

## A COMPARATIVE ANALYSIS OF PHYSICAL EDUCATION MENTORS AND MENTEES' SELF-EFFICACY

**MOHAMMED FEROZ ALI**

*Department of Secondary Education, School of Education, College of Humanities & Education, Fiji National University, Lautoka, FIJI.*

*Email: ali.feroz@fnu.ac.fj*

**How to cite this article:** Ali, M.F. (December, 2016). A comparative analysis of physical education mentors and mentees' self-efficacy. Journal of Physical Education Research, Volume 3, Issue IV, 75-83.

**Received:** September 27, 2016

**Accepted:** December 23, 2016

### ABSTRACT

*Self-efficacy is a person's judgment about being able to perform a particular activity. It is a performance judgment of the person to execute courses of action required to deal with prospective situations. It indicates the strength and level at which one believes that one can successfully perform a skill. The objective of this study is to establish the level of self-efficacy between physical education mentors and mentees. All together hundred students and teachers from different Secondary Schools of Ba Tavua Districts of Fiji were selected for the study. Random sampling method and the General Self-Efficacy Scale were used for data collection. Comparative analysis of self-efficacy between mentees and mentors showed that generally mentors had greater self-efficacy than mentees.*

**Keywords:** Mentors, mentees, self-efficacy.

### 1. INTRODUCTION

Psychologists have shown their interest in exploring the effectiveness of teaching and learning strategies adopted by the teachers and students. Without confidence in own ability, an individual cannot perform to his/her optimum. It is even possible that someone with lesser ability, but having confidence, can outperform because belief in self can be a powerful influence. An individual who is confident in own capability to organize, execute, and regulate own problem-solving or task performance at a designated level of competence is demonstrating high level of self-efficacy.

Self-efficacy is a specific situation in which self-confidence that indicates the strength and level at which one believes that he/she can successfully perform a

---

**Correspondence:** Mohammed Feroz Ali (M.A.), Lecturer, Department of Secondary Education, College of Humanities & Education, Fiji National University, Lautoka, Fiji, Tell: +679 6667533, Email: ali.feroz@fnu.ac.fj

skill (Ahsan, 2014). Self-efficacy is a judgment of how well one can execute courses of action required to deal with prospective situations (Bandura, 1982). These efficacy expectations can be thought of as both outcome and personal expectations (Bandura, 1977). Self-efficacy plays a significant role in determining once behavior. Self-efficacy is a person's judgment about being able to perform a particular activity. Self-efficacy reflects how confident one is while performing specific skills. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainment (Bandura, 1977; Burke-Spero, & Hoy, 2003).

Academic self-efficacy denotes to a person's belief that he/she can successfully achieve at a designated level in a specific academic subject area or academic goal. Tschannen-Moran and Hoy (2001) suggest that supporting the development of teachers' self-efficacy is essential for producing effective, committed and enthusiastic teachers. According to self-efficacy theory, self-efficacy is an "individual's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task". Hoy and Woolfolk (1990) found few consistent relationships between characteristics of teachers and the behavior or learning of students. Students of efficacious teachers generally have outperformed students in other classes.

This study is a thought provoking composition of the facts and analysis of what the mentors and mentees of secondary school in the Ba Education district possess, how they build their self-efficacy, what strategies they utilize to achieve self-efficacy in teaching and learning and remain competent at the specified environment under the specific standard operating procedures. This study sheds light on factors that causes mentors and mentees to become efficacious for different ways of teaching and learning in secondary schools, the effect of being efficacious and mechanisms the mentors and mentees implore to overcome inefficiency to achieve successfully desired aims and objectives.

Keeping in view the significance of self-efficacy of physical education mentors and mentees researchers tried to compare self-efficacy between mentors and mentees of physical education in general and analysis on the basis of gender and race in particular.

## **2. METHODS AND MATERIALS**

### **2.1 Participants**

Primary sources of data collection were used for this research. Data were collected from field survey in the randomly selected secondary schools of two

district of western division of Fiji i.e. BA and TAUVA. Hundred participants from 14 schools were selected for this study i.e. fifty mentor and fifty mentees.

