

The reality of self-efficacy among female students of the faculty of Physical Education - Helwan University

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Research Summary :

Self-efficacy is one of the theoretical constructions based on the cognitive social learning theory. In recent years, this concept has gained increasing importance, especially in the field of behavior modification, and “Bandura” (1994 AD) believes that self-efficacy is important, as it means a self-based knowledge that contains self- expectations regarding an individual's ability to successfully overcome situations.

The research aims to know the reality of self-efficacy among female students of the Faculty of Physical Education - Helwan University. The researcher used the descriptive approach in its survey style for its relevance and the nature of the study, the research sample consisted of (220) female students from the fourth year (Sports Training Division) at the Faculty of Physical Education for Girls in Cairo. The researcher used self-efficacy scale for the students of the College of Physical Education to build and organize a scale of self-efficacy expectations for the faculty of physical education (Al-Qadisiyah Journal of Physical Education Sciences - Iraq), and it relied on scientific methods in construction using the sincerity of the arbitrators, and the sincerity of internal consistency. The researcher calculated the validity and reliability of the scale by using the appropriate statistical means, the SPSS program was used to calculate the following statistical treatments: Arithmetic mean (\bar{X}), standard deviation (S), correlation coefficient (r) Spearman.

The researcher concluded the following:

There are statistically significant differences in favour of choosing (applicable to me a little) in the phrases (20,21,24), in favour of choosing (applicable to me sometimes) in the phrases (15, 9, 12,22), and in favour of choosing (applicable to me a lot) in the phrases.

بناء مقياس التدفق النفسي لدى الطالبات المتميزات رياضياً بكلية التربية الرياضية للبنات بالقاهرة

ملخص البحث

مصطلح التدفق النفسي Psychological Flow من المصطلحات الأساسية التي طرحها عالم النفس المجري الأصل الأمريكي الجنسية " تشكزينتهمالي Csikszentmihalyi Mihaly " وهو أحد الآباء المؤسسين لعلم النفس الإيجابي ليصبح من المصطلحات الرائجة في هذا المجال، حيث يعتبر التدفق النفسي من المفاهيم الإيجابية الحديثة التي تصل بالفرد إلى أعلى درجة من توظيف الطاقة النفسية لديه ويصاحبها حالة من الرضا والسعادة مع تأجيل الرغبات والاحتياجات الشخصية لديه.

وهدف البحث إلى بناء مقياس التدفق النفسي لدى الطالبات المتميزات رياضياً بكلية التربية الرياضية للبنات بالقاهرة، وقد استخدمت الباحثة المنهج الوصفي بإسلوبه المسحي لمناسبته وطبيعة الدراسة، وتكونت عينة البحث من (١٦٠) طالبة من طالبات الفرقة الرابعة شعبة التدريب الرياضي بكلية التربية الرياضية للبنات بالقاهرة، وقامت الباحثة ببناء مقياس " التدفق النفسي لدى المتميزات رياضياً بكلية التربية الرياضية للبنات بالقاهرة "، واعتمدت على الأساليب العلمية في البناء مستخدمة صدق المحكمين، صدق المحتوى، وصدق الإتساق الداخلي وقامت بحساب ثبات المقياس باستخدام معامل ألفا كرونباخ، والتجزئة النصفية بين الجزئيين، وتكون المقياس من (١٢٥) عبارة بعد التأكد من صدق وثبات المقياس وإستخدمت الباحثة الوسائل الإحصائية المناسبة، فقد تم استخدام (برنامج SPSS لحساب المعالجات الإحصائية التالية: المتوسط الحسابي (\bar{X}) الانحراف المعياري (S) معامل الارتباط Spearman (r) معامل ألفا كرونباخ).

وقد إستخلصت الباحثة الآتي:

في ضوء هدف البحث وإنطلاقاً من نتائج التحليل الإحصائي لتحقيق الهدف، توصلت الباحثة إلى بناء مقياس " التدفق النفسي لدى الطالبات المتميزات رياضياً بكلية التربية الرياضية بالقاهرة. وقد إحتوى المقياس على (١٢٥) عبارة، موزعة على (٨) ثمانية محاور.

