



“A Comparative Study of Self Concept of Physical Education Lecturers working in Academic Colleges and those working in Physical Education Colleges”

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Abstract: This study has been undertaken to investigate the comparative differences in the Attitude of Physical Education Lecturers working in physical education colleges and those working as physical education lecturers in academic colleges with respect to their Self-Concept. To find out these differences the data characteristics (descriptive statistics) such as Mean, Standard deviation, Range, etc. were determined. A one way analysis of variance technique was employed to check the significance in mean difference. For the very purpose of study the colleges were restricted to those affiliated to Rashtrasant Tukadoji Maharaj Nagpur University.

Keywords: Physical Education, Lecturer, Physical Education Lecturer, Self-Concept

I. INTRODUCTION

Today a sport has become inseparable happening of our social life and we are always striving to better our accomplishments in sports. The gaining of new knowledge for better performance of human organism in relation to physical, motor, and physiological qualities is slowly disappearing. The million dollar question is how to strive for still better accomplishments in sports. The human psychology is one such area that plays a critical role in process of continuous sports performance improvement. Psychology as a behavioural science has made its contributions for improving sports performance. It has helped trainers to coach more effectively and players to perform more effectively. Thus, psychological aspects in sports are gaining much attention among sports administrators.

Education in its broadest sense means preparation for life and physical education as an integral part of education is recognized to enhance this process. Physical education provides the individual with opportunities to develop his physical, mental, social and personal skills through the medium of physical activities. In fact, physical education seems to be the most natural way of exposing the individual to situations in order to enable him to develop great variety of skills and prepare him for acquiring rich learning experiences.

Over the centuries, people have realized the need for keeping fit and healthy by doing some seriously organized physical activity routines. Scientific evidence from biological sciences has made it clear that unless a person engages in some proper organized physical activities, the real benefits cannot be attained. All round development of man must begin with the development of physique, which is the basis of his existence and only then the mental, the intellectual and the social developments would follow.

J.P. Thomas, one of the stalwarts of physical education in India has remarked, “Physical education is education through physical activated for the development of total personality of child and its fulfillment and perfection in body, mind and spirit”.¹ The Central Advisory Board of Physical Education and Recreation considers physical education as education through physical activities for the development of total personality of the child to its fullness and perfection in body, mind and spirit ².

For a teacher, the desire to do their personal best, to surpass all limits and attain the highest standards of performance, to be excellent in one's chosen field is every person's ambition. If no one will be concerned about the quality of their contribution, their work, their product of service, our society would take a turn for the worse. Yet, high levels of achievement and excellence in any area do not come easily and it demands commitment and sacrifice. Same time the teacher must be motivated by the highest ideal regarding student's developmental needs. He must be prepared to give all the time and effort necessary to help a student to overcome a difficulty. Most important thing is the willingness to help must be fortified by the knowledge of how to help. So attitude of a teacher is an important factor for the development and performance improvement of an athlete.

1.1 STATEMENT OF THE PROBLEM

The purpose of the study was, "A Comparative Study of Self Concept of Physical Education Lecturers working in Academic Colleges and those working in Physical Education Colleges"

1.2 DELIMITATIONS

1. The study was delimited to the 130 Physical Education Lecturers working in Academic Colleges and 130 Physical Education Lecturers working in Physical Education Colleges.
2. The study was delimited to one Psychological factor namely self-concept.
3. The study was further delimited only to Physical Education Lecturers working in Colleges affiliated to Rashtrasant Tukadoji Maharaj Nagpur University.

1.3 HYPOTHESIS

On the idea of evidence available within the literature reviewed and on personal experiences also and discussion with experts it has been hypothesized that there could also be significant differences in attitudes with reference to the study factor taken into account i.e. self-concept, of the Physical Education Lecturers working in Academic Teaching Colleges and those working in Physical Education Colleges.

1.4 DEFINITION AND EXPLANATION OF THE TERMS

A. PHYSICAL EDUCATION

As defined by Peter Arnold (1968) – "Physical education is that integral part of the educational process which enhances and harmonizes the physical, intellectual, social and emotional aspects of an individual's personality chiefly through directed physical activity."³

B. LECTURER

He is an educator of any academic college (a) Arts, Sciences, Social Sciences, Commerce, Education, Physical Education, Foreign Language and Law. He should have scored a minimum of 55% marks at Master's degree level within the relevant subject from an Indian University or an equivalent degree from a foreign University. In addition they should also have cleared the eligibility test for lecturers conducted by UGC, CSIR or similar test accredited by the UGC.

C. PHYSICAL EDUCATION LECTURER

The Physical Education Lecturer is primarily an educator who supervises the physical education (PE) training of under graduates, graduates and post graduates and other specialized sports teacher education. Hence they ought to possess a decent academic record with M. P. Ed./ M.P.E with a minimum of 55% marks.

D. SELF-CONCEPT

"Self-Concept is the totality of attitude, judgment and values of an individual relating to his behaviour, aesthetics and qualities."⁴

1.5 OBJECTIVE OF THE STUDY

Attitude of educator's towards teaching is an important aspect of educational process. This study will highlight the attitude of educators in academic teaching colleges and physical education colleges with respect to self-concept and bring out the comparative differences, if any.

Thus the study may be of significance in the following ways:

- a) The study may help to assess the differences in the selected psychometric parameters among the Physical Education Lecturers of various colleges.
- b) The study will also act as an additional literature in educational field, and pave the way for further studies in this field.
- c) The result of the study may provide useful information and guidelines to the Lecturer's and physical education teachers in understanding their own behavioural characteristics in order to deal with sportspersons with a much better understanding and more effective psychological preparedness.
- d) The study in addition may provide useful information in the field of sports psychology to help understand the psychological profiles of educators and various kinds of remedial techniques may be applied to overcome factors which affect the performance of athletes due to the lecturer's disregard.

II. RESEARCH METHODOLOGY

In this section the selection of the subjects, criterion measures, selection of the variables, