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SELF-EFFICACY AND MINDFUL AWARENESS AMONG ATHLETES AND ARTISTS

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Abstract

Mindfulness and self-efficacy are important aspects among artists and Athletes. Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. One of the important aspects that help in the proper execution of efficiency one has is self-confidence. It is even possible that someone with lesser ability, but with confidence, can outperform this person because belief in oneself can be a powerful influence. Mindfulness present-centered awareness and activity-focused attention help an individual to perform to his or her potential. The objective of the present study is to understand the level of self-efficacy and mindfulness awareness among artists and athletes. The study involves 75 young adults of age range from 18 to 25 among which there were 25 artists and athletes each. The study also involved 25 young adults who were not artists or athletes. The tools used to assess Self-efficacy and Mindfulness Were Self-Efficacy Scale (Ralf Schwarzer, Matthias Jerusalem, 1993) and the Mindfulness awareness scale (Brown and Ryan). The sample was selected through a purposive sampling method. The result revealed that there is a significant difference in the level of self-efficacy and mindfulness among artists, athletes, and others. The artists have a high level of self-efficacy and mindfulness compared to athletes and others.

Keywords: Mindfulness, Self-efficacy, Artists, and Athletes.

Introduction:

Human beings are considered to be social animals comprising strengths and weaknesses. Strengths are the ones that have to be strengthened and weaknesses are the ones that have to be worked upon. Likewise, there underlies both positives and negatives in the behavior of the individuals. Self-efficacy is one of the positive aspects of a person. Self-efficacy is people's belief in their capacity, and capability to exercise some measure of control over their own functioning and environmental events (Bandura, 2001). Self-efficacy belief determines how people feel, think, motivate themselves, and behave in different situations faced with obstacles. A strong sense of self-efficacy enhances the person's ability to face challenging goals and maintain a strong commitment to achieving their goal. They heighten their sustainability to face failure, when they face failures, there is a quick recovery in their sense of efficacy. Self-efficacy is the belief that "I can" whereas helplessness is the belief that "I cannot" (Stipek 2002; Bandura and Locke, 2003; Maddux, 2002).

Self-efficacy influences an individual's choice of activities. People with low self-efficacy might avoid many learning tasks, especially those that are challenging, in contrast, the person with high self-efficacy counterparts through challenging activities as they can exercise and control over threatening situations. People with high self-efficacy are more likely to have confidence in exploring challenging careers (Bets, Paulsen, Quimby&Oberien, 2004). Self-efficacy varies from situation to situation depending on the competencies required for different activities. (Schunk,D, 1991, 2004)

Mindfulness is another aspect of an individual, who is intensely interested and immersed in a task or action, or state of his/her choice and it is a present-centered awareness and activity-focused attention (Csikszentmihalyi, 2000). The central feature of mindfulness is to be open and receptive, with present-centered attention and awareness that is reflexive and non-judgmental (Brown and Rayan, 2003). Mindfulness is a flexible state of mind- openness to novelty. In the state of mindfulness, one becomes sensitive to context and perspective. When mindful, our behavior may be guided rather than governed by rules and routines. We actively vary the stimulus field when present in the state of mindfulness.

Mindfulness means focusing on what's happening in the present surroundings, of which one must be aware. In such a state one must not think about the past, future, or void. This means living in the present, not for the present. Mindfulness does not mean living in the moment without regard for the future. Any activity done with mindfulness is qualitative in nature. When an activity is done with mindfulness, it results in the psychological well-being and achievement of an individual. Mindfulness is a creative process that leads to the flow or other positive experiences of an individual's physical activities, relationships, and performances. Creativity is characteristic of an artist which is influenced by mindfulness. Mindful creativity makes an individual think differently than a person who has low mindfulness. (Dhiman, 2012). Mindfulness leads to greater insight, receptivity, and balance and gives clarity to oneself and others (Kabat- Zinn, 1990, 2003). When an artist is in a state of mindfulness he dips the brush in his soul and then into the color paint, so that the art which is created comes from within not from others (Arnkoff, 2009). Mindful awareness makes people focus on present goals or challenges rather than the past or future, which results in better achievements.

