

A COMPARATIVE STUDY OF SELF-CONCEPT BETWEEN FEMALE PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

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Abstract

This study was frame to compare the self-concept of female physical education students and non-physical education students. The subjects of this study were fifty female college going students. Twenty five subjects were physical education students (PES) and remaining twenty five subjects were non-physical education students (NPES). The mean age of the subjects was from 20 ± 1.25 years. For the purpose of the study the PES were those who were the students of Bachelor of Physical Education and the NPES were those who were the students of Bachelor of Arts, Science and Commerce. Self-concept of the subjects was gauged by using Self Concept Questionnaire developed by Saraswat (1984). For the acquisition of the data of the recruited subject the investigator individually approached to the subject. The purpose and direction related to answering the questionnaire was clearly explained to them, and after acquiring their consent and cooperation questionnaire was administered. The independent t test was used to find out the differences between female PES and NPES. Further the level of significance was set at 0.05 level of significance. The results of the study clearly indicated that there was insignificant difference between both the study groups at 0.05 level of significance.

Keywords: Self-Concept, Physical Education Students, Non-Physical Education Students.

Introduction

Self-concept has a topic of interest of many disciples such as theologians, philosophers, political scientists. James (1890) and Baldwin (1895) have analyzed the self in terms of its constituent parts such as traits, characteristics, aspirations etc. Self-concept, according to Guilford (1966), is not an inherited quality rather it is formed as a result of an individual's experience and interaction with his environment. It is a well accepted fact that every human being is an individual with his/her

own unique characteristics and ways of responding and behaving. There are various ways of responding and behaving. It can be either positive or negative, can make one's life a happy one or a miserable, can make one a successful person or a failure. These facts are true for every individual in every sphere of life (Singh, 2009). The arena of sports has provided to man abundant opportunities to display his/her inherent desire to excel (Kaur, 2008). Edward and Marium (1967) have pointed out the experience of being challenged to the limits of one's physical capacities will result in increased feeling of self worth and competence. So one might well speculate that physical education program that improves the physical fitness and motor abilities of boys and girls will have salutary effects in improving their psychological characteristics in among their purrs and in enhancing their concept of self. Several kinds of identifiable personality traits revolve around what could be considered the athletes self-concept traits such as self confidence, self-assurance, self-esteem, self-regard, self-consistency, self-enhancement and self-respect all involve out of his/her elaboration of person's self-image or self-concept. It is the success that develops the positive self-concept and in physical education especially in developing or improving physical fitness there is a large repertoire of activities for experiencing success and thus, enhance self-concept (Uppal & Singh, 1985). It is clear that greater progress in understanding human can be made possible only through the study of an individual as a whole. It is the concept of self which personifies the individual as a whole and expresses his/her way of thinking, feeling and behaving. Numerous contemporary researchers studied self-concept in different areas (Singh, 2009; Alegaonkar, 1990; Uppal & Singh, 1985; Hunna, 1982; Mary, 1981; Martinek, Cheffers & Zaichousky, 1978; Edward, & Marium, 1967) but the area pertaining to physical education students and non-physical education students is neglected by the contemporary researchers. Thus, the

present study was structured to compare the self-concept between female physical education and non-physical education students.

Materials and Methods

For this study fifty female colleges going students, out of which Twenty-five subjects were physical education students (PES) and twenty-five subjects were non-physical education students (NPES) were selected as the subjects. The mean age of the subjects was 20 ± 1.25 years. The physical education students (PES) were those subjects who were the students of Bachelor of Physical Education course and the non-physical education students (NPES) were those who were the students of Bachelor of Arts, Science and Commerce courses. Self-concept of the subjects was obtained by using Self Concept Questionnaire (SCQ) developed by Saraswat (1984). SCQ have 48 test items. The respondents were provided with five alternatives to give her responses ranging most acceptable to least acceptable description of her self-concept. The reliability of the questionnaire was reported at 0.91. The data (score of self-concept) thus collected were put to statistical treatment computing independent t test to find out the differences, if any between the female PES and NPES. Further the level of significance was set at 0.05.

Results

As determined earlier goal of this endeavor is that, to compare the self-concept between female PES and NPES. Therefore results of this empirical investigation are presented in the preceding tables.

Table 1
INDICATING THE MEAN, SD, MD AND CAL T VALUE OF THE BOTH STUDY GROUPS ON THEIR SELF-CONCEPT

Groups	Mean	SD	MD	"t"
PES	184.60	182.20	2.40	0.35
NPES	8.94	9.14		

*Significant at 0.05 level with 48 df tab t=2.01

From the above cited table -1 it is observed that no significant difference is found between the means of total scores of self-concept of PES and NPES at 0.05 level of significance with 48 degree of freedom.

Table 2
INDICATING THE MEAN, SD, MD AND CAL T VALUE OF THE BOTH STUDY GROUPS ON THE VARIOUS DIMENSIONS OF SELF-CONCEPT

Dimensions	PES		NPES		MD	cal t
	Mean	SD	Mean	SD		
Physical	29.04	3.53	28.48	3.08	0.56	0.55
Social	30.28	3.62	29.08	3.00	1.20	0.21
Temperament	30.56	3.93	31.16	3.62	0.90	0.58
Educational	28.00	4.43	28.72	4.53	0.72	0.57
Moral	33.64	2.53	32.28	2.53	1.36	0.06
Intellectual	33.08	3.82	32.48	3.48	0.60	0.56

*Significant at 0.05 level with 48 df tab t=2.01

It is depicted from the above table- 2 that no significant difference was occurred between PSE and NPES on the various dimensions of self-concept viz. physical, social, temperamental, educational, moral and intellectual at 0.05 level of significance with 48 degree of freedom.

Discussion of Findings

The experiment carried out on twenty five PES and twenty five NPES female college students to find out the comparison on self concept. After applying standard questionnaire to obtained response and statistical treatment, the results were surprising and unexpected. As per the pervious studied conducted on similar topic in relation to different people having differ in profession showed significant difference among them (Singh, 2009; Alegaonkar, 1990; Uppal & Singh, 1985; Hunna, 1982; Mary, 1981; Martinek, Cheffers & Zaichousky, 1978; Edward, & Marium, 1967). It is well observed facts that people of particular professional background posses some similar traits which is pre requisite to perform responsibility in that field. Hence, diversity must be needed. A comparison of the self-concept of PES and NPES showed no significant difference i.e. the self-concept of PES and NPES groups are the same. Both the groups showed the same self-concept, in all the dimensions, which are physical, social, temperamental, educational, moral and intellectual. Although, physical education students had showed better efficacy on all the selected variables of self concept as the attained mean value were found higher in comparison to non physical education students. Subject chosen for this study were from the different family background as well as their socio-economic background was also different but they were students in same district so naturally they interact with each other in different types of activities like academics, games & sports, cultural activities and other extracurricular programmes organized by different colleges of the Kanpur University that might be reason for insignificant differences between both selected study groups.

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