



Analysis of Altruism and Personal Efficacy between Physical Education and Non-Physical Education Students

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Received 3rd November 2014, Accepted 27th December 2014

Abstract

The purpose of the study was to compare the Altruism and personal efficacy between students of Physical education and Non-Physical Education students. To achieve this purpose, hundred students (50 physical education and 50 other major) were selected from various departments of Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu, India. The selected subjects were aged between 21 to 25 years. Altruism and personal efficacy were selected as independent variables for this study and they were tested by using psychology questionnaires (Rushton, J.P., Chrisjohn. R.D., & Fekkan, G.C (1981) and and Udai pareek and Surabhi purohit (2010). The collected data was statistically analyzed by independent t test and it was tested by 0.05 level of confidence to find the significant difference between the selected groups. The result shown that, there was a significant difference exists on Altruism and personal efficacy between Physical education and Non-Physical Education students.

Keywords: Altruism, Personal efficacy, Physical Education.

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Introduction

Education has empowered to active participants of students and help to transformation of their societies. At the same time Physical education provides opportunities to develop values, self-awareness, personal well-being, citizenship, and positive interactions with others to build character. Physical education students were distinguished from other students by their sports participation. Sports participation may develop both physical and mental qualities.

The most fundamental principles of social identity perspective is that people depending on where they are at a given moment in a so-called personal and social identity continuum. One may think of his/hers personal identity, he/she shall to describe him/herself as a witty person and focus on understanding the self more than those who they have compared themselves with (Robert, 2006; Karimi, Y. 2009). learners are different in terms of personality, attitudes, emotional reactions, and cognitive styles (Babae Kanyari M., 2000). Psychologists believe that giftedness is talent, learning, and educational progress. Other psychologists define it as change and flexibility in environmental compatibility. Lack of appropriate conditions not only lead to feelings of insecurity and anxiety of some gifted children but also direct them to retardation, poor concentration, isolation,

aggression and even extreme inactivity and passivity (Ahmadi M, Afrouz Gh, Sharifi H, Davaee M., 2012).

According to Bandura (1971), self-efficacy is one of self-concept elements which is one's belief in one's ability to succeed in specific situations or accomplish a task. Bandura believes that one's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. In the field of altruism based on Pilavin social exchange theory, altruistic behavior requires knowledge of the state of emergency, provocation, describing incitement, calculating the cost of rewards and then decision-making for altruistic behavior (Pilavin, 1972).

Purpose of the Study

The purpose of the study was to analysis the Altruism and personal efficacy between students of physical education and Non-Physical Education students.

Methodology

To achieve this purpose, hundred students (50 physical education and 50 Non-Physical Education students.) were selected from various departments of Manonmaniam Sundaranar University, Tirunelveli, Tamilnadu, India. The selected subjects were aged between 21 to 25 years. Altruism and personal efficacy were selected as independent variables for this study and they were tested by using psychology questionnaire (Rushton, J.P., Chrisjohn. R.D., & Fekkan, G.C (1981) and Udai pareek and Surabhi purohit (2010). The collected data were statistically analyzed for significant difference

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using independent t test. In this case 0.05 level of confidence was used to find the significant difference.

Analysis of the Data

The selected variables were compared between

Physical Education and Non-Physical Education students are presented in the table. The mean values on selected variables physical education and other major students were represented in picture.

Table I. Summary of mean values and independent 't' test for physical education and non-physical education students on cognitive

Subjects	No	Mean	SD	'T' Ratio
Physical Education	50	13.28	3.17	0.82
Non- Physical Education	50	15.28	3.88	

(Table value required for significance at 0.05 level for t' test with df 98 is 1.99)

From the above table the means values for Physical Education and Non-Physical Education students are 13.28 and 15.28 respectively. The obtained 't' value between Physical Education and Non-Physical Education students is 0.82 which is lesser than the tabulated 't'

value of 1.99 with the degree of freedom 98 at 0.05 level significances. therefore it was concluded that there was no significant differences on cognitive between Physical Education and Non-Physical Education students.

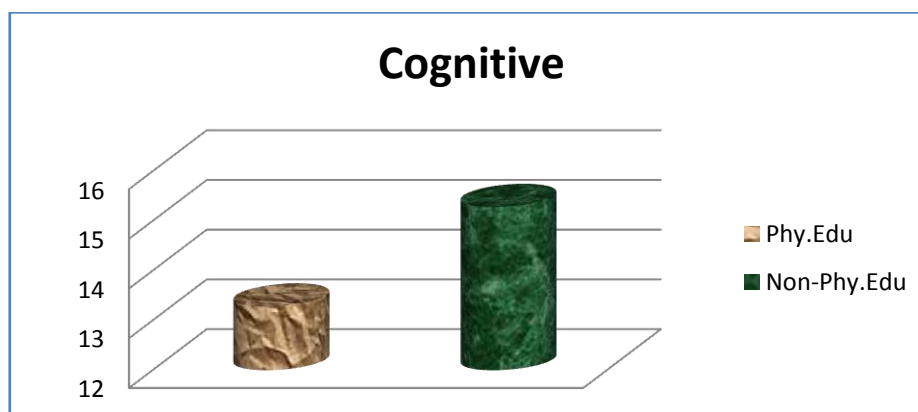


Figure I. Mean values of physical education and non-physical education students on cognitive

Table II. Summary of mean values and independent 't' test for physical education and non-physical education students on affective

Subjects	No	Mean	SD	'T' Ratio
Physical Education	50	12.48	2.39	0.86
Non- Physical Education	50	14.7	2.77	

(Table value required for significance at 0.05 level for t' test with df 98 is 1.99)

From the above table the means values for Physical Education and Non-Physical Education students are 12.48 and 14.7 respectively. The obtained 't' value between Physical Education and Non-Physical Education students is 0.86 which is lesser than the tabulated 't'

value of 1.99 with the degree of freedom 98 at 0.05 level significances. Therefore it was concluded that there was no significant differences on affective between Physical Education and Non-Physical Education students.