The reality of self-efficacy among female students of the faculty of Physical Education - Helwan University

Research Introduction

Self-efficacy is one of the theoretical constructions based on the cognitive social learning theory. In recent years, this concept has gained increasing importance, especially in the field of behaviour modification, and Bandura (2007 AD) believes that self-efficacy is important, as it means knowledge that is based around the self that contains self- expectations regarding the individual's ability to successfully overcome situations, and it is believed that self-efficacy expectations are a dimension of personality various dimensions, and means the ability to overcome difficulties and problems facing the individual, and it pushes the person to choose requirements and decisions related to strategies to overcome problems, and affect the efforts exerted and the extent of material and moral consumption that the individual will make to face a problem (11:22)

The university stage represents an important stage in the life of students, as they represent one of the society's segments that is characterized with vitality, as the main objective of the educational process is to form a generation capable of drawing its goals that society aspires to achieve by making desirable changes in behaviour, as the youth of this stage represent a tremendous energy and an important human resource for the development of society, which necessitates the need to develop their capabilities, improve their methods of thinking, and direct their motives towards learning. The university stage is one of the most accurate stages of education as it constitutes an important pillar of society on which the policy of implementing development plans in its various forms is based. (6:53)

Research problem:

Through the researcher's experience in the field of physical education, she has noticed that many university students face difficulties related to their academic performance, so most universities give great importance to treating such difficulties, and since self-efficacy is one of the most important factors that have a great impact on the performance of university students, and thus, when those students show a high level of self-efficacy, it can be considered an indicator of the educational process' safety, and from the researcher's belief in the necessity of revealing this variable among university students, and since the term self-efficacy refers to the individual's beliefs about his ability to organize and implement the required practical plans, and since the term self-efficiency refers to the individual's beliefs about his ability to organize and implement the practical plans required to achieve the goals, and if the individual's expectation of his self-efficacy is related to the completion of work, sincere perseverance, effort and determination, the researcher will use the scale of self-efficacy

expectations for the students of the Faculty of Physical Education so as to each student who is distinguished in sports recognizes her high level of self-efficacy, and the internal and external factors that lead to its emergence .

The expected scientific addition of the research

1. Theoretical significance:

Theoretical importance lies in the need of Arab and Egyptian libraries for such researches, as the study of self-efficacy of the students of the Faculty of Physical Education in Cairo is a scientific addition, by measuring the degree of self-efficacy of the students of the Faculty of Physical Education.

2. Applied Importance:

Applied importance lies in benefiting from the results of this research in providing a modern variable which is “self-efficacy” due to its importance and its implications of excellence in terms of measuring its degree among female students, hence, it is expected to benefit from the current research.

Research Objective:

To recognize the reality of self- efficacy of female students of the faculty of Physical education – Helwan University.

Research Question:

What is the level of the reality of self- efficacy of the female students of Faculty of Physical education – Helwan University?

Concepts and terms used in the research:

self-efficiency

It is “the individual’s expectation, confidence in himself and his capabilities, and the organization and implementation of the behavior required to perform and complete the tasks required of him.” (22:11)

Female students of the Faculty of Physical Education (procedural definition)

They are “Students in the faculty of physical Education They are the college students who excelled in practicing a sport and passed the tests of excellence in that sport to specialize in it and to be familiar with all its technical, educational and legal aspects.

Study procedures:

The method used:

The researcher used the descriptive approach in its survey style for its relevance and the nature of the study.

Secondly: the research community:

The research community represents the fourth-year students of the Training Division at the Faculty of Physical Education - University (Helwan).

Thirdly: Research Sample:

The sample of the research was chosen by the intentional method from the students of the fourth year of study (Training) and it consisted of (242) female students, distributed as follows on the majors: (9 female students) Taekwondo, (13 female students) Karate, (5 female students) Kung Fu, (50 female students). Fencing, (8 girls) swimming, (7 girls) rowing, (1 girl only) sailing, (2 girls) fins, (2 girls) floor tennis, (3 girls) speedball, (10 girls) basketball, (9 girls) volleyball, (11 female students) handball, (4 female students) hockey, (13 female students) kinetic dusting, (22 female students) rhythmic artistic exercises, (56 female students) artistic gymnastics, (17 female students) track and field competitions, where the sample size was (220) female students, and (22) female students were excluded for non-compliance with attendance, and the conditions for selecting the research sample did not apply to them.

