

## STUDY REGARDING THE SELF-ESTEEM AND THE SELF-EFFICACY OF THE PARTICIPANTS IN PHYSICAL EDUCATION CLASSES, AT THE UNIVERSITY OF BUCHAREST

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### Abstract

Starting from the premise that the young person is a person in full affirmation of his personality, multiple determined: biological, psychic and social, characterized by a set of needs, interests, ideals, etc., we consider that in their fulfillment a very important role are the perception of self-esteem as well as of the self-efficacy as important elements in self-regulation of their behaviour.

While self-efficacy aims at perceiving one's own abilities to achieve a certain goal, and self-esteem is related to the global perception of its own value, both influence both choosing the behaviors in which an individual will engage, and the resources allocated to the solving of some tasks.

*Objectives.* The idea of this study came from the curiosity of identifying in young first-year students, practically in the first stage of their professional career, the level of self-esteem and the perception of self-efficacy as premises for an optimal professional career development as well as the correlation between availability for physical activity and the capacity of effort and the two components of the personality highlighted above.

*Methods.* We used the following methods: the study of the specialized literature, the survey method based on the questionnaire - "Rosenberg Questionnaire - Self Esteem Scale" and the Self-Efficacy Scale, the statistical-mathematical method and the graphical method.

*Subjects.* Our study was attended by 25 students of the University of Bucharest, enrolled in the aerobics course.

*Results.* By applying the stated questionnaires, the level of self-esteem and self-efficacy was investigated both at the beginning of the semester and at the end of the semester after attending the contents of aerobics classes. Also, it was carried out an initial and a final assessment of the effort capacity, through the Ruffier Test.

*Conclusion.* We can say that, in the view of the investigated subjects, participation in aerobics lessons influenced the satisfaction of those needs that they consider important in the success of their personal, socio-professional approaches: improving self-esteem, the qualitative change of their beliefs about their ability to deal with specific situations, improving social relations, which confirms our hypothesis.

**Keywords:** self-esteem, self-efficacy, physical education

### Introduction

"The young person is a person in full affirmation of the personality, multiple determined: biological, psychic and social, characterized by a set of needs, interests, ideals, etc. In their fulfillment a very important role is the perception of their own self-esteem, as well as of the self-efficacy, as important elements in self-regulation of their behavior" (Bandura, A., 1997).

"While self-efficacy aims at perceiving one's own abilities to achieve a certain goal, and self-esteem is related to the global perception of its own value, both influence both choosing the behaviors in which an individual will engage, and the resources allocated to the solving of some tasks" (Jerusalem, M., & Schwarzer, R., 1992).

### The research organization

#### *The purpose of the paper*

In this paper we aim to identify in young first-year students, who are in the first stage of their professional career, the level of self-esteem and the perception of self-efficacy as prerequisites for a professional career development as well as the correlation between availability for physical activity and the capacity of effort and the two components of the personality highlighted above.

***The research objectives***

To achieve the proposed goal, the following research objectives were set:

- Establishing the research sample;
- Applying the self-esteem and self-efficacy questionnaires in two moments: the beginning and the end of the first semester, the academic year 2018-2019;
- Carrying on the aerobic gymnastics program;
- Analyzing and interpreting the results.

***The hypothesis of the research:*** carrying on the content specific to aerobic gymnastics will lead to a positive change of the investigated parameters, namely the self-esteem and the perception of self-efficacy, as well as an improvement of the effort capacity.

***The research stages***

The data collection and the development of the training programs were carried out as follows:

The initial testing took place between October 17-21, 2018 and aimed at knowing the initial values of the research parameters - the dependent variable.

The final testing took place between January 7-11, 2019 in order to highlight the changes in the research parameters after developing the programs of the aerobics.

***The Subjects and the place of the research***

To conduct the experiment, the sample was composed of 25 UB students (girls), year I, aged 18-21 years, enrolled in aerobics classes.

