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Self-Efficacy Between Physical Education And Professional Students

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Abstract

The aim of the study was to find out the difference in self-efficacy between Physical education and Professional students. For this present study, 50 physical and 50 professional student were selected as a subject. The Academic Self-efficacy scale were used to measure self-efficacy and personality of Physical education and Professional students, t-ratios were used to compare the significantly gender difference between Physical education and Professional students who had participated in Inter collegiate tournament. significant difference of self-efficacy was found between Physical education and Professional students. No significant differences were found in Study skills, Critical and creative thinking, Involvement in Learning of physical and professional students. However, significant differences was found in Time management of physical and professional students.

Introduction

Physical education [trends](#) have developed recently (Sinku 2008) to incorporate a greater variety of activities besides typical [sports](#). Introducing students to activities like [bowling](#), [walking/hiking](#), or [Frisbee](#) at an early age can help students develop good activity habits that will carry over into adulthood. Physical education students provides a great opportunity to integrate academic concepts from other subjects. Self-efficacy has been associated frequently with stress in students and is defined by Bandura (1986) as a belief in one's capability or skill to attain a particular goal or execute a particular behaviour. Bandura proposed that self-efficacy can explain, not only the choice or level at which an activity is pursued, but as well, the likelihood of successful completion of the activity. Self-efficacy has been found to have a significant positive correlation to personality suggesting that those who have a higher self-efficacy also report a lower level of stress. Therefore, it would appear that higher self-efficacy may act as a moderator of stress for students. Although it is helpful to understand cognitive correlates (self-efficacy) of stress, it is also necessary to examine behavioural responses or the coping strategies that students use to deal with their stress.

Methods

Sample size

50 Physical education (M.P.Ed.&B.P.Ed.) and 50 professional students (M.Ed&B.Ed) from different colleges of Nanded who had participated in collegiate tournament was randomly selected as a subjects for the present study.

Tools of the study

Academic self-efficacy:

To determine the Academic self-efficacy of physical and professional students, Yuen and his colleagues (2004B) Academic Self-efficacy scale extracted from the Life Skills Development Inventories were used. The scale consisted of twenty four questions and its measures four dimensions of Academic self-efficacy i.e. Study skills (items 1,5,9,13,17, 21); Time management (items. 2, 6, 10, 14, 18, 22); Critical and creative thinking (items 3, 7, 11, 15, 19, 23); Involvement in Learning (items, 4, 8, 12, 16, 20, 24).

Statistical analysis

Mean values , standards deviations and T-ratio was computed to compare, the significant differences between Physical education and Professional students.

Results and Discussion

The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted.

Table – I
Mean Scores And Standard Deviation Of Selected Components
Of Physical Education And Professional Students .

Sr.No.	Components	Physical		Professional	
		Mean	Standard Deviation	Mean	Standard Deviation
1)	Age (Year)	23.56	4.05	21.12	3.18
2)	Weight (Kg)	69.06	7.05	66.76	6.67
3)	Height (Cm)	175.07	9.69	168.17	8.10

Table-1 reveals that the mean scores and standard deviations of the selected components of the Physical education and Professional students .

Mean Score (S.Ds.) age of physical student was 23.56 (4.05) years, mean score (S.Ds.) weight was 69.06 (7.05) kg., mean score (S.Ds.) height was 175.07 (9.69) cm., Whereas, Mean Score (S.Ds.) age of professional student was 21.12 (3.18) years, mean score (S.Ds.) weight was 66.76 (6.67) kg., mean score (S.Ds.) height was 168.17 (8.10) cm.,

Table-2.
Mean Scores, Standard Deviation And T-Ratios of Self-Efficacy of
Physical Education And Professional Students

Self-efficacy	Students	Number	Means	S.Ds.	t-ratios
Study Skills	Physical education	50	21.43	4.12	1.07
	Professional	50	22.87	4.98	
Time management	Physical education	50	22.30	4.67	P<.05
	Professional	50	20.12	4.19	
Critical and creative thinking	Physical education	50	22.10	5.14	1.45
	Professional	50	22.43	4.18	
Involvement in Learning	Physical education	50	21.12	4.11	1.67
	Professional	50	21.32	4.21	

Self- efficacy	Physical education	50	89.56	18.20	P<.05
	Professional	50	87.35	18.03	

Table- 2 depicted mean scores, standard deviations and t-ratio of Self-efficacy of Physical education and Professional students along with its four subscales of Self- efficacy between Physical education and Professional students . The mean values of **Self- efficacy** of Physical Education students were obtained 89.56 and the standard deviations were obtained 18.20 respectively, whereas the mean values of **Self- efficacy** of Professional students were obtained 87.35 and the standard deviations were obtained 18.03 respectively. The findings of study reveals that there were significant difference of self-efficacy was observed between Physical education and Professional students . In order to find out the differences of four subscales of Self-efficacy between Physical education and Professional students ; t-ratio was computed for each category separately. The mean values of Study Skills of Physical Education students were obtained 21.43 and the standard deviations were obtained 4.12 respectively, whereas the mean values of Study Skills of Professional students were obtained 22.87 and the standard deviations were obtained 4.98 respectively. The findings of study reveal that there were no significant difference of Study Skills was observed between Physical education and Professional students. In addition, The mean values of Time management of Physical Education students were obtained 22.30 and the standard deviations were obtained 4.67 respectively, whereas the mean values of Time management of Professional students were obtained 20.12 and the standard deviations were obtained 4.19 respectively. The findings of study reveal that there were no significant difference of Time management was observed between Physical education and Professional students. The mean values of Critical and creative thinking of Physical Education students were obtained 22.10 and the standard deviations were obtained 5.14 respectively, whereas the mean values of Critical and creative thinking of Professional students were obtained 22.43 and the standard deviations were obtained 4.18 respectively. The findings of study reveals that there were no significant difference of Critical and creative thinking was observed between Physical education and Professional students. Furthermore ,The mean values of Involvement in Learning of Physical Education students were obtained 21.12 and the standard deviations were obtained 4.11 respectively, whereas the mean values of Involvement in Learning of Professional students were obtained 21.32 and the standard deviations were obtained 4.21 respectively. The findings of study reveals that there were no significant difference of Involvement in Learning was observed between Physical education and Professional students.

Limitations

A limitation of this study is that it reflects the findings of some student ; the data was collected in selected student hence, the results may not be generalized to other .

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