

Training and Performance of Table Tennis Players and Their Influence on Self-efficacy

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Abstract: This study investigated several characteristics and educational experiences of table tennis players engaged in a training regimen at Beijing Sports University. The findings suggest that the program effectively catered to a wide variety of players, considering their age, sex, academic level, and training experience. This is consistent with the ideas of social cognitive theory, which highlights the significance of creating an inclusive learning environment. Players exhibited significant proficiency in the technical components of the sport, which aligns with the emphasis of social cognitive theory on the importance of mastery experiences in the process of learning and development. Players placed greater reliance on coach demonstrations rather than peer demonstrations, indicating a high regard for the coach's competency and impact as a credible role model. The participants' feelings of accomplishment and favorable emotional encounters following successful performances probably enhanced their commitment to the training program. Their aptitude for acquiring knowledge from demanding matches and their overall contentment with performance levels suggests that the program effectively fostered the development of crucial abilities and mentality. The results are consistent with the emphasis of social cognitive theory on the impact of self-efficacy beliefs on motivation, effort, and perseverance. The participants' ability to bounce back from setbacks most certainly played a role in their positive self-belief and performance. Players' age and training experience variations offer useful data for developing focused interventions. The relationship between training experience and performance highlights the significance of optimizing training load, time management, and individualization to enhance training efficacy. In summary, the study emphasizes the importance of establishing an all-encompassing, skill-focused learning atmosphere to facilitate the growth of athletes from various backgrounds.

Keywords: Mastery Experiences, Social Cognitive Theory, Self-efficacy, Emotional States, Training Efficacy.

1. Introduction

Table tennis, being a dynamic and fast-paced activity, necessitates a distinct combination of physical, technical, and psychological abilities from its players. The level of self-efficacy is a critical psychological aspect that can significantly impact the performance of table tennis players. Self-efficacy is the term used to describe an individual's confidence in their ability to effectively plan and carry out the actions required to accomplish a desired result (Bandura, 1977). Self-efficacy is a crucial factor in table tennis that influences a player's drive, effort, and ability to bounce back from adversity.

Prior studies have emphasized the notable influence of self-efficacy on athletic performance, specifically in the context of table tennis (Fenandez-Rio & Mendez-Gimenez, 2014; Tsai & Liu, 2017). Individuals who possess a strong sense of self-efficacy are more inclined to establish ambitious objectives, persevere in the presence of difficulties, and exhibit superior performance results in contrast to individuals with low self-efficacy. It is essential to comprehend the elements that contribute to the establishment and preservation of self-efficacy in table tennis players. This understanding is vital for maximizing their training and performance.

The objective of this study is to examine the impact of different elements associated with the training and performance of table tennis players on their levels of self-efficacy. The study will specifically investigate the variations in self-efficacy according to demographic factors, including gender, age, years of training experience, and the grade level taught. In addition, the study will investigate the correlation between the origins of self-efficacy (mastery experiences, vicarious experiences, social persuasion, and emotional states)

and the degrees of self-efficacy among the participants.

This study aims to provide significant insights to coaches, trainers, and sports psychologists by examining the elements that influence the self-efficacy of table tennis players. Subsequently, they can devise focused interventions and tactics to augment the self-efficacy of table tennis players, ultimately resulting in enhanced performance and a more favorable and satisfying sports experience.

2. Methodology

2.1. Research Design

This study used the quantitative descriptive comparative correlational design to compare the profile of the respondents with their training experiences and level of self-efficacy in their performance. The relationship between the level of training and performance was also determined.

2.2. Research Locale

Beijing Sport University (BSU) was founded in 1953, formerly known as the Central Institute of Sport, renamed Beijing Institute of Sport in 1956 and Beijing Sport University in 1993. BSU is a national key university, a key university of "Project 211" and one of the first batch of "double first-class" universities. It has a glorious history of running a school, profound cultural heritage and a solid foundation for running a school. It enjoys high reputation at home and abroad and belongs to the State General Administration of Sports. The school is located in the Information Road, Haidian district, covers an area of 755,000 square meters, construction area of about 410,000 square meters, a total of nearly 100 indoor and outdoor training venues.