***The research methods***

In our approach we used the following research methods:

- The study of the specialized literature;
- The statistical-mathematical method;
- The graphical method;
- The tests method:
  - the Ruffier Test
- The survey method based on the questionnaire:
  - the "Rosenberg Questionnaire - Self Esteem Scale"
  - the Self-Efficacy Scale

In the case of the Rosenberg questionnaire, which contains 10 statements (table 1), the subjects are asked to answer the question "To what extent do each of these statements match me?"

Table 1 - Rosenberg Questionnaire

Check in the adjacent columns the extent to which the following statements match you:		Very little	A little bit	Neutral	A lot	Very much
1	Overall I am very pleased with myself					
2	Sometimes I feel I'm not good for anything					
3	I think I have many qualities					
4	I am able to do things as well as most of people around me					
5	I feel that I do not have many qualities to be proud of me.					
6	I often feel useless					
7	I feel like I'm as important as most people around me					
8	wish I could have more respect for myself					
9	I'm inclined to feel like I'm failing					
10	I have a positive attitude towards myself					

In the case of the **Self-Efficacy Scale**, the subjects received a number of 10 statements (Table 2) regarding their professional activity, being asked to assess the extent to which they agree with each of them, each statement being analyzed on the following scale:

- a. Completely untrue as far as I'm concerned
- b. Mostly untrue as far as I am concerned
- c. Mostly true as far as I am concerned
- d. Perfectly true as far as I am concerned

Table 2 – Self-efficacy Scale

Check in the adjacent columns the extent to which the following statements match you:		a	b	c	d
1	I always manage to solve difficult problems if I'm working hard enough.				
2	Even if someone opposes me, I manage to identify the ways and the means to get what I want.				
3	It is easy for me to be consistent with my goals and to achieve my goals.				
4	I trust that I can successfully cope with unforeseen events.				
5	Thanks to my resources, I know how to deal with unexpected situations.				
6	I can solve most of the problems if I invest the necessary effort.				
7	I can remain calm when facing difficulties because I can rely on my defense abilities.				
8	When I'm confronted with a problem I can usually find more solutions				
9	Usually, when I have a problem, I can think of a solution.				
10	I can usually handle any situation and any problems I have to deal with.				

We chose the aerobic gymnastics from the sports disciplines that can be practiced by the students of Bucharest University, on the one hand because it is in the top of the preferences of the students since the establishment of the department, and on the other hand because it is recognized the positive effect on the psychic sphere of sports activities of this kind in which the atmosphere is relaxed, the musical background is entertaining, all of which are prerequisites for the efficiency of such actions.

Over the years, talking to the first year students at their debut in student life, we found that not few are those who were not sure if they made the right choice, who had too little confidence in their chances of success in the field where they chose to develop, which is why we wanted to evaluate the level of self-esteem and the perception of self-efficacy at the beginning and the end of a training program with aerobic gymnastics content.

## Results

In table no. 3 are shown the results of evaluation of self-esteem, initial and final testing.

Table 3 – level of self esteem results

Level of self esteem	Number of the subjects	
	Initial testing	Final testing
Very low self-esteem	3	0
Low self-esteem	6	3
Average level of self-esteem	7	9
High self-esteem	7	9
Very high self-esteem	2	4

The answers to this questionnaire and the score calculation revealed a significant change in the level of self-esteem from one test to another, with most and major changes being noted in statements 1 and 10.

