

Relationship between Level of Sports Participation and Confidence Development among University Students

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Abstract: Confidence is an essential psychological trait that affects students' academic involvement, social interactions, and overall personality development. Engagement in sports and physical education is acknowledged as an effective means of cultivating confidence via experience learning, skill development, and social reinforcement. Nevertheless, scientific information investigating the correlation between sports participation levels and confidence growth in university students is few. This study sought to examine the correlation between the frequency and intensity of sports involvement and confidence levels among university students. Five hundred graduate students engaged in sports activities were selected through systematic sampling. Confidence was evaluated by a validated psychological questionnaire, whilst sports participation was quantified by reported frequency and intensity of engagement. The statistical study utilized Pearson's product-moment correlation coefficient. The findings indicated a substantial positive correlation between sports involvement and the development of confidence, suggesting that children with increased engagement in sports had enhanced confidence levels. The results underscore the psychological benefits of engaging in sports and advocate for the incorporation of organized physical education curricula in higher education establishments.

Keywords: Sports participation, confidence, university students, physical education, personality development

I. INTRODUCTION

Confidence denotes an individual's conviction in their capacity to execute activities proficiently and manage problems adeptly. In the university setting, confidence significantly influences students' academic success, leadership behavior, communication abilities, and emotional health. Students with confidence are more inclined to engage actively in learning, partake in group activities, and adjust to challenging academic and social circumstances. Participation in sports has consistently been linked to beneficial psychological results, especially the enhancement of confidence. Regular participation in physical activities enables pupils to achieve goals, acquire skills, and engage socially, hence fostering increased self-confidence. Engagement in competitive and leisure sports offers opportunities to encounter success and failure, therefore enhancing emotional control and self-efficacy (Bandura, 1997). Prior studies indicate that physical education and sports help personality development by fostering attributes such as confidence, discipline, collaboration, and resilience (Prassas et al., 2006). Nevertheless, several research have investigated sports involvement in a broad context, failing to sufficiently account for the degree of engagement regarding frequency and intensity. Comprehending the impact of differing levels of sports engagement on confidence is crucial in higher education, where academic expectations and sedentary lifestyles are more common. (Chandel, S et.al. 2018)

Despite increasing acknowledgment of the psychological advantages of sports, university physical education programs frequently get minimal institutional prioritization. Empirical research illustrating the correlation between sports involvement and the enhancement of confidence can substantiate the policy-level incorporation of physical education into academic curriculum. (Chandel, S et.al. 2018)

This study aims to investigate the association between sports involvement levels and confidence growth among university students using correlational analysis. The hypothesis posited that increased frequency and intensity of sports involvement would correlate with elevated confidence levels.

Objectives of the Study

- To assess the level of sports participation among university students.
- To evaluate confidence levels among students engaged in sports activities.
- To determine the relationship between sports participation and confidence development.

Hypotheses

- **Null Hypothesis (H₀):** There is no significant relationship between the level of sports participation and confidence development among university students.
- **Research Hypothesis (H₁):** There is a significant positive relationship between the level of sports participation and confidence development among university students.

II. METHODS AND PROCEDURE

Research Design

A descriptive correlational research design was employed to examine the relationship between sports participation and confidence development. This design was considered appropriate for identifying the direction and strength of association between variables without manipulation.

Participants

The study sample consisted of 500 graduate-level university students actively participating in organized sports and physical education activities. Participants represented multiple sports disciplines and institutions, ensuring diversity in participation patterns. All participants provided informed consent, and ethical guidelines for research involving human subjects were strictly followed.

Variables

- **Independent Variable:** Level of sports participation (frequency and intensity)
- **Dependent Variable:** Confidence development

Data Collection Instruments

1. Sports Participation Questionnaire:

A structured questionnaire was used to assess frequency (number of sessions per week) and intensity (training and competition involvement) of sports participation.

2. Confidence Scale:

Confidence was measured using a standardized psychological scale comprising Likert-type items assessing self-belief, assertiveness, and perceived competence. Higher scores indicated greater confidence.

Both instruments demonstrated adequate reliability and validity as reported in prior psychological and educational research.

III. PROCEDURE

Participants were informed about the study's aims and methods before data collection commenced. Questionnaires were conducted in a regulated setting to provide consistent testing settings. Sufficient time was allocated for completion, and the anonymity of replies was guaranteed. Completed surveys were evaluated for completeness prior to statistical analysis.

IV. STATISTICAL ANALYSIS

Data were encoded and examined with statistical tools. Descriptive statistics, including the mean and standard deviation, were calculated to encapsulate sports participation levels and confidence scores. Pearson's product-moment correlation coefficient was employed to analyze the link between sports activity and the growth of confidence. The threshold for statistical significance was established at $p < 0.05$.