2.3. Data Gathering Procedure

Stage1-- Literature Review

Search keywords or topics related to the research through Wanfang, Wip, CNKI, Pubmed, Scopus, Proquest, Web of science, PubMed, and the specific presentation is as follows: Table tennis, core training.

Stage2-- Generation of the quantitative research guidelines

This study adopted quantitative research method using frequency distribution, weighted mean, and correlation.

Stage3-- Securing approval

The Ethics Review Committee of the Women's University of the Philippines and the Director of Beijing Sport university have given written approval to conduct a study on Training of Table Tennis Players and the Effect on Their Performance.

Stage4-- Select respondents and ensure informed consent

The researcher explained the process and purpose of the study to each participant, so that the researcher and the participant fully understand the whole research process. The informed content was explained to the participants, and if they were willing to participate, they signed the informed consent form.

Stage5-- Questionnaire release and data collection

The school agreed to conduct research and collect data on table tennis training in April 2024, and conduct questionnaire surveys in the form of paper or electronic questionnaires. The questionnaire were retrieved and reviewed immediately after completion, and participants who provided incomplete information were not accepted.

Ethical Considerations

The participants voluntarily participated in the study, which was conducted anonymously, and the data were used only for the paper, which will not be made public.

Voluntary participation

The participants will be given freedom to choose whether to participate in the study at any time. Voluntary participation means that all research subjects can freely choose to participate without any pressure or coercion. All participants can withdraw or leave the study at any time without feeling obligated to continue, and your participants do not need to provide a reason for leaving the study. It is important for participants to understand that there are no negative consequences or repercussions for refusing to participate.

Informed consent

Participants will be made aware of the study's purpose, benefits, risks, and funding sources before agreeing or refusing to participate. Informed consent means that all potential participants receive and understand the information they need. I will provide participants with a text to read and ask them if they have any questions. If they agree to participate, they can sign a consent form.

Conflict of Interest

There is complete alignment between the researcher's own interests and the study technique. The investigation will not provide immediate benefits to the researcher. No institution offered financial support for the study and would directly benefit from its findings.

Collaborative Study

The study will be conducted independently by the researcher. Participant's benefits. The participant has the right to terminate their participation in the study at any time by informing the researcher. The respondent is not required to provide any rationale for their withdrawal. The study will not generate revenue. As a result, the participant will not get equitable remuneration or royalties. The participant may be

remunerated for transportation costs if they diverge from their usual routine in order to partake in the study. The researcher will reimburse medical costs that are directly associated with the execution of the study.

Anonymity

Anonymity means that any individual participants data will not be disclosed. Anonymity is guaranteed only if no personally identifiable information (e.g., name, phone number, email address, IP address, physical characteristics, photos, and videos) is collected.

Potential for harm

The researcher will consider all possible sources of harm to participants (psychological harm, social harm, and legal harm) and ensure that participants are informed of all possible risks of harm before informed consent is obtained for research. The researcher will be prepared to provide participants with resources, counseling, or necessary medical care if there is a risk of harm.

Storage, retention, disposal

It is imperative for researchers to maintain the confidentiality and anonymity of participant personal data while adhering to ethical standards and legal requirements. Consequently, it is necessary to store the gathered personal data securely to avoid unwanted access, use, or disclosure. The files that will be submitted through google form will be under restriction through the option of Only Me to ensure the confidentiality of the data.

Researchers will keep the data for one month to give enough time for consolidating the data for the result of the study. The method that will be used to dispose of the acquired personal data may involve cutting, burning, or wiping data from all electronic devices using secure deletion software. It is imperative for researchers to guarantee the safe destruction of any hard copies of the data, by means of methods like cremation or crushing. Researchers are always required to protect participant privacy and anonymity, as well as to manage participant data in a secure and morally responsible manner.