The graphic representation of the answers of the 25 students surveyed is shown in figure no.1

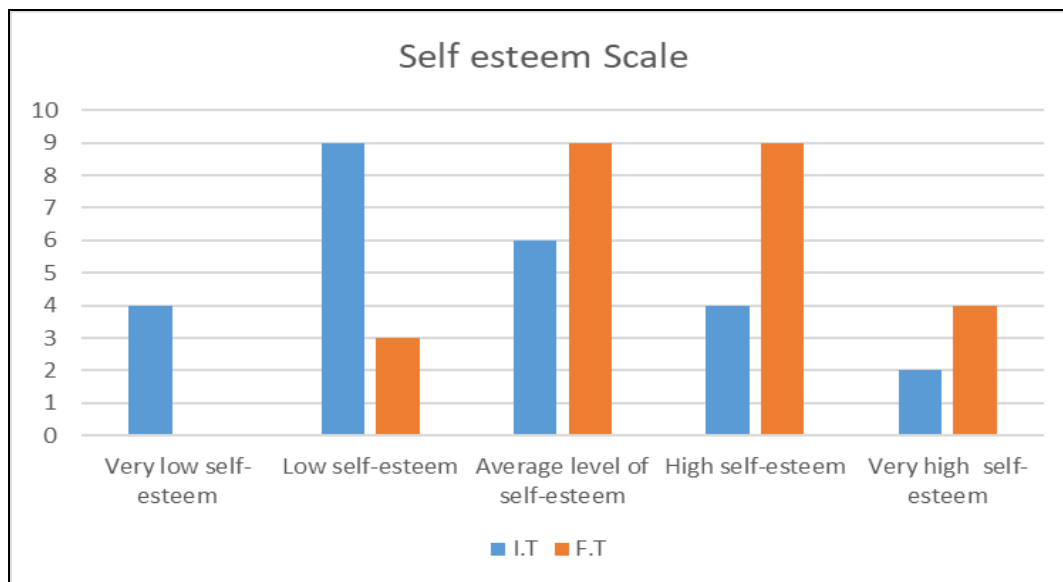


Fig. 1 – The result of the Self esteem Scale

Regarding the **self-efficacy scale**, it includes 10 items describing the self-perceived personal efficiency of the respondent's profession. The perceived self-efficacy score is obtained by adding the score of the 10 items. The score may be between 10 and 40. The higher the score is, the more it indicates a higher level.

The SS scale

	Class 1	Class 2	Class 3	Class 4	Class 5
Scores	≤ 25	26-29	30-33	34-37	≥ 38

In table no. 4 are shown the results obtained in the evaluation of the self-efficacy, the initial and the final testing.

Table no. 4 – Self efficacy Scale

Self efficacy Scale	Number of the subjects	
	Initial testing	Final testing
Class 1 – very low level of self efficacy	4	1
Class 2 – low level of self efficacy	9	3
Class 3 – average level of self-efficacy	8	10
Class 4 – high level of self efficacy	2	5
Class 5 – very high level of self efficacy	2	6

Analyzing the responses obtained by the application of this scale and calculating the scores, we can see the improvement in the level of self-efficacy, as perceived by the subjects of our investigation, from one test to another.

The graphical representation of the answers of the questioned subjects is shown in figure no. 2

