0.05$ ).

**Table 2. ANOVA for the research variables in different sport experience groups**

		Sum of Squares	df	Mean Square	F	Sig.
Enjoyment	Between Groups (Combined)	1.295	5	.259	.867	.504
	Within Groups	65.429	219	.299		
	Total	66.724	224			
Self-Efficacy	Between Groups (Combined)	5.623	5	1.125	.448	.815
	Within Groups	549.859	219	2.511		
	Total	555.482	224			

Self-efficacy is influenced by dominance, showing ability, physical and mental fitness, physical Self-Presentation, leadership and coaching, substitute experiences, environmental comfort, and situational excellence on one side, and on the other side, other factors such as performance, physical health, ability of coping with stress and minimizing its side effects, mental health, improving motivation, increasing spirit, and also enjoyment are directly and indirectly affected by self-efficacy. Although, just ability identification, as an enjoyment resource, differs significantly between men and women, parent positive participation is so vital for women. Additionally, regarding the research literature, males reported higher enjoyment compared with females. Generally, cultural effect considers sport a case relating to males' identities and manhood perceptions. In other words, sport can train boys to play their own roles relating to their gender, and identifying personal abilities in sport is enjoyable and this is worthwhile for boys [17]. Relating to this cultural effect, boy reported more enjoyment comparing with girls. One of the enjoyment resources was parents' participation among youth. Parents play an important role in creating enjoyable experience from sport by their psychosocial supports. Generally, children's positive interpersonal relationships and self-confidence demonstrate their psychological health [18]. Parents show their psychosocial support by giving information for increasing sport performance and also by giving external incentives and prizes relating to children's efforts and these supports will lead to develop the talents in sports [19].

Previous studies had shown progress modification in social support and confirmation from parents for peers. McCarthy, et al. [14] realized that adults showed more enjoyment by physical activity comparing with juniors which is not consistent with the present results. In contrary with McCarthy, et al. [14], the results from Scanlan, et al. [20] indicating the modification of enjoyment resources by aging which showed changing in participants' cognitive and social development and finally the aging process could lead to lowering in enjoyment from sport activities.

## CONCLUSION

As it just demonstrated, the results from studying the influence of athletes' demographics on enjoyment and self-efficacy is various and somewhat in contrary, and it can be totally realized that with the exception of age impact on these two variables, the enjoyment resources is diverse in various ages. Reviewing the present results, as the

existence of negligible differences in participants' ages (2 years) in which most of them were peers and had the same sportive background, finding the relationship between ages or sportive background with enjoyment from physical activities was statistically influential on the research results. So, regarding lack of significant relationship between athletes' age and enjoyment and also sportive background and enjoyment, it can be concluded that the present demographics do not explain the extent of students' enjoyment and self-efficacy in physical education curriculum. As the participants' gender was a limitation in the present study, researchers should consider both genders (male and female) for future studies. It also recommended that the same research will be conducted in vast range of students with various culture and family position such as political, military, and academic in order to find more about psychosocial characters and the present variables due to the importance of physical education concept and its positive effect on physical and mental health.

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