V. RESULTS

Table No. 1 - Distribution of Mean Sports Participation and Mean Confidence Scores by Participation Level

Participation Level	Mean Sports Participation (sessions/week)	Mean Confidence Score
Low	1.5	58
Moderate	3.2	71
High	5.1	84

Table No. 1 illustrates a distinct correlation between sports involvement levels and confidence growth among university students. Students classified as having High engagement (Mean = 5.1 sessions/week) had the highest mean confidence score (84), followed by those with Moderate participation (Mean = 71), and finally those with Low participation (Mean = 58). The results substantiate the notion that increased sports engagement enhances students' confidence levels. The results correspond with theoretical models indicating that experience mastery, social reinforcement, and physical competence acquired via sports substantially enhance psychological development.

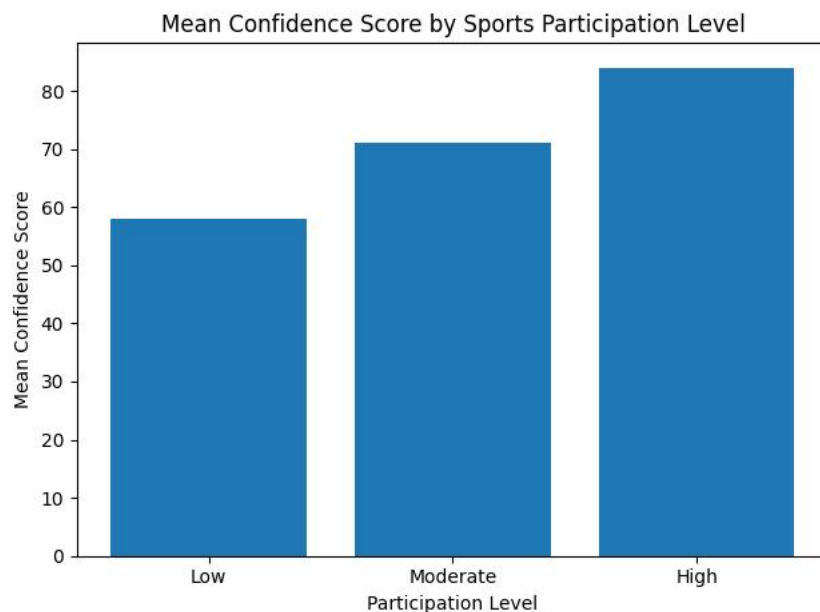


Figure No. 1 graphically corroborates this tendency, illustrating a steady rising trajectory in average confidence ratings across varying participation levels. The upward trend suggests that greater participation in sports activities correlates

with enhanced confidence development.

Table 2 - Pearson Correlation Between Sports Participation Level and Confidence Scores

Variables	Sports Participation Level	Confidence Score
Sports Participation Level	1	.62*
Confidence Score	.62*	1

* $p < .01$ (2-tailed)

The Pearson correlation coefficient ($r = .62$, $p < .01$) signifies a statistically significant and positive link between sports engagement and the growth of confidence among university students. This indicates that students who engage in sports more often and with more intensity generally report elevated levels of confidence. The findings indicate that continuous participation in sports fosters increased confidence, presumably owing to mastery experiences, goal attainment, social reinforcement, and higher physical ability. Consequently, the null hypothesis (H_0), which posits the absence of a substantial association between sports involvement and confidence, is rejected, while the alternative hypothesis (H_1) is affirmed.

The investigation demonstrated a statistically significant positive correlation between sports involvement levels and confidence growth in university students. Students who reported increased frequency and intensity of sports participation had elevated confidence ratings. The correlation coefficient found demonstrated a significant relationship between continuous sports engagement and increased confidence.

The null hypothesis was rejected, and the study hypothesis was supported, affirming that engagement in sports is positively correlated with the growth of confidence.

VI. DISCUSSION

The results of this study offer empirical evidence regarding the impact of sports engagement on increasing confidence among university students. Consistent participation in sports provides organized avenues for skill development, social contact, and experiences of accomplishment, which are essential processes for fostering confidence. (Chandel, S., & Rathore, P., 2018) These results align with social cognitive theory, which highlights mastery experiences as a fundamental source of self-efficacy (Bandura, 1997).

The favorable correlation between sports involvement and confidence corresponds with earlier research emphasizing the psychological advantages of physical education and organized sports (Eime et al., 2013). Students who engage more regularly and intensely in sports encounter recurrent performance difficulties, feedback, and goal-setting procedures, which collectively enhance self-efficacy and personal competence.

The findings highlight the significance of encouraging sports involvement in academic environments. Physical education should be seen not just as a leisure activity but as a purposeful intervention for psychological advancement. (Chandel, S., & Rathore, P., 2018). Universities that promote active student participation in athletics may cultivate graduates who are more confident, resilient, and socially adept.

VII. CONCLUSION

The study concludes that there is a significant positive relationship between the level of sports participation and confidence development among university students. Higher frequency and intensity of participation in sports activities are associated with greater confidence levels. These findings highlight the psychological significance of sports participation and support the inclusion of structured physical education programs within higher education institutions to promote holistic student development.

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