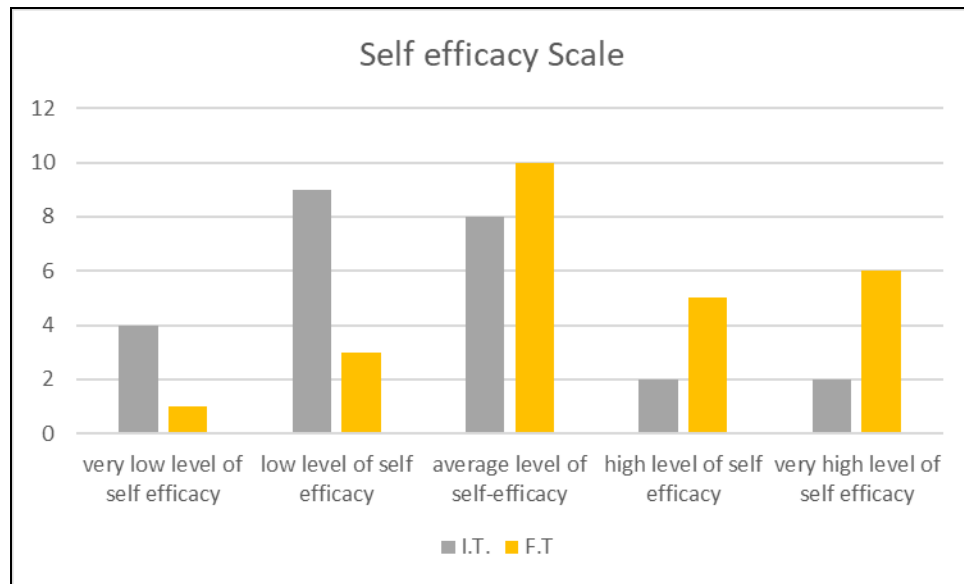


Fig. 2 – The result of the Self efficacy Scale

### Ruffier Test

At initial testing, the students in our experimental group obtained an average value of the Ruffier index of 10.54, and at final testing, the value was 9.08. The differences between the recorded average values are statistically significant because the calculated value  $t$  is greater than the table  $t$ , at a significance threshold  $p = 0.00 < 0.05$ , which confirms our hypothesis.

The graphical representation of the mean values of the Ruffier index is shown in figure no. 3.

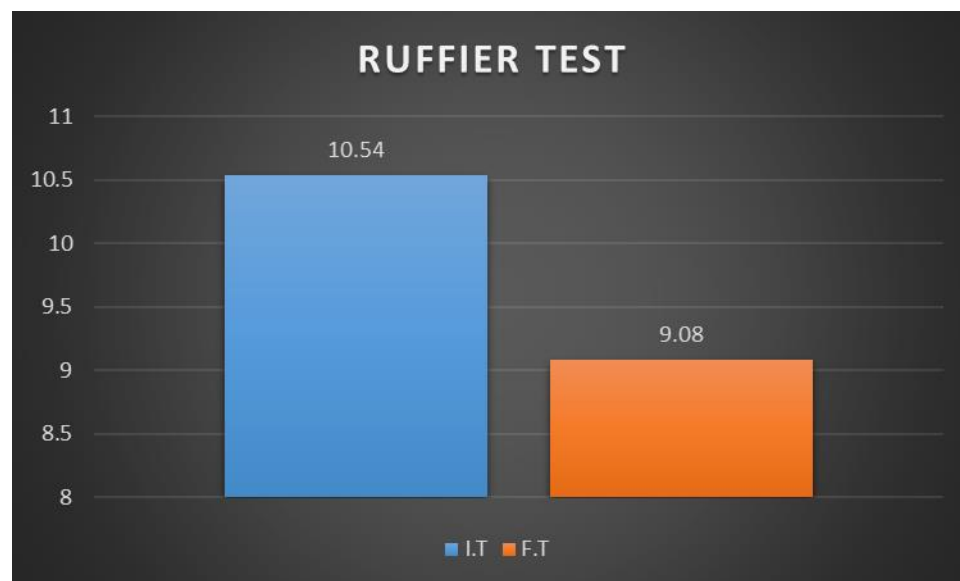


Fig. 3 – The average values of the Ruffier index, initial and final testing

## Conclusions

After analyzing the results obtained by applying the Rosenberg questionnaire and the Self-Efficacy Scale there was an improvement in the scores of the two evaluated variables, which demonstrates that participation in aerobic gymnastics lessons has had positive influences both on self-esteem and on the perception of one's own efficacy, thus confirming our hypothesis. "It is expected that people with a high level of self-esteem and self-efficacy will optimally allocate the resources needed to successfully solve a task, which will help them increase their professional performance" (Rosenberg, M., 1965).

Also, the two above-mentioned indicators correlate with the increase of the effort capacity, the differences between the results recorded in the Ruffier test, in the two tests, being statistically representative and thus validating the hypothesis proposed by us.

## References

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