

A COMPARATIVE STUDY OF SELF- CONCEPT BETWEEN INDIAN AND ETHIOPIAN PHYSICAL EDUCATION STUDENTS

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ABSTRACT

In general self-concept is one of the most important targets of education, therefore educators and parents concur that children need to improve and develop high self-concept characterized by tolerance, appreciation and acceptance of others (Buang, 2003). In the present study an attempt has been made to compare the self-concepts of Indian and Ethiopian physical education students. The study was framed to compare the Self-Concept of Indian and Ethiopian physical education students. The subjects of this study were 200 randomly selected students in each sample from physical education students from India and as well as India. Selfconcept of the subjects was gauged by using self-concept questionnaire developed by Saraswat (1984). It was hypothesized that there will not be any significant difference between means of self-concept of Indian and Ethiopian physical education students. The analysis of data was done by analyzing descriptive (mean and standard deviations) and 't' test for independent samples for comparison of means. The level of significance was set at 0.05 levels. Results of the study revealed that the mean values of self-concept of physical education students of India and Ethiopia varied and Ethiopian students scored higher on this variable, but not significantly as the obtained t value of 1.397 was less than the tabulated t value of 1.97, thus the null hypothesis stated could not be rejected. The possible explanation could be that both Indian and Ethiopian cultures are morally very strong and they believe in giving and taking mutual respect.

Keywords: Self concept, cognitive and physical activity.

INTRODUCTION

The healthy, physically active and morally sound student is more likely to be socially accepted, emotionally balanced and successful in real life. During the early years, active play is the only source to develop required motor abilities and cognitive development. As a child grow older and enters youth thorough adolescence, physical activity becomes important in enhancing the development of a positive self-concept as well as the ability to overcome the physical, intellectual, social and emotional challenges of life. The study of self concept is one of the most significant issue in the human sciences generally and educational studies in particular. This is because researchers have found that self concept has a strong influence in people's behaviour. Additionally, the self-concept has taken the attention of many psychologists and philosophers for more than 2000 years. It is one of the oldest topics that scientists and the philosophers have talked about (Hattie, 1992). Regarding the nature of self concept, Rogers (1989) points

out that “the self is more than a subject and object. The self is an object in an environment, has a potential” (cited in Hattie, 1992:35).

Young and Mroczek (2003) also observe that self-concept is a controversial psychological issue that are unstable, and may influence, develop or change in different ways with the passage of time (cited in Sarah, 2011:74). As Marsh (1989) pointed out that it could be influenced or developed, if that is in a specific element of self-concept especially (cited in Mercer, 2011:74). Susan Harter (2006) describes six stages of self-development who starts from early childhood till the end of adolescence. Although she described the self-concept is developed in six stages, each stage is build on the previous stages. While some researchers (Marsh (1989) (2006); Shavelson and Bolus (1982) believe that self-concept is formed in early age and during the passage of the individual's life. Therefore, self concept would be more integrated, consistent and may be difficult to develop or influence as a whole when the time pass (cited in Mercer, 2011:74). There are different definitions of the term self concept. However, all they all share a similar meaning. Hattie (1992) points out that a lot of writers describe the self by attitudes, evaluations, affectations and so on but not regarding the knowledge. Rosenberg (1979) believes that self-concept is “the totality of the individual's thoughts and feelings having reference to himself as object”. Mercer (2011:13) states that “a person's self-concept consists of the beliefs one has about oneself, one's self perception”. Similarly, Hamlyn (1983) defines the self-Concept as “the picture of oneself” (cited in Mercer, 2011:14). According to Shavelson, Hubner and Stanton (1976) state that self concept can be broadly defined as a person's perception of him/herself. These perceptions are formed through experiences within the environment and are influenced by environmental reinforcements and significant others. Self concept is generally understood as a person's report of self, but it may also be deduced from a person's responses to situations. Thus, there is a difference between self concept and inferred self concept. Self concept is how a person sees him/herself, while inferred concept refers to how others see him/her. In general self-concept is one of the most important targets of education, therefore educators and parents concur that children need to improve and develop high self-concept characterized by tolerance, appreciation and acceptance of others (Buang, 2003). In the present study an attempt has been made to compare the self-concepts of Indian and Ethiopian physical education students.

MATERIALS AND METHODS

For this study a sample of 200 physical education students was selected randomly who were pursuing their courses in physical education in India and a randomly selected same sample size of 200 physical education students from Ethiopia. Self- concept of the subjects was obtained by using self- concept questionnaire (SCQ) developed by Saraswat (1984). Self concept questionnaire have 48 test items. The respondents were provided with five alternatives to give their responses ranging most acceptable to least acceptable description of her self- concept. The data of self concept of Indian and Ethiopian physical education students thus collected and put to the statistical treatment into two stages as follows:-

STATISTICAL TECHNIQUE

Descriptive Analysis: Means, standard deviations, range of scores, maximum score and minimum scores were calculated and represented in tabular and graphical form.