A - The pilot study sample: It consisted of (60) female students (27.3%) from the original community, and from outside the basic research sample to ensure the validity and reliability of the scale.

B - The basic study sample: It consisted of (160) female students, or (72.7%) to carry out statistical transactions to calculate the significance of the differences and the relative importance of each statement.

Table (1)
The numerical distribution of the research population and sample

N	Sports Activity (Major)	Research Community	Exploratory Sample	Percentage	Primary Sample %Percentage	Percentage%
1	Duel	40	10	18.2%	30	12.4%
2	Kung Fu	0	2	2.28%	3	0.02%
3	Taekwondo	9	4	4.1%	0	2.07%
4	Karate	13	3	0.9%	10	4.13%
5	Swimming	8	3	3.6%	0	2.07%
6	Rowing	7	2	3.2%	0	2.07%
7	Sailing	1	1	0.0%	-	-
8	Handball	11	2	0%	9	3.72%
9	Basketball	10	2	4.0%	8	3.31%
10	Volleyball	9	2	4.1%	7	2.89%
11	Track and field competitions	16	6	7.3%	10	4.13%
12	Motor Expression	13	3	0.9%	10	4.13%
13	Rhythmic artistic exercises	22	7	10%	10	6.20%

١٤	Rhythmic Artistic Gymnastics	٥٦	١٣	%٢٥.٥	٤٣	%٢٥.٥٠
	Total	٢٢٠	٦٠	%٢٧.٣٦	١٦٠	%٧٢.٦٤

Conditions for selecting a research sample

That the students are:

- Female students enrolled in the fourth year (Bachelor's) at the Faculty of Physical Education for Girls at (Helwan University) for the academic year 2021/2022 AD.

Their ages range from (19 to 21) years.

- Female students enrolled in the fourth year (Bachelor's) at the Faculty of Physical Education for Girls at (Helwan University) for the academic year 2021/2022 AD.

Their ages range from (19 to 21) years.

They have never failed in any year.

- Registered in the Training Division for their athletic excellence in the type of sport - the field of specialization - and for passing the required tests.

Fourthly: Data collection tools

The researcher used the following methods to collect data for this research:

1- Using the “Self-Efficiency Scale for Female Students of the College of Physical Education”, (prepared by Alaa Jabbar and Al-Said Hussein) (2013 AD) (7), which was applied to a sample of female students of the College of Physical Education in the State of Iraq. **(Attachment 2)**

2- The personal interview:

The researcher conducted personal interviews with:

A - Professors specialized in the field of tests and scales.

B - Professors specialized in the field of psychological measurements.

The researcher asked ten (10) experts from professors at the Faculty of Physical Education for Girls in Al-Jazira and the Faculty of Physical Education for Boys in Al-Haram for assistance, attachment (1), who met the following conditions:

- holding a doctorate degree and has experience of not less than (10) years in the field of university teaching in the faculties of physical education.
- holding a PhD and has experience in the field of Sports Psychology.

3- Analyzing the documents and they were represented in:

- Scientific references in the field of physical Education and psychology.
- Scientific references for psychometric measurement.
- Arab and foreign studies and researches in the field of self-efficacy in general and athletes' self-efficacy in particular.

- Scientific coefficients of the athletes' self-efficacy scale:

- First- calculation of the validity coefficient

1- The arbitrators' sincerity:

The scale under consideration, consisting of (27) statements, was presented to (10) ten experts according to the above-mentioned criteria.

The researcher used a closed estimation scale (suitable - unsuitable) to present it to the experts. The experts agreed on the proposed scale, as it achieved an approval rate of more than (80%) by the experts.

2- Internal consistency validity:

After the experts agreed on the "Self-Efficiency Scale for Female Students of the Faculty of Physical Education", the researcher applied it to the exploratory research sample of (60) female students from the Faculty of Physical Education in Cairo - Sports Training Division - for the academic year (2021-2022 AD), in the time period from 1/11/2021 to 1/3/ 2022 for the purpose of calculating the internal consistency validity of the scale by finding:

- Correlation coefficients between the score of each statement and the scale as a whole, and Table (2) shows this:

Table (2)

Correlation coefficients between each statement and the scale as a whole to calculate the internal consistency validity for the measure of "self-efficacy among female students of the Faculty of Physical Education"