Duration

The participants must be able finish the questionnaire within a specific time frame, such as ten to fifteen minutes. The duration of the self-made checklist inquiry could range from thirty minutes to an hour or more, contingent upon the intricacy and breadth of the issue. The type and objectives of the research will determine how often meetings are held and how long the intervals between them are. It is imperative for researchers to ensure that the respondents are able to participate in the study at a reasonable and convenient interval.

Possible risks, discomforts and inconveniences

Whether anticipated or unintentional, the respondents should be made aware of any possible hazards, discomfort, or inconvenience. This is to guarantee that they are fully aware of the possible outcomes of their participation and are able to make an informed choice about whether or not to engage.

Compensation, reimbursements, alternative procedure, or treatment

The respondents will receive ethical and just treatment during the study, and any unfavorable effects or expenses incurred because of taking part will be adequately compensated for and promptly remedied.

3. Results and Discussions

3.1. Profile of the Respondents

Table 1. Demographic Profile of the Respondents

Sex	Frequency	Percentage
Male	24	46.2
Female	28	53.8
Total	52	
Age	Frequency	Percentage
Below 17 years old	12	23.1
17-18 years old	10	19.2
19-20 years old	15	28.8
21 and above	15	28.8
Total	52	
Years in Teaching	Frequency	Percentage
1-2 years	9	17.3
3-4 years	13	25
5-6 years	13	25
More than 6 years	17	32.7
Total	52	
Grade Level	Frequency	Percentage
Average	12	23.1
Good	12	23.1
Excellent	28	53.8
Total	52	

Table 1 shows the respondents' demographic profile which indicates a varied group of table tennis players who are taking part in the training program that focuses on self-efficacy. The sample comprised 52 players, with a somewhat higher

Table 2. Level of Self-efficacy on Athletic Training-Mastery Experiences

Mastery Experiences	Mean	SD	Verbal Description/Interpretation	Rank
My serving skills in table tennis have improved over the course of my training.	2.75	0.97	Agree/Manifested	3
I feel confident in my ability to execute different types of spins during serves	2.90	1.03	Agree/Manifested	2
My forehand drive technique has improved	2.62	1.01	Agree/Manifested	5
I am comfortable with my backhand loop technique.	2.96	1.07	Agree/Manifested	1
My proficiency in executing a topspin stroke has increased.	2.71	1.04	Agree/Manifested	4
Overall Mean	2.79		Agree/Manifested	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 2 shows the level of self-efficacy of table tennis players in terms of athletic training specifically in mastery experiences

It was revealed that players generally agree that their skills in various techniques have improved through athletic training, although the degree of improvement varies among different skills. Additionally, it suggests that table tennis players have a generally favorable perception of their physical training mastery experience, with the greatest confidence in their backhand loop technique and somewhat less, but still positive, confidence in their forehand drive technique. Training programs may take this input into account to adjust their focus, either spending more money or using different strategies to enhance forehand drive tactics while preserving the advantages of backhand loop approaches.

According to Pane et al. (2020) showed that when playing table tennis, the forehand drive was crucial. When striking the

proportion of female participants (53.8%) compared to male participants (46.2%). The players' age distribution exhibited a wide range, with 23.1% falling below the age of 17, 19.2% falling between the ages of 17 and 18, and 28.8% falling within both the 19-20 and 21 and above age categories.

The respondents had different levels of expertise in table tennis training, with 17.3% having 1-2 years of experience, 25% with 3-4 years, 25% with 5-6 years, and the largest group (32.7%) having more than 6 years of experience. The diverse variety of experience levels within the training group certainly allowed for possibilities for peer modeling and vicarious learning.

The players' current skill level was assessed, with the majority (53.8%) being evaluated as "excellent." The remaining participants were evenly divided between "average" (23.1%) and "good" (23.1%) ability levels. The wide spectrum of skill levels present in the training group created an enriching learning environment, enabling players to see and learn from each other's performances.

In general, the demographic characteristics of the participants indicate a balanced and heterogeneous group of table tennis players included in the self-efficacy-oriented training program, encompassing different age groups, levels of experience, and ability levels. The program's tactics, such as vicarious learning and peer modeling, were likely more effective due to the diversity of participants, leading to improved self-efficacy and overall table tennis development.

3.2. Assessment of the Table Tennis Players on the Level of Their Self-efficacy on Athletic Training

ball with the palm holding the bet pointing forward, one can execute a forehand punch. It explained how beginner athletic skills were affected. Forehand drive practice can be used to play table tennis. Players must master a variety of abilities to excel in table tennis, a fast-paced, highly technical sport. The forehand drive is one of these abilities that sticks out as being fundamental, especially for novice and expert players alike.

Table tennis players gain technical proficiency, tactical awareness, and mental toughness through mastery experiences, which are vital to their growth. These encounters boost motivation, boost self-esteem, and result in reliable performance and competitive success. Players and coaches may establish a mastery-experience-fostering environment that promotes continual improvement and elevated table tennis performance by implementing organized practice sessions, increasing challenges, and efficient feedback mechanisms.

Table 3. Level of Self-efficacy on Athletic Training -Vicarious Experiences

Vicarious Experiences	Mean	SD	Verbal Description/Interpretation	Rank
Watching skilled players execute techniques in table tennis has positively influenced my own skills.	2.73	1.09	Agree/Manifested	3
I find it beneficial to observe and learn from the playing style of more experienced table tennis players.	2.79	0.98	Agree/Manifested	2
Coach demonstrations help me better understand and replicate table tennis techniques.	2.85	1.00	Agree/Manifested	1
Learning from my peers through their demonstrations enhances my own table tennis skills.	2.62	1.09	Agree/Manifested	5
I actively seek out and utilize video resources to enhance my understanding of table tennis techniques.	2.73	1.03	Agree/Manifested	3
Overall Mean	2.74		Agree/Manifested	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 3 shows the level of experience of table tennis players in terms of athletic training specifically in the aspect of vicarious experiences.

It was revealed that players generally agree that vicarious experiences, whether from peers or coaches, enhance their table tennis skills. Furthermore, it indicates that table tennis players value vicarious experiences in addition to peer demonstrations, with a clear preference for coach demonstrations over peer demonstrations for their athletic training. To optimize the advantages of vicarious learning, this preference could be used to improve training programs by stressing coach-led demonstrations and adding structured peer-led sessions. Training programs can be adjusted to better suit the needs of all participants by acknowledging and addressing the variety of players' experiences. This will guarantee more thorough and efficient skill development.

Zou et al. (2019) revealed that peers, coaches, and parents

are examples of social agents who can leave remarks that affect players' incentive to participate. It emphasizes focus to how social surroundings, especially in the context of sports, affect players' motivation levels. The study emphasizes how an athlete's drive to participate in their activity can be positively or negatively impacted by remarks or criticism from parents, coaches, and other athletes, who are referred to as social agents.

In order to motivate players, parents, coaches, and peers are all essential. Peers encourage athletes to stay involved and get better by providing social support, competitiveness, and companionship. Instilling confidence and establishing goals, coaches offer technical instruction, motivation, and constructive criticism. A positive sports experience is created by parents' emotional and financial guidance. Players are encouraged to keep going and love their sport by their support and appreciation of effort rather than solely success.

Table 4. Level of Self-efficacy on Athletic Training -Social Experiences

Social Experiences	Mean	SD	Verbal Description/Interpretation	Rank
I feel supported by my coach in my efforts to enhance my table tennis skills.	2.87	1.01	Agree/Manifested	2
Encouragement from my peers during table tennis training sessions motivates me to perform better.	2.81	1.07	Agree/Manifested	3
I feel a sense of camaraderie and support from my table tennis practice partners.	2.63	0.86	Agree/Manifested	4
Positive reinforcement and encouragement significantly contribute to my motivation for table tennis training.	2.60	1.03	Agree/Manifested	5
Feeling supported and encouraged by others enhances my overall satisfaction with table tennis training.	2.92	1.10	Agree/Manifested	1
Overall Mean	2.77		Agree	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 4 shows the level of experience of table tennis players in terms of athletic training specifically in social persuasion. It was revealed that indicator rank number 5, "Positive reinforcement and encouragement significantly contribute to my motivation for table tennis training" got the lowest weighted mean of 2.60 with a verbal interpretation of agree while indicator rank number 1, "Feeling supported and encouraged by others enhances my overall satisfaction with table tennis training" got the highest weighted mean of 2.92 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents specifically in terms of social persuasion is 2.77 with a verbal interpretation of agree.

It implies that social persuasion is positively perceived by

table tennis players, particularly in terms of overall satisfaction when they feel supported and encouraged. This suggests that social elements are beneficial but are not the sole drivers of motivation and satisfaction.

Additionally, it indicates the importance of social persuasion in the training experiences of table tennis players. While there is general agreement that social support positively impacts their training, it is particularly crucial for their overall satisfaction rather than solely their motivation. Coaches and trainers can use these insights to enhance their training programs by fostering a supportive and encouraging environment, leading to improved satisfaction and potentially better performance among players.

Marchese et al. (2022) revealed that table tennis players

work in an environment where competition is essential in terms of competitiveness. In individual sports, there is usually no shared accountability, therefore one's personal disappointment with a loss cannot be covered up by the team's performance. Because each participant bears nearly all of the obligation, they are more motivated to become highly competitive.

Likewise, the performance of table tennis players is inextricably linked to that of others; it is nearly hard to evaluate one's own play independently of that of one's opponent and, consequently, of the outcome.

The importance of every match and point is increased in individual sports due to the difficulty to separate performance from result. Since every move a player does directly affects

their success or failure, this pressure might make them more competitive. In these types of sports, athletes are more inclined to always push themselves to the maximum and aim for perfection since the failures are more painful and the victories are more fulfilling because there is no one to place the blame on.

Additionally, a table tennis player's performance is constantly evaluated in comparison to that of their opponent. A player's performance is not the only factor in determining whether they win or lose; it also depends on how their abilities compare to those of other players. Players must not only work on improving themselves in this competitive environment, but also devise tactics that specifically counter the playstyles of their rivals.

Table 5. Level of Self-efficacy on Athletic Training -Emotional States

Emotional States	Mean	SD	Verbal Description/Interpretation	Rank
I generally feel motivated and excited when participating in table tennis training.	2.77	1.08	Agree/Manifested	2
Table tennis training often brings me a sense of joy and satisfaction.	2.69	0.98	Agree/Manifested	3
I feel a sense of accomplishment after successful performance in table tennis drills.	2.83	0.96	Agree/Manifested	1
Overcoming challenges in training contributes positively to my motivation for future sessions.	2.65	1.03	Agree/Manifested	5
Table tennis training helps me develop emotional resilience and coping skills.	2.67	1.00	Agree/Manifested	4
Overall Mean	2.72		Agree/Manifested	

*1.00 - 1.75 (Strongly Disagree); 1.76 - 2.50 (Disagree); 2.51 - 3.25 (Agree); 3.26 - 4.00 (Strongly Agree).

Table 5 shows the level of experience of table tennis players in terms of athletic training specifically in emotional states. It was revealed that indicator rank number 5, "Table tennis training helps me develop emotional resilience and coping skills" got the lowest weighted mean of 2.61 with a verbal interpretation of agree while question number 18, "I feel a sense of accomplishment after a successful performance in table tennis drills" got the highest weighted mean of 2.83 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents specifically in terms of emotional state is 2.72 with a verbal interpretation of agree.

It implies that table tennis training is perceived to have positive emotional effects on players, particularly in fostering a sense of accomplishment. This indicates that success in training activities contributes significantly to positive emotional experiences. While players agree that training helps develop these skills, the lower score suggests that this benefit may be less immediately apparent or less directly tied to their training experiences compared to the sense of accomplishment from successful performances.

Additionally, it highlights the positive impact of table tennis training on the emotional states of players. Players generally agree that training fosters emotional resilience and coping skills, though this is less pronounced compared to the strong sense of accomplishment they feel from successful performance in drills. Coaches and trainers can use these insights to enhance training programs by creating environments that celebrate successes and intentionally develop emotional resilience, leading to improved emotional well-being and performance among players.

According to Garcia et al. (2020), players who met the overwhelmed wrath profile experienced the worst psychological adjustment, based on their ratings for coping

and exhaustion symptoms. It would therefore be interesting to develop scientifically validated therapy aimed at helping these players modify their maladaptive rage profile to maximize their psychological adaptability to the demands of table tennis.

It also sheds light on the psychological difficulties encountered by table tennis players by calling attention to the "overwhelmed wrath profile," which denotes a condition in which players feel intense feelings of rage or frustration. This profile raises symptoms of exhaustion and makes it difficult for players to handle the mental demands of the sport.

Players would probably increase their psychological flexibility by changing the maladaptive rage profile, which is necessary for enduring the demands of competitive table tennis. Improving psychological resilience promotes long-term wellbeing and continuous peak performance in addition to helping with handling the pressures of competition in the short term. For athletes who want to keep their mental health intact and still have a competitive edge, it is an essential component.

4. Summary of Findings

4.1. Profile of the Respondents

4.1.1. Age

Findings revealed that 12 or 23.08% of the total respondents were below 17 years old, 10 or 19.22% of the total respondents were 17 - 18 years old, while 15 or 28.85% of the total respondents were 19 - 20 years old, and 15 or 28.85% of the total respondents were 21 years old and above.

4.1.2. Sex

It was revealed that 24 or 46.15% of the total respondents were males, and 28 or 52.85% of the total respondents were females.

4.1.3. Years in Training

It was revealed that 9 or 17.31% of the total respondents were 1 - 2 years in training, 13 or 25.00% of the total respondents were 3 - 4 years in training, while 13 or 25.00% of the total respondents were 5 - 6 years in training, and 17 or 32.69% of the total respondents were more than 6 years in training.

4.2. Level of Self Efficacy on Athletic Training

4.2.1. Level of Athletic Training in Terms of Mastery Experiences

It was revealed that indicator rank number 5, "My forehand drive technique has improved" got the lowest weighted mean of 2.62 with a verbal interpretation of agree while indicator rank number 1, "I am comfortable with my backhand loop technique" got the highest weighted mean of 2.96 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents in terms of mastery experience is 2.79 with a verbal interpretation of agree.

4.2.2. Level of Athletic Training in Terms of Vicarious Experiences

It was revealed that indicator rank number 5, "Learning from my peers through their demonstrations enhances my own table tennis skills" got the lowest weighted mean of 2.62 with a verbal interpretation of agree while indicator rank number 1, "Coach demonstrations help me better understand and replicate table tennis techniques" got the highest weighted mean of 2.85 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents in terms of vicarious experience is 2.74 with a verbal interpretation of agree.

4.2.3. Level of Athletic Training in terms of Social Persuasion

It was revealed that indicator rank number 5, "Positive reinforcement and encouragement significantly contribute to my motivation for table tennis training" got the lowest weighted mean of 2.60 with a verbal interpretation of agree while indicator rank number 1, "Feeling supported and encouraged by others enhances my overall satisfaction with table tennis training" got the highest weighted mean of 2.92 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents specifically in terms of social persuasion is 2.77 with a verbal interpretation of agree.

4.2.4. Level of Athletic Training in Terms of Emotional States

Findings revealed that indicator rank number 5, "Table tennis training helps me develop emotional resilience and coping skills" got the lowest weighted mean of 2.61 with a verbal interpretation of agree while indicator rank 1, "I feel a sense of accomplishment after a successful performance in table tennis drills" got the highest weighted mean of 2.83 with a verbal interpretation of agree. The overall mean for the level of experience of table tennis players in terms of athletic training of respondents specifically in terms of emotional state is 2.72 with a verbal interpretation of agree.

4.3. Difference in the Level of Self-efficacy on Athletic Training When Grouped According to Profile

The Mann-Whitney/Wilcoxon W Test found no significant

difference in self-efficacy levels between male and female participants in relation to sex. However, the Kruskal-Wallis H Test revealed significant variations in self-efficacy levels among participants of different age groups, years of training experience, and grade levels, suggesting age, teaching experience, and grade levels significantly influence self-efficacy in table tennis performance.

4.4. Level of Self-Efficacy in Performance

Findings showed that indicator rank number 5, "I think I possess the abilities needed to succeed at table tennis." got the lowest weighted mean of 2.69 with a verbal interpretation of agree while indicator rank number 1, "In table tennis matches, I believe I can bounce back fast from errors or losses" got the highest weighted mean of 3.08 with a verbal interpretation of agree. The overall mean for the level of self-efficacy of the table tennis players in their performance is 2.86 with a verbal interpretation of agree.

4.5. Significant Relationship between the Level of Self-efficacy on Athletic Training and the Performances of the Athletes

The table shows that the p-value is 0.000. This implies that at $\alpha = 0.05$, there is a significant relationship between the level of training experiences and the performances of the athletes, because the p-value of 0.000 is less than 0.05. Furthermore, the table shows that the Pearson's r statistic is 0.911, since Pearson's r statistic is closer to 1, there is a very high positive relationship between the level of training experiences and the performances of the athletes.

5. Conclusion

1) The varied characteristics of the table tennis players, including their age, gender, academic level, and training experience, indicate that the training program successfully accommodated a wide range of participants. This aligns with the principles of social learning theory, which emphasizes the significance of creating an inclusive learning environment.

2) The players' reported high degree of mastery experiences in many technical aspects of the sport is consistent with the concepts of social learning theory, which highlights the significance of mastery experiences in the process of learning and development.

3) The players' increased dependence on coach demonstrations, as opposed to peer demonstrations, indicates that they highly appreciated the coach's competence and direction. The coach presumably served as a more credible and influential role model.

4) The athletes' profound sense of achievement and favorable emotional encounters after triumphant performances likely acted as driving forces and strengthened their dedication to the training regimen.

5) The players' aptitude for acquiring knowledge from demanding matches and their overall contentment with their performance levels indicate that the athletic training program was successful in facilitating their acquisition of the essential abilities and mindset to thrive in the sport.

6) The findings are consistent with the ideas of social cognitive theory, which highlight the significance of self-efficacy beliefs in influencing an individual's motivation, effort, and perseverance in attaining their objectives. The participants' robust resilience and capacity to recover from mistakes or defeats likely played a role in their overall

favorable self-efficacy and performance results.

7) The findings emphasize the significance of taking into account the age and years of training experience of the participants when assessing and understanding the level of training and performance in the table tennis program. The observed variations in these profile attributes can provide valuable insights for designing focused interventions and training programs to enhance the learning and development of the athletes.

8) The correlation between training experiences and performance underscores the necessity for coaches and sports administrators to meticulously organize and supervise the training regimens of their athletes. Optimizing training load, time management, and individualization is crucial for maximizing the effectiveness of training on athletes' actual competitive results.

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