Mindfulness may be a vehicle for self-analysis, it is oriented toward simply observing, rather than evaluating the self. It gives an opportunity to understand the way things are before we judge, analyze and evaluate. One major study found that those who reported a greater sense of mindfulness were more likely to experience a higher state of flow. These individuals also score better in terms of control of attention and emotion, goal setting, and positive self-talk (Christine, 2014).

Self-efficacy and mindfulness vary from one individual to another depending on their interests and self-image. Athletes and artists are those two groups of people among whom these two aspects are expected to play a major role. An athlete is a person trained to compete in sports or exercises involving physical strength, speed, or endurance. Athletes cannot perform to their potential without confidence in themselves. For athletes, the source of self-efficacy judgments is performance attainment. Prior achievements demonstrate the athlete's capabilities and strengthen their feelings. Prior failures, particularly repeated failures, lower self-efficacy (Schultz, 2009). If an athlete observes someone successfully performing a specific behavior that appears to be within

the athlete's skill range, the athlete's self-efficacy regarding that behavior may increase. The coach will set up a situation where the athlete can increase self-efficacy by using an effective method through which the complex skills are broken down into smaller and more specific components that challenge the athlete's ability to perform. (Frank, A. M, 2001)

Athletes tend to struggle in the present movement because of the thoughts that can drift to the previous action or move ahead to what might happen in the future. The performance outcomes depend on the extent to which an athlete accepts their own positive or negative thoughts and feelings and maintains focus on the task at hand (Gadner& Moore 2004). The proximity of goals also affects self-efficacy. It has been shown that individuals, who strive for goals that are likely to be evaluated within a short time, increase their self-efficacy to a greater degree than individuals who have goals set for a more distant time in the future. (Bandura,Schunk, 1981).Research on the application of mindfulness to athletic performance has suggested that practicing

mindfulness meditation in addition to physical training resulted in improved mental and physical performance. (Bhardwaj, G, 2009)

The Artist who judges themselves as highly efficacious will expect favorable outcomes, and self-doubters will expect a low performance of themselves and negative outcomes. Thus, if the Artists view themselves as being good art creators, and believe that performing well will bring them social recognition, they become much more likely to engage in such behavior than those who do not perceive themselves as being a good artist or believe that their performance will not produce favorable consequences (Markman, Balkin & Baron, 2005).

With the above background, the present study was conducted to understand the level of self-efficacy and mindfulness awareness among artists, athletes, and others who do not participate in any of the athletic and artistic activities.

Method:

Hypothesis:

H1: There is no significant difference in self-efficacy among young adult Athletes, artists, and others who do not participate in any form of athletics and art.

H2: There is no significant difference in Mindfulness awareness among young adult Athletes artists and others who do not participate in any form of athletics and art.

Sample:

The present study was carried out with 75 young adults in the age range of 18 to 25 years. Data was collected from the young adults from Bangalore among which there were 25 artists and athletes each and 25 Young Adults who were not artists or athletes. The sample was selected by using the purposive sampling method.

Inclusion criteria:

1. Athletes and artists who practice for 2-5 hours per week.
2. Athletes and artists who have 3-10 years of experience in that field.
3. Those who do not practice/ who have not learned any form of athletics or arts

Exclusion criteria:

1. Physically challenged.
2. Those who practice yoga or meditation

Tools:

1. Self-efficacy scale: Self- efficacy scale was developed by Ralf Schwarzer and Matthias Jerusalem (1993). It has been designed to estimate the level of self-efficacy in various domains of human functioning. This is a four-point scale consisting of 10 items, each item refers to successful coping and internal attributions of success.