(n = 60)

N	R	P-(Value)	N	R	P-(Value)
1	0.52*	0.00	15	0.55*	0.00
2	0.54*	0.00	16	0.44*	0.00
3	0.48*	0.00	17	0.55*	0.00
4	0.71 *	0.00	18	0.44*	0.00
5	0.71 *	0.00	19	0.58*	0.00
6	0.34*	0.00	20	0.21*	0.01
7	0.49*	0.00	21	-0.45*	0.00
8	0.45*	0.00	22	-0.52*	0.00
9	0.64*	0.00	23	0.42*	0.00
10	0.45*	0.00	24	-0.54*	0.00
11	0.55*	0.00	25	0.50*	0.00
12	0.21*	0.01	26	0.64*	0.00
13	0.53*	0.00	27	-0.60*	0.00
14	0.43*	0.00			

*** Significance when (P-(Value)) > (0.05)**

The results of Table (2) indicate that there are statistically significant correlation coefficients between each phrase and the scale of "self-efficacy

among female students of the Faculty of Physical Education", which indicates the validity of the scale.

Second: Scale stability

Half split:

Table (3)

The correlation coefficient between the two parts to calculate the stability of the "self-efficacy" scale for female students of the Faculty of Physical Education.

(N=60)

First Part		Second part		R	P-(Value)
\bar{X}	S	\bar{X}	S		
94.35	10.72	92.75	9.23	0.52*	0.00

* Significance when (P-(Value)) > (0.05)

The results of Table (3) indicate that there is a statistically significant correlation coefficient between the two parts of the "self-efficacy scale among female students of the Faculty of Physical Education", which indicates the stability of the scale.

- Scale correction method:

The scale degree is calculated by asking the student to check the box that matches her opinion "self-efficacy" according to a pentagonal estimation scale as follows (does not apply to me at all – apply to me a little – apply to me sometimes – apply to me a lot – applies completely), the degrees of the positive statements are calculated in the direction of the axis (1- 2- 3- 4- 5) , and the degrees of the negative statements are calculated in the opposite direction of the axis (5- 4- 3- 2- 1) degrees. Attachment (3)

Thus, the total score of the scale ranges from (27-135) degrees, noting that the higher the response degree is obtained by the student on the scale - under investigation –, the higher her level of self-efficacy, and the lower the score obtained by the student on the scale, the lower level of her self-efficacy.

Results:**Table (4)**

The significance of the differences and the relative importance of each response (does not apply to me at all, applies to me a little, applies to me sometimes, applies to me a lot, applies completely) to the measure of "self-efficacy"

(N=160)