## 2.2 Tools

The General Self Efficacy Scale (GSES) developed by Schwarzer and Jerusalem, (1995) were used. The scale was designed for the general adult population, including adolescents of the age of 12 years and up. Internal reliability for GSE = Cronbach's alphas was between 0.76 and 0.90.

## 2.3 Procedure

For the mentors approximately one week was given to complete general self-efficacy scale. The mentees completed general self-efficacy scale in a classroom environment. Prior to the administration of the test all the instructions were imparted to all subjects that they had to follow while marking their responses.

## 2.4 Statistical Analysis

For the statistical analysis MS office Excel 2010 software was used to calculate mean, standard deviation and *t*-test. The *t*-test was used to determine the differences between the means of two genders and ethnicity. The level of significance was set at 0.05 levels.

## 3. RESULTS AND DISCUSSION

**Table 1: Self-efficacy between male and female mentees**

	df	Mean	Std. Deviation	<i>t</i>	<i>Sig.</i>
Male	48	31.64	4.82	-2.37	<i>p</i> <0.05
Female		28.27	4.67		

In order to determine level of self-efficacy between male and female mentees, means and standard deviations were separately calculated. The finding showed that there is no significant difference between male and female mentees. However, mean value shows that the males are more efficacious than females. This may be because the males have stated they are able to solve issues by thinking critically also show greater commitment and spend time towards preparation of the desired objectives. Males have proven to be very sustainable during pressure times while the females get panic quickly.

These findings may be due to the gender roles acquired by the socialization process in culture and society, which affect male and female personal characteristics differently. The persons of Fiji have different social role expectations of males and females, and males are brought up as more reckless, contentious, and risk-taking individuals than females. Both self-efficacy and anxiety are psychological states of individuals and parts of the personality. The cultural situations can also be considered to account for males relatively low levels of anxiety and high levels of self-efficacy in physical activity.

Generally in Fiji, there are always more males than females who are prepared to take part in physical activity such as physical education practical class which clearly indicates that males have more self-efficacy than females.

**Table 2: Self-efficacy between I-Taukei and Indian mentees**

	df	Mean	Std. Deviation	<i>t</i>	Sig.
i-Taukei	48	30.44	4.57	-1.14	<i>p</i> <0.05
Indian		28.84	5.12		

The other reason is the social setting of males compared to female's social identity theory has tended to see that those involved in social activity have greater self-efficacy". This is very true for Fiji setting since it's the males who interact and play in groups in villages and in towns more than that of females, thus having a greater self-efficacy. The males have greater social group network and are able to share their thoughts with others giving them greater self-confidence.

In order to determine level of self-efficacy between i-Taukei and Indian mentees, means and standard deviations were separately calculated. The finding showed that there is no significant difference between i-Taukei and Indian. However, the mean score of i-Taukei's self-efficacy was higher than the Indian mentee

The results showed that i-Taukei mentees are more efficacious than Indians. This is because i-Taukei mentees are very dedicated, show greater interest towards any sports and any physical activities.

Ethnic efficacy refers to one's sense of belonging to an ethnic group along with the value and emotional significance attached to that membership. The diversity in group members' social characteristics influences interaction patterns among members as well as individual and group performance. Based on these findings, we expect that social characteristics within a group operate as ambient group stimuli that exert cross level influences on member outcomes, including changes in self-efficacy beliefs. Thus, membership diversity in these demographic attributes has facilitated to show an increase in participants for physical activity

The i-taukei are mostly living in groups (Koro) where they get motivated by each other to play games, thus they have greater self-efficacy than the Indo Fijians as they mostly live on their own and have less social interaction.

**Table: 3 Self-efficacy between male and female mentors**

	df	Mean	Std. Deviation	<i>t</i>	Sig.
Male	50	71.50	7.86	-2.57	<i>p</i> <0.05
Female		60.03	15.96		

In order to establish level of self-efficacy between male and female mentors, means and standard deviations were separately calculated. The finding showed that there is no significant difference between male and female mentors. But, the mean score of male's self-efficacy was higher than the female mentors.