2. Mindfulness attention awareness scale: Mindfulness attention awareness scale was developed by Brown and Rayon (2003). This scale consists of 15 items. The test measures day-to-day experiences related to mindfulness and attention awareness in an individual.

Procedure:

Before administering the test, the participant's consent was taken for their participation in the research. They were assured of confidentiality that the information provided by them would be used for research purposes only and rapport was established with the participant. Then socio-demographic data was collected. The two scales were administered with clear instructions. The response sheets are collected back and scored individually. The data is subjected to statistical analysis using one-way ANOVA.

Table 1: Showing the Sum of squares, degrees of freedom, mean square, and F-value of Artists, Athletes, and Others (who do not practice art or athletics) in Self-efficacy.

Groups	**N**	**Mean**	**SD**
Artists	25	33.92	5.4
Athletes	25	29.68	5.3
Others	25	27.96	5.37

Results and discussion:

Table 2: Showing Mean, Standard Deviation of artists, athletes, and others in self-efficacy.

Source	**Sum of Squares**	**Df**	**Mean Square**	**F-Value**	**Significant**
Group	470.4	2	235.34	8.189	0.001
Error	2068.24	72	28.726		
Total	72399	75			

Table 3: Post hoc test result for self-efficacy among athletes, artists, and others (who do not practice athletics and arts).

Variable	**Group**		**Mean Difference**	**Significant value**
Self-efficacy	Artists	Athletes	4.24*	0.007
		Others	5.96*	
	Athletes	Artist	-4.24*	0.007
		Others	1.72	
	Others	Artist	-5.96*	0.001
		Athletes	-1.72	

Table 1 shows that there is a significant difference in self-efficacy among athletes, artists, and others (who are not artists and who are not athletes). The level of self-efficacy among individuals varies from one field to another, depending on the nature of the work they do and the interest they possess.

The hypothesis stating that there is no significant difference in self-efficacy among young adult artists, athletes, and others who do not participate in athletics and arts, was tested by using one-way ANOVA.

Table 2 reveals that there exists a significant difference in self-efficacy among artists and athletes as well as, artists and others who do not participate in athletics and arts. Among artists and athletes as well as among Artists and others who do not practice athletics and arts, self-efficacy is higher artists. This difference in self-efficacy might be due to the various factors which influence or affects or challenges them in achieving what they want. Hence it disapproves of the assumed null hypothesis.

Table 4: Showing the Sum of squares, degrees of freedom, mean square, and F-value of Artists, Athletes, and Others who do not practice art or athletics on Mindfulness awareness.

Source	**Sum of Squares**	**D f**	**Mean Square**	**F**	**Significant**
Group	818.64	2	409.32	2.922	0.060
Errors	10085.680	72	142.072		
Total	20843	75	2.922		

Table 5: Showing the Mean, Standard deviation of artists, athletes, and others who do not practice athletics or art on mindfulness-awareness

Groups	**N**	**Mean**	**SD**
Artists	25	54.8	14.8
Athletes	25	52.2	6.3
Others	25	46.8	12.6

The hypothesis stating that there is no significant difference in mindfulness among late adolescent athletes, artists, and others who do not practice athletics and arts was tested using one-way ANOVA. Table 4, shows that there is no significant difference in mindfulness among artists, athletes, and others who do not practice athletics and arts. Thus it is in good accordance with the assumed null hypothesis. Mindfulness is an aspect that is unique to an individual and is dependent on the skills, experience, involvement, and consequences. Hence it varies invariably. In contradiction to these results, the study conducted by Cooper and Sugarman(1998) shows that athletes have high mindfulness and focus on the present.

To summarize the result of this study there is a significant difference in self-efficacy among artists, athletes, and others who do not practice any form of art or athletics and there is no significant difference in mindfulness awareness among artists, athletes, and others. Self-efficacy and mindfulness are higher in artists than in athletes and others. Further studies can be conducted for large samples in different geographical areas to find out the gender differences.

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