



The impact of gender discrimination on trait sports confidence (TSCI) in Pakistani athlete's

Jamshaid Ahmed¹, Fahmida Jamshaid², Bilal Ahmed*³

¹ COMSATS Institute of Information, Technology, Attock Campus, Pakistan

² Govt. Girls High School, 5-F New Karachi, Pakistan

³ COMSATS Attock, Pakistan

* Corresponding author: Bilal12@yahoo.com

Abstract

The main purpose of the study was to examine the gender discrimination and Trait Sports Confidence of Pakistani sport persons with special reference to their socio-cultural factors associated with female sports participation and performance. Another purpose of the study was to examine and find out whether one psychosocial (self-confidence) dimension exercised a stronger influence on gender. The analysis was administered to a sample of 300 (150 males and 150 females) athletes aged 17 to 24 who participated in sports at various levels in a variety of sports like cricket, hockey, basketball, table tennis, badminton and athletics. Each of the subject responded to a modified version of Trait Sports Confidence Inventory (Vealey, R.S. 1986). An analysis of the results illustrated that significant difference existed between male and female player's Trait Sports Confidence due to the socioeconomic and socio cultural attitudes and environments.

Keywords: Socio-cultural, Trait sports confidence,

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Introduction

Gender is one of the organizing principles of Pakistani society. Male-controlled environment is dominant and embedded in local traditions and culture predetermined the social value of gender. An artificial divide between production and reproduction, created by the ideology of sexual division of gender, has placed women in reproductive roles as mothers and wives in the private arena of home and men in a productive role as breadwinners in the public arena. This has led to a low level of resource investment in women by the family and the state. Thus, low investment in women's human capital, compounded by the ideology of purdah (literally "veiled"), negative social biases, and cultural practices; the concept of honor linked with women's sexuality restrictions on women's mobility; and the internalization of patriarchy by women themselves, become, the basis for gender discrimination and disparities in all spheres of life.

The status of women in Pakistan is not homogenous because of the interconnection of gender with other forms of exclusion in the society. There is considerable diversity in the status of women across classes, regions, and the rural/urban divide due to uneven socioeconomic development and the impact of tribal, feudal, and capitalist social formations on women's lives. However, women's situation vis-à-vis man is one of systemic subordination, determined by the forces of patriarchy across classes, regions, and the rural/urban divide. To keep in mind the gender differences in Pakistan we tried to evaluate these differences in sports setting and tried to compare the trait sports confidence among genders. Self-confidence has been viewed as some of the most important factor that influences the sport performance. Sports psychology assist athletes to achieved maximum level of performance that are depend on three factors including physical, skill and mental preparation. (1) Sports confidence is an important mental skill and it has important role in the success of athletes' performance. (2) Self-confidence has



been debated from numerous points of views like Bandura’s self-efficacy theory and Vealey’s sports confidence.

Many studies had shown that athletes with high sport confidence and would possess better concentration, game strategies, healthy emotions, control of tempos, and performance (Chi, 1996; Mahoney, Gabriel & Perkin, 1987). Therefore, the relationship between sport confidence and performance should be a critical topic for sport psychologists to investigate.

Sport competition is a basic environment for pursuing excellence and performance (Duda, 1987). How do athletes develop their confidence? The Achievement Goal Theory under the social-cognitive construct has gradually become a popular model for this research topic in the field of sport psychology. (Ames & Archer, 1988).

The previous researches in the Achievement Goal Theory discovered that the task-oriented climate would enhance the development of motivation and confidence (Duda, 1992). There is a relationship between goal orientation and sport confidence. Especially, the task orientations of athletes are positively correlative to their sport confidence. In another words, if an athlete tends to emphasize skill-acquisition (perfection), and both learning and competitive processes, his/her sport confidence would be higher. Shane (2000) examined 620 high school and collegiate athletes of both genders to examine the relationship between goal orientation and sport confidence. The findings indicated that male and females athletes are significantly different in task orientation, ego orientation, and several factors related to the source of sport confidence, such as skill perfection, demonstration of ability, and physiological/psychological preparation. In addition, the perceived sources of sport confidence were different between high school and collegiate athletes of both genders.

The present investigation sought to extend the previous research in this area and to increase our understanding of the reasons for gender participation in organized sports in Pakistani sports setup. However many questions remain only partially answered or unanswered altogether. What are the self confidence differences between the two genders in sports setting? To what degree do male and female athletes differ in self confidence level with each other?

To study these above the tested hypothesis was as follows:

Self confidence will be different according to the gender of the player.

Method / strategy

Sample and sample design

A sample of 300 players (150 male and 150 female), was drawn through stratified randomly sampling from randomly selected universities, and departmental sports teams of Pakistan divided into two groups male/female. One hundred and fifty (n=150) male and the same number of female athletes. They were also sub-divided into two more groups like individual sport (n=75 and team sport (n=75) each group. Each male and female player was selected on the basis of his current performance and involvement in his/her particular sports by determining the current level of participation. The composition of the sample design as under.

Table 1: Sample Design (Total Sample 300)

Characteristics/Sports	Male	Female
	150	150
Individual Sports	75	75
Team Sports	75	75

Measurement

In order to collect the data, a questionnaire was selected to evaluate the player’s motivation and self confidence through TSCI (Trait Sports Confidence Inventory). TSCI inventory format using a 9 –Point Likert Scale. Participants are asked to indicate how confident they generally feel when competing in sport. When responding, participants are asked to compare their confidence to the most confident athlete they know. TSCI is very strong with its psychometric properties like alpha reliability is .93. and test retest reliability coefficient for university, national and international athletes are .86, .89. and .83 respectively.