The above graph shows that males are more efficacious than females. In the school system in Fiji more responsibility would be given to a male staff compared to a female so the males become more confident and possess more self-efficacy in addition to these findings on gender differences in self-efficacy, there is significant

In in developing country like Fiji women are more likely than men to limit their career aspirations and interests because they believe that they lack the necessary capabilities. In citing recent evidence that girls are moving toward academic parity in subjects such as math and science and having physical education as non-priority activity.

In Fiji, for most of the sports, the males are exposed to the activity or sport first. For example; soccer - man have been playing soccer for decades in Fiji but know soccer has been introduced for the girls. Similarly, rugby is mostly played by man or boys. Just recently it has been noticed that women also play rugby. Our society is driven in such a way that males are given a greater opportunity and mixture of sports than the females, thus the self-efficacy for the males is much greater than of the females.

**Table: 4 Self-efficacy between i-Taukei and Indian mentors**

	df	Mean	Std. Deviation	<i>t</i>	Sig.
i-Taukei	48	65.84	5.71	1.64*	<i>p</i> <0.05
Indian		69.29	8.42		

In order to establish level of self-efficacy between i-Taukei and Indian mentors, means and standard deviations were separately calculated. The finding showed

that there is a significant difference between i-Taukei and Indian mentors. But, the mean score of Indian's self-efficacy was higher than i-Taukei mentors.

The results reflect that both Indian and I-Taukei mentors' performance almost equal. The Indian counterpart have a slightly better and bigger edge. The reasons are that the I-Taukei mentors are culturally motivated, are of a relaxed nature, and take physical education as a leisure activity. Indian mentors are highly motivated towards teaching, which explains a slight better percentages of result compared to their counterparts. The I-Taukei mentors take physical Education as it is something students are born with as natural talent and will peruse in the activity as they grow so give less importance of it in learning and teaching.

Mentors, like teachers, serve as role models with the goal of assisting youth in the developing particular skill-sets. Teachers need a higher degrees of self-efficacy which tend to correspond to higher levels of student learning and improved student-teacher relations. The teacher training institutions need to find methods in motivating its students to be more efficacy towards physical Education regardless of race.

**Table 5: Self-efficacy between male mentors and mentees**

Male	df	Mean	Std. Deviation	<i>t</i>	Sig.
Mentor	37	71.50	7.86	19.50	<i>p</i> <0.05
Mentee		31.64	4.82		

**Table: 6 Self-efficacy between female mentors and mentees**

Female	df	Mean	Std. Deviation	<i>t</i>	Sig.
Mentor	58	65.96	7.16	23.85	<i>p</i> <0.05
Mentee		28.27	4.67		

In order to find out level of self-efficacy between male/female mentors and mentees, means and standard deviations were separately calculated. The finding revealed that there is no significant difference between male/female mentors and mentees. But, the mean score of mentor's self-efficacy was higher than the mentees. The above results reflect that male /female mentors have a higher level of self-efficacy which results in them being more organized and have a higher planning ability thus more productive whereas mentees attitude, initiative, co-operation and motivation growth is low thus very low performance rate.

Mentors have a higher level of self-efficacy which results in them being more organized and have a higher planning ability thus more productive whereas mentees attitude, initiative, co-operation and motivation growth is low thus very

low performance rate. A teacher's beliefs in his or her ability to positively impact student learning are critical in actual success for failure in a teacher's behavior. This trinity mutually impacts its members, determines what we come to believe about ourselves, and affects the choices we make and actions we take. We are not products of our environment. We are not products of our biology. Instead, we are products of the dynamic interplay between the external, the internal, and our current and past behavior. Thus the teachers as mentors are the one who motivate the students and as in the research male teachers have more self-efficacy than the male students and the female mentors have more efficacy than female mentees.

#### **4. CONCLUSIONS**

This study investigated the self-efficacy in mentors and mentees. Results have shown that the mentors always revitalize, empower themselves and are well aware of their competencies. The development of an educator's sense of self-efficacy is important. According to the findings of this study males are more efficacious than females, i-Taukei are more efficacious than Indians mentees. As an evaluate to mentor, study showed that males are more efficacious than females and both Indian and i-Taukei mentors are almost equal. The analysis of self-efficacy between mentees and mentors (males) shows that mentors are for more productive, compared to their mentees and mentors are for more efficacious, than mentees (female). i-Taukai mentees performance outweighs the mentor's performance. Indian mentor's performance exceeds the mentees performance.

Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Virtually all people can identify goals they want to accomplish, things they would like to change, and things they would like to achieve. However, most people also realize that putting these plans into action is not quite so simple. Mentees learn from everything they do. They are naturally curious; they want to explore and discover. If their explorations bring pleasure or success, they will want to learn more. During these years, Mentees form attitudes about learning that will last a lifetime. Mentees who receive the right sort of support and encouragement during these years will be creative, adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later in life.

Everyone needs some source of self-efficacy towards anything that needs to be done. Since self-efficacy activity is more rewarding in and of itself, children learn more from this sort of activity, and they retain that learning better. Efficacious mentees are more involved in their own learning and development. In other words, a mentee is more likely to learn and retain information when he is



self-efficacious therefore it's the mentors who shall find means and ways to motivate there students for lifelong learning.

“Nothing breeds success like success” certainly is true when it comes to developing self-efficacy. Through the mentoring process mentors are able to reflect on their practice, examine it, and then reevaluate the ideals, guiding principles, theories, and objectives attached to their personal philosophy of teaching and learning. As mentors assist their mentees in improving their teaching, they also improve their own professional competency. Through the mentoring experience, mentors began to value how much they had learned over the years through the reflection of what they do. Reflection benefited mentors. Articulating classroom practices helped mentors develop as educators and helped the new teachers learn how to evaluate their own work.

## 5. REFERENCES

- Ahsan, M. (2014). Self-efficacy among male and female soccer players. *Journal of Physical Education Research*, 1, 08-12.
- Bandura, A. (1977). Self-efficacy: towards a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.
- Bandura, A., Caprara, G.V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. *Child Development*, 74(3), 769-82.
- Bandura, A., Caprara, G.V., Barbaranelli, C., Pastorelli, C., & Regalia, C. (2001). Sociocognitive self-regulatory mechanisms governing transgressive behavior. *Journal of Personality and Social Psychology*, 80(1), 125-135.
- Burke-Spero, R., & Hoy, A.W. (2003). Thick Description: A qualitative investigation of Developing Teachers' Perceived Efficacy. Unpublished Manuscript, Ohio State University.
- Conner, M. & P. Norman (2005). *Cognitive determinants of health behavior: Predicting health behavior* (2<sup>nd</sup> Ed.). Buckingham, England: Open University Press.
- Hoy, W.K., & Woolfolk, A.E. (1990). Socialization of student teachers. *American Educational Research Journal*, 27(2), 279- 300.
- Judge, A (2002). Are measures of self-esteem, neuroticism, locus of control, and generalized self-efficacy indicators of a common core construct? *Journal of Personality and Social Psychology*, 83(3), 693-710.
- Kwak, K. & Bandura, A. (1998). Role of perceived self-efficacy and moral disengagement in antisocial conduct. Unpublished Manuscript, Osan



College, Seoul, Korea.

- Luszczynska, A. & Schwarzer, R. (2005). *Predicting health behaviour* (2<sup>nd</sup> ed. rev., pp. 127-169). Buckingham, England: Open University Press.
- Mischel, W. & Shoda, Y. (1995). A cognitive-affective system theory of personality: Reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological Review*, 102, 246-268
- Ormrod, J.E. (2006). *Educational psychology: Developing learners* (5<sup>th</sup> ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Pendergast, D., Garvis, S., & Keogh, J. (2011). Pre-service student-teacher self-efficacy beliefs: An insight into the making of teachers. *Australian Journal of Teacher Education*, 36(12), 46-57.
- Schwarzer, R. (2008). Modeling health behavior change: How to predict and modify the adoption and maintenance of health behaviors. *Applied Psychology: An International Review*, 57(1), 1-29.
- Schwarzer, R., & Jerusalem, M. (1995). *Generalized Self-Efficacy scale*. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35-37). Windsor, UK: NFER-NELSON.
- Tschannen-Moran, M., & Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
- Turan, M.B., Pepe, O., Bahadir, Z. (2015). Investigating self-efficacy levels of physical education and sports teachers in terms of some variables. *Science, Movement and Health*, 15(2), 158-163.