Independent Samples Test: For testing the hypothesis and to find the significant differences between the means of both the groups, the 't' test for independent samples was applied.

RESULTS AND FINDINGS

TABLE NO.1
DESCRIPTIVE STATISTICS OF SELF-CONCEPT

| GROUPS | SAMPLE N | RANGE OF SCORES | | MEAN | S.D |
|--------------------------------------|----------|-----------------|------|--------|-------|
| | | Min. | Max. | | |
| Indian Physical Education students | 200 | 155 | 218 | 188.11 | 13.94 |
| Ethiopian Physical Education Student | 200 | 142 | 225 | 186.03 | 15.77 |

Table No.1 reveals that range of scores for Indian physical education students are from 155 to 218, whereas scores for Ethiopian physical students ranged from 142 to 225. Mean value of self-concept of Indian physical education students is higher than the self-concept of Ethiopian physical education students. The standard deviation of scores of Indian physical education students is less than the standard deviation of scores of Ethiopian physical education students. The graphical representation of table-1 is presented in Figure No.1

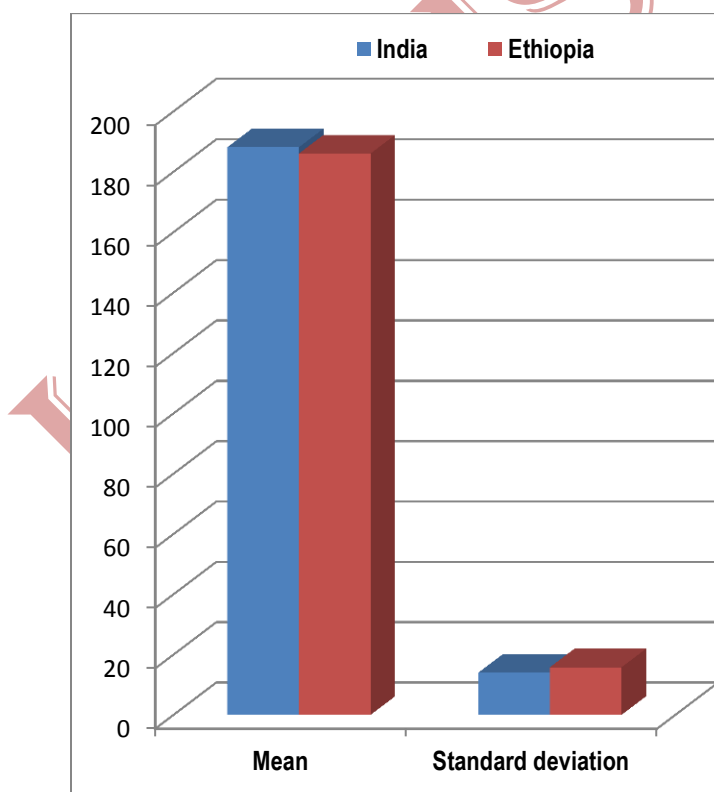


Fig. No. 1: Descriptive Statistics of Self Concept

TABLE NO. 2
ANALYSIS OF DATA PERTAINING TO SIGNIFICANCE OF MEAN DIFFERENCES
IN SELF-CONCEPT

| Groups | Mean | S.D. | df | M.D. | S.E. | t-ratio | T Value |
|---------------------------------------|--------|-------|-----|------|------|---------|---------|
| Indian Physical Education Student | 188.11 | 13.94 | 398 | 2.08 | 1.48 | 1.397 | 1.97 |
| Ethiopian Physical Education Students | 186.03 | 15.77 | | | | | |

*Significant at 0.05 level 't' (398) = 1.97.

Table No.2 reveals that no significant difference exists between the mean values of self-concepts of Indian physical Education students and Ethiopian physical education students as the computed t – value (1.397) is less than the tabulated t-value of (1.97) at 0.05 level of significance for 398 degrees of freedom. Therefore the null hypothesis given by the scholar is accepted.

DISCUSSION OF FINDINGS

The study revealed that null hypothesis could not be rejected on this variable as there were no significant difference between mean values of self-concepts of Indian physical education students and Ethiopian physical education students. The research scholar could not locate the research relevant to this variable, the possible explanation could be that both Indian and Ethiopian cultures are morally very strong and they believe in giving and taking mutual respect. Physical education in India as well as Ethiopia is important part of education process and emphasis is on fitness and survival. Though it is important for both the groups to learn in the process but at the same time the survival factor makes them move ahead and improve up on self for betterment.

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