Preparatory and Performance Self-Efficacy in Athletes

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Part of the Arts and Humanities Commons, Business Commons, Education Commons, Engineering Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Physical Sciences and Mathematics Commons, and the Social and Behavioral Sciences Commons

Recommended Citation
https://ecommons.udayton.edu/stander_posters/486

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
Preparatory and Performance Self-Efficacy in Athletes

Emily McCarty, BA
Advisor: Susan Davis, PhD

Background

- Assessing the self-efficacy of athletes before and after they complete two spatial tasks
- What is driving the relationship between athletes goal-directed behavior?
- Assessing whether or not competition will affect the relationship.
- Based on Bandura’s (1977) theorized relationship between people, their behavior, and ensuing outcome
- People will base their current performance and expectations on a selection of variables from past events
- Three types of self-efficacy assessed: General, Preparatory, and Performance
- Examined gender to see if this affected a person’s general self-efficacy

Hypotheses

1. There will be a curvilinear relationship between preparatory self-efficacy and personal agency before two spatial tasks.

Method

- 108 participants take General, preparatory, and performance self-efficacy questionnaires.
- Complete two spatial tasks.
- Two Conditions: Competitive and noncompetitive.

Anticipated Results

1. Presence of a curvilinear relationship between preparatory self-efficacy and personal agency before the spatial tasks assessed by a polynomial regression.
2. Presence of a linear relationship between performance self-efficacy and performance on the spatial tasks after completing the tasks assessed by a linear regression.
3. No difference in preparatory and performance self-efficacy before or after spatial tasks assessed by a polynomial regression.
4. Across both groups, there will be a gender difference between participants assessed by an independent groups t-test.

References