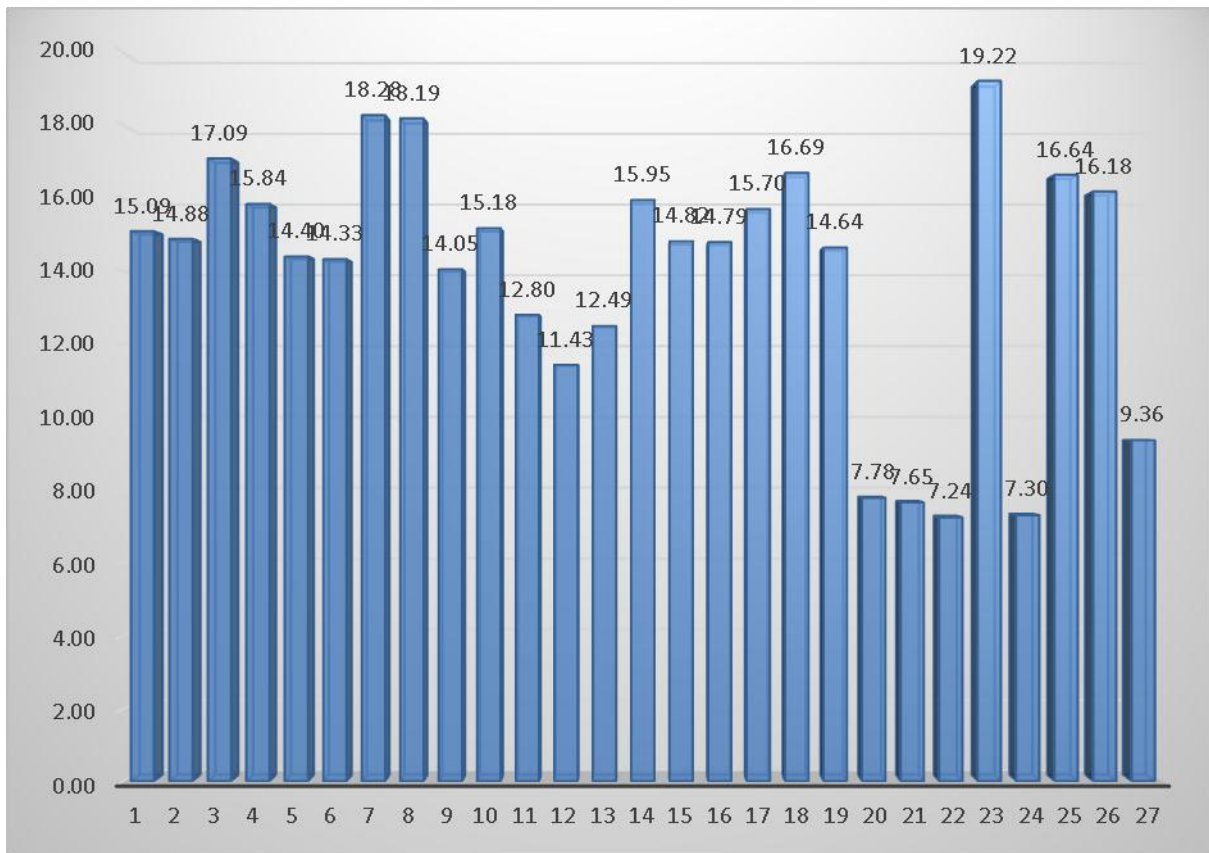
N	Statements	Does not apply at all		Applies to me a little		Applies sometimes		Applies a lot		Applies completely		Estimated score	Weight	Relative Importance	χ^2	P- (Value)
		ك	%	ك	%	ك	%	ك	%	ك	%					
١		0	0%	2	3%	24	40%	26	43%	8	13%	220	73%	15.09	28.00*	0.00
٢		4	7%	11	18%	11	18%	15	25%	19	32%	214	71%	14.88	10.33*	0.04
٣		2	3%	5	8%	14	23%	10	17%	29	48%	239	80%	17.09	37.17*	0.00
٤		2	3%	3	5%	19	32%	16	27%	20	33%	229	76%	15.84	25.83*	0.00
٥		4	7%	13	22%	13	22%	8	13%	22	37%	211	70%	14.40	15.17*	0.00
٦		6	10%	15	25%	9	15%	3	5%	27	45%	210	70%	14.33	30.00*	0.00
٧		1	2%	3	5%	12	20%	13	22%	31	52%	250	83%	18.28	47.00*	0.00
٨		0	0%	5	8%	8	13%	20	33%	27	45%	249	83%	18.19	21.20*	0.00
٩		6	10%	6	10%	20	33%	15	25%	13	22%	203	68%	14.05	12.17*	0.02
١٠		3	5%	9	15%	12	20%	14	23%	22	37%	223	74%	15.18	16.17*	0.00

N	Statements	Does not apply at all		Applies to me a little		Applies sometimes		Applies a lot		Applies completely		Estimated score	Weight	Relative Importance	χ^2	P- (Value)
		ك	%	ك	%	ك	%	ك	%	ك	%					
١١		0	0%	14	23%	21	35%	16	27%	9	15%	200	67%	12.80	4.93	0.18
١٢		4	7%	6	10%	34	57%	16	27%	0	0%	182	61%	11.43	37.60*	0.00
١٣		8	13%	8	13%	19	32%	12	20%	13	22%	194	65%	12.49	6.83	0.14
١٤		4	7%	4	7%	12	20%	26	43%	14	23%	222	74%	15.95	27.33*	0.00
١٥		3	5%	4	7%	23	38%	12	20%	18	30%	218	73%	14.82	25.17*	0.00
١٦		4	7%	8	13%	12	20%	20	33%	16	27%	216	72%	14.79	13.33*	0.01
١٧		4	7%	5	8%	16	27%	15	25%	20	33%	222	74%	15.70	16.83*	0.00
١٨		3	5%	5	8%	15	25%	9	15%	28	47%	234	78%	16.69	33.67*	0.00
١٩		3	5%	7	12%	18	30%	13	22%	19	32%	218	73%	14.64	16.00*	0.00
٢٠		15	25%	23	38%	13	22%	4	7%	5	8%	141	47%	7.78	20.33*	0.00
٢١		16	27%	24	40%	11	18%	5	8%	4	7%	137	46%	7.65	22.83*	0.00
٢٢		29	48%	10	17%	12	20%	6	10%	3	5%	124	41%	7.24	34.17*	0.00