Respondents completed a simplified version of the Trait Sports Confidence Inventory (Vealey, R.S. (1986). Before completing the questionnaires all subjects completed informed consent forms which informed them and their team managers of its purpose and how it was to be completed. Subjects responded to the questionnaires by marking where their answer fell on a TSCI-9 point likert scale.

Procedures

Each player was asked to fill out the questionnaires carefully and tick one of the best



Researchers had informed the players that their responses were submitted anonymously, and the information that was gathered was strictly confidential. It would take 30 minutes for players to fill out the Trait Sports Confidence Inventory. After collecting the data, every individual player's options were computed to analyze the data by applying t-test.

Analysis of data

The t-test analyses indicated the differences in self-confidence between male and female players. The test was used to compare the difference between genders through SPSS. Male players had recorded

higher scores in "Trait Sports Confidence Inventory" than female players did. Mean of male group 102.24 and mean of female group is 90.01 and the SD of male group is 14.129 and SD of female group is 14.441.

Hypothesis (There is no significant difference in the Confidence level of male and female player)

Analysis of problem

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

$\alpha = .05$.

Statistical test "t"

Decision Rule: Reject H_0 if $t \geq 1.66$

Table 2: Computation of the data, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Trait Sports Confidence Total	Equal variances assumed	.127	.722	*7.412	298	.000	12.227	1.650	8.980	15.473
	Equal variances not assumed			*7.412	297.858	.000	12.227	1.650	8.980	15.473

Conclusion

Table shows that the tabulated value $t = 1.66$ which is less than the calculated value $t = 7.412$ at the level of significance $\alpha = 0.05$. The hypothesis is therefore rejected and it is concluded that there is a significant difference between male and female players regarding their confidence level, in competitive sports. The male players were found to have higher self confidence level than the female counterpart.

Summary

In the social context, Pakistani women lack social value and status because of negation of their roles as producers and providers in all social roles. The preference of sons due to their productive role dictates the allocation of house hold resources in their favor. Male members of the family are given better education and sports facilities and are equipped with skills to compete for resources in the public arena, while female members are imparted domestic skills to be good mothers and wives. Lack of skills limited general/ sports opportunities in the job market, and social and cultural restrictions limited women's chances to compete with

confidence for better results. This situation has led to the social and economic dependency a woman that becomes the basis for male power over women in all social relationships.

However, the spread of patriarchy is not even. The nature and degree of women's oppression/subordination vary across classes, regions, and the rural/urban divide. Patriarchal structures are relatively stronger in the rural and tribal setting where local customs establish male authority and power over women's lives. Women are exchanged, sold, and bought in marriages. They are given very limited opportunities to create choices for themselves in order to change the realities of their lives. On the other hand, women belonging to the upper and middle classes have increasingly greater access to education and employment opportunities and can assume greater control over their lives.

The most powerful aspect of social and cultural context is the internalization of patriarchal norms by men and women. In learning to be a woman in the society, women internalize the patriarchal ideology and play an instrumental role in transferring and recreating the gender ideology through the process of socialization of their children. The aspect of



women's life has been largely ignored by the development initiatives in the country.

With reference to the earlier conducted research, females have been stereotyped as biologically and physically inferior to men. This cultural notion has been passed on from one generation to another generation through school education, community, media, and parents, and accepted as a fact existing between men and women throughout the centuries (Crandall, 1994; Eccles & Harold, 1991; Gould, 1996). Gender stereotypes have pressured women and men to behave in certain ways in order to satisfy the expectations of society, which has limited female's involvement in physical activity and sports, especially activities that are vigorous in nature). The stereotypical view of female as inferior in sport is not as complex as the assumption of racial superiority and the accompanying implication of intellectual inferiority. The view of female as inferior in sport may not necessarily be viewed as a negative attribute, given that it is so deeply ingrained in our culture. Rather, the view of women as less able in sport is consistent with societal expectations, so that women who are athletically gifted are at risk to be viewed as inappropriate. Athletic superiority runs counter to expectations, and for some females may actually constitute a negative image.

The analytical results of the present investigation provide further support for the findings of a number of previous studies (Gill et al., 1983; & Gould et al., 1985). The purpose this investigation was to determine if differences existed between the male and female subjects in their self confidence level and the differences in the performance had on the two genders.

The results indicated that male produced significantly greater self confidence level than the females. These results are consistent with Gill et al. (1983) study where male place greater importance on achievement and status than their counterparts. In relation to Pakistani women's participation in decision making, it is important to go beyond increasing numbers to enhancing women's voice in shaping policies, resource allocations, and programme development and management. Women's access to promotion opportunities within

sporting organization at all level should be assessed, and the types of support mechanism required to increase these opportunities should be identified and provided.

Organizational change is particularly important, including changes to organizational cultures, values, norms, rules and procedures. Practical aspects organizational change can be critical to ensure women's full involvement, such as establishing appropriate meeting schedules and provision of childcare. Since the representation of women in Pakistani sporting organizations is currently low, men in leadership position have a major responsibility for promoting and sustaining the required standard of Pakistani women's sports participation.

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