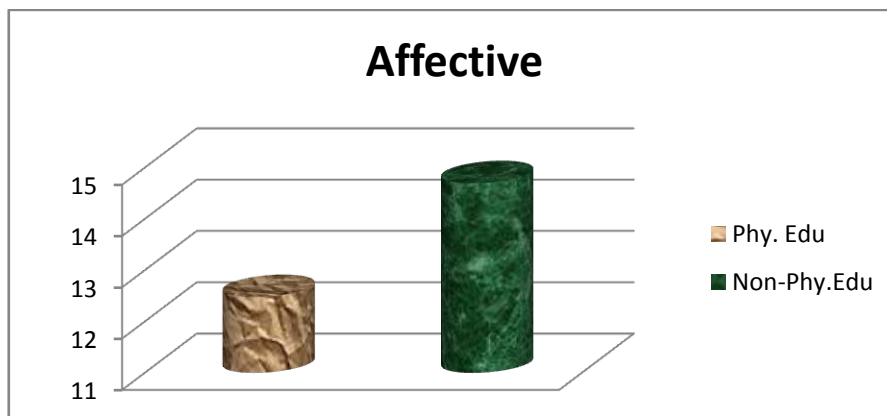


Figure II. Mean values of physical education and non-physical education students on affective

Table III. Summary of mean values and independent 't' test for physical education and non-physical education students on motivation

Subjects	No	Mean	SD	'T' Ratio
Physical Education	50	13.02	2.18	0.77
Non- Physical Education	50	14.4	2.84	

(Table value required for significance at 0.05 level for 't' test with df 98 is 1.99)

From the above table the means values for Physical Education and Non-Physical Education students are 13.02 and 14.4 respectively. The obtained 't' value between Physical Education and Non-Physical Education students is 0.77 which is lesser than the tabulated 't' value of 1.99 with the degree of freedom 98 at 0.05 level

significances. Therefore it was concluded that there was no significant differences on motivation between Physical Education and Non-Physical Education students.



Figure III. Mean values of physical education and non-physical education students on motivation

Table IV. Summary of mean values and independent 't' test for physical education and non-physical education students on selective

Subjects	No	Mean	SD	'T' Ratio
Physical Education	50	12.76	2.62	0.75
Non- Physical Education	50	15.00	3.50	

(Table value required for significance at 0.05 level for 't' test with df 98 is 1.99)

From the above table the means values for Physical Education and Non-Physical Education students are 12.76 and 15.00 respectively. The obtained 't' value

between Physical Education and Non-Physical Education students is 0.82 which is lesser than the tabulated 't' value of 1.99 with the degree of freedom 98 at 0.05 level

significances. Therefore it was concluded that there was no significant differences on selective between Physical

Education and Non-Physical Education students.

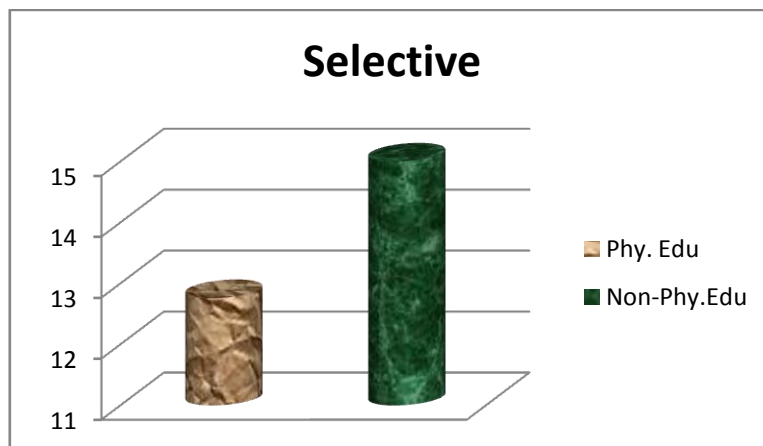


Figure IV. Mean values of physical education and non-physical education students on selective

Discussion on Findings

The results of this study have consistency with the results of similar studies such as Pak Mehr and Kareshki (2009), Soleimani and Ali Begay (2009), Beirami et al. (2011), Suiji Yamaha et al. (2001), San Martin-Gutierrez et al (2005), Pajars (2000), Paris and Aka (1986) and also confirms their findings.

The results of this study were consistence with the similar studies such as San Martin Gutierrez (2005) which confirmed that there was a positive relationship between empathy and self efficacy.

Conclusion

1. The result of the present study revealed that there was a no significant difference between Physical Education and Non-Physical students on cognitive.
2. The result of the present study revealed that there was a no significant difference between Physical Education and Non-Physical students on affective.
3. The result of the present study revealed that there was a no significant difference between Physical Education and Non-Physical students on motivation.
4. The result of the present study revealed that there was a no significant difference between Physical Education and Non-Physical students on selective.

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