N	Statements	Does not apply at all		Applies to me a little		Applies sometimes		Applies a lot		Applies completely		Estimated score	Weight	Relative Importance	χ^2	P- (Value)
		ك	%	ك	%	ك	%	ك	%	ك	%					
٢٣		3	5%	4	7%	6	10%	6	10%	41	68%	258	86%	19.22	88.17*	0.00
٢٤		19	32%	22	37%	13	22%	6	10%	0	0%	126	42%	7.30	10.00*	0.02
٢٥		0	0%	6	10%	20	33%	9	15%	25	42%	233	78%	16.64	16.13*	0.00
٢٦		2	3%	4	7%	20	33%	11	18%	23	38%	229	76%	16.18	29.17*	0.00
٢٧		16	27%	16	27%	16	27%	12	20%	0	0%	144	48%	9.36	0.80	0.85
	المقياس ككل											5546	68%	28.00	24.70	0.21

* Significance when (P-(Value)) > (0.05)

It is clear from table (4) that there are statistically significant differences in favour of choosing (applies to me a little) in the phrases (20-21-24), in favour of choosing (applies to me sometimes) in the phrases (9-12-15-22), and in favour of choosing (applies to me a lot) in the statements (2,3,4,5,6,7,8,10-17,18,19,23-25-26), and in favour of choosing (applies completely) in the statements (1-14-16)), and there are no statistically significant differences in the phrases (11-13-27)



Form 1

The relative importance of each phrase of the "self-efficacy scale phrases among female students of the Faculty of Physical Education"

Results' discussion:

First: By discussing the results of Table (4), Figure (1), it becomes clear that there are statistically significant differences in favor of choosing (it applies to me a lot), so the phrases (23, 7, 8, 3, 18, 25, 26, 4, 17, 10, 2, 19, 6) respectively.

Statement No. (23) obtained 19.22 degrees of relative importance and a weight of 86%, which states the following:

- I find it difficult to choose the best student from among a group of students while performing a skill.
- The statement No. (7) obtained 18.28 degrees of relative importance and a weight of 83%, which states:
 - I can win at any sporting event with constant training.
- Statement No. (8) obtained 18.19 degrees of relative importance and a weight of 83%, which states:

-I can overcome difficulties in learning sports skills.

Statement No. (3) obtained 17.09 degrees of relative importance and a weight of 80%, which states:

- I base judgments on the evidence I am convinced of in the problems that I encounter in sports work.

The statement No. (18) obtained 16.69 degrees of relative importance and a weight of 78%, which states:

- It's hard for me to succeed in sporting events that I do on my own.

- And statement No. (25) got 16.64 degrees of relative importance and a weight of 78%, which states:

- I have the ability to analyze the physical education lesson into positive and negative attitudes regarding students' performance.

The statement No. (26) obtained 16.18 degrees of relative importance and a weight of 76%, which states:

- I feel that I am capable of achieving success in important competitions.

Statement No. (4) obtained 15.84 degrees of relative importance and a weight of 76%, which states:

- I overcome difficult situations in sports competitions when I plan for them.

The statement No. (17) obtained 15.70 degrees of relative importance and a weight of 74%, which states:

- I think I can face any difficulty while performing sports activities.

The statement No. (10) obtained 15.18 degrees of relative importance and a weight of 74%, which states:

- I can write down my thoughts and plans in an organized way when I am a physical education teacher.

The statement No. (2) obtained 14.88 degrees of relative importance and a weight of 71%, which states that

- I feel that it is difficult to act within my capabilities on the field during practical lessons.

The statement No. (19) obtained 14.64 degrees of relative importance and a weight of 71%, which states that:

- I can perform the duties assigned to me by the teacher efficiently compared to other students.

And statement No. (5) obtained 14.40 degrees of relative importance and a weight of 70%, which states:

- When I face a strong opponent, I try to beat him in the practical lecture.

Also, statement No. (6) got 14.33 degrees of relative importance and a weight of 70%, which states that:

- I see that I am unable to achieve sporting achievements at the present time.

This result can be explained by the fact that the sample members enjoy a good degree of self-efficacy, and this is consistent with the study of "Maha Sabry" (2016 AD) (10), whose results were that the research sample of the students of the Faculty of Physical Education enjoyed a good level of self-efficacy, and it also agreed With the study of "Tayseer Al-Saqr" (2005 AD) (1), and the study "Fouad Al-Nasasrah" (2009 AD) (8), the most important results of which were that the vast majority of the study sample came in the average level in personal competence, and the talented individuals showed high competence as well.

The individuals of the research sample fall at a good level of self-efficacy, meaning that the process of self-awareness continues in the phase of growth and acquisition of experiences, as the individuals at this stage have reached the stage of total self-reliance represented in building many skills that help them to make decisions and which increase the acquisition of experience which supports direct and indirect information, which works to form positive trends for the individual's abilities and potentials, and thus works to raise the individual's ability to confront events and take actions about them. The researcher attributes the disparity in the students' responses to the self- efficacy scale to the multiplicity of specializations and the requirements of each specialization. This result agrees with the study of "Fouad Al-Nasasrah" (2009) (8), while the results showed the presence of significant differences in the factor of specialization.

- The researcher believes that the different responses resulted from differences in specialization, different goals and different personal traits, and she agreed with the opinion of "Jaber Abdel Hamid" (B:T) (2) that self-efficacy is an important personal variable, when it is linked to certain goals, and with knowledge of performance, it contributes significantly to future behavior. People determine and shape their future through the way they behave and not simply predict what will happen to them in a particular situation, but measures of self-efficacy focus on performance abilities more than they focus on personal abilities such as physical or psychological characteristics. Competency beliefs are not considered a single organization, but they are multiple in their characteristics and vary according to the field of future work and are specific, such as the student's achievement of the activities related to it. Zimmerman (2000) (13)

- This correlation between these students' responses on the self-efficacy scale agreed with "Bandura's division" of the components of self-efficacy into three dimensions: behavioral self-efficacy associated with social skills, cognitive self-efficacy, associated with beliefs and thoughts control, and emotional self-efficacy associated with mood control or emotions control in life situations. Quoted from Aida Beirut, and Nazih Hamdi (2012) (4).

Second: There are statistically significant differences in favor of choosing (sometimes applies to me) in the phrases, so the phrases (15, 9, 22, 12) respectively.

Statement No. (15) obtained 14.82 degrees of relative importance and a weight of 73%, which states:

- I can perform the duties assigned to me by the teacher efficiently compared to other students.

- Statement No. (9) obtained 14.05 degrees of relative importance and a weight of 68%, which states:

- I find it difficult to respond appropriately in unexpected situations during the practical lessons.

And statement No. (12) got 11.43 degrees of relative importance and a weight of 61%, which states:

- I feel overwhelmed when dealing with something new that I encounter while playing.

Also, statement No. (22) obtained a 7.24 degree of relative importance and a weight of 41%, which states that:

- I feel that my thinking is simple and does not rise to the level of facing difficulties while performing on one of the devices.

This disparity in the effect of the same level of anxiety on different athletes is due to the nature of the athlete in his appreciation of his own personal abilities, as well as his awareness of the nature of the competitive sports situation he faces, Abdel Rahman Ads and Mohieldin Touq (2005) (5)

Thirdly: There are statistically significant differences in favor of choosing (applies completely) in the statements (1-14-16) respectively.

Statement No. (14) obtained 15.95 degrees of relative importance and a weight of 74%, which states:

- It is difficult for me to fulfill the achievement that I aspire to during the sports tournament.

- Statement No. (1) obtained a relative importance of 15.09 and a weight of 73%, which states:

- I have the means to achieve success in performing any sporting activity despite the difficulties I face.

Also, statement No. (16) obtained 14.79 degrees of relative importance and a weight of 72%, which states:

- I have doubts about my abilities to perform two tasks together on the field at the same time.

- This shows that the beliefs of the individual possession of his abilities, capabilities and expectations for performance, and this is consistent with the definition of "Jaber Abdul Hamid" (1990 AD) (2) that they are all that the individual believes that he possesses of capabilities and abilities, which are considered as a measure or standard for his abilities, thoughts and actions, and they are the individual's expectation that he is able to perform the behavior that achieves desirable results in a particular situation.
- "Bandura "(.(2007) AD) (11) states that self-efficacy beliefs play a major role in self-regulation of motivation, and says that people motivate themselves and form beliefs about what they can do, make goals for themselves, and plan courses of action designed to achieve a future of good value.

Fourthly: There are statistically significant differences in favor of choosing (it applies to me a little) in the statements (20,21,24), respectively:

Statement No. (20) obtained 7.78 degrees of relative importance and a weight of 47%, which states:

- I find it difficult to logically arrange my thoughts according to their importance when I explain a difficult skill.
- Statement No. (21) has a relative importance of 7.65 and a weight of 46%, which states that:
- I try to understand the aspects of any problem that I encounter while learning the skills before entering the practical test.

Also, statement No. (24) obtained a 7.30 degree of relative importance and a weight of 42%, which states that:

- I feel that I am able to fulfill achievements in important competitions.

It is clear from this the relationship of self-efficacy to the individual's ability to solve problems and his effectiveness in the way he manages himself which is agreed with what "Nurius & Cormier" (2003 AD) (12) referred to, that self- efficacy is one of self- management strategies, and the more the person has belief in his abilities to solve problems efficiently, the more his motivation to transform these convictions into a realistic behavior.

Fifthly: There are no statistically significant differences in the statements (11, 27, 13), respectively.

- I have a variety of solutions in how to deal with the events that face me in the sports field.
- I deal calmly with difficult situations, even if they are surprising to me during the performance.

- When an opponent stands in my way, I am able to find the appropriate means to achieve my goal.

It is clear from this that sometimes, as a result of some pressures, the student athlete becomes anxious and confused, and this is consistent with that individuals who enjoy high self-efficacy, and respond to the challenges of the task or an activity with an enthusiastic and optimistic performance, and on the other hand, individuals who suffer from a decreased sense of self-efficacy feel anxiety, frustration and anticipation. Failure, feelings of inadequacy, pessimism, and failure to do tasks or activities. Academic self-efficacy is measured by presenting verbal paragraphs in a list or a scale to which the examinee responds through self-report. "Muhammad Al-Damour" (2012 AD) (9).

The researcher believes that the sample's response to the scale in varying degrees is due to his will and what he seeks to solve his problems, and she agreed with " Zakawa Ahmed. Belkacem Mohamed " (2018) (3) that what determines the degree of self-efficacy is the intensity of efforts and perseverance exerted while solving a problem. A person who feels a high degree of self-efficacy will exert more effort and perseverance than a person who feels a lower degree of self-efficacy. A high pre-valuation of self-efficacy will give the individual confidence that his endeavours will lead him to success no matter how difficult they are, while a low self-esteem will also push the individual to exert little effort and perseverance. This is what Schwarzer calls the designation of the will, which is based on transforming the intention of a behaviour into an actual behaviour, and on maintaining the continuity of this behaviour in front of the obstacles it faces. Therefore, it is necessary to pay attention to enhancing the expectations of self-efficacy, motor satisfaction and self-efficacy, and the necessity to conduct tests related to psychological aspects to increase the player's self-confidence.

Thus, the research question has been answered, which states, "What is the level of self-efficacy among female students of the Faculty of Physical Education - Helwan University?"

Recomendation :

- In light of the research objective and its question, and based on the results of the statistical analysis, the researcher reached to know the level of self-efficacy of the outstanding female students in sports at the Faculty of Physical Education for Girls - Helwan University.

- The scale under research succeeded in measuring the level of self-efficacy among students of the Faculty of Physical Education.

Recommendations:

- Designing scales to measure the level of self-efficacy of athletes in general.- Paying attention to raising the level of self-efficacy among athletes, considering that self-efficacy is a mechanism for athletic achievement. - Creating awareness programs to motivate female students and assert themselves. - Conducting studies that take into account variables that this research has not been exposed to, such as gender, type of game (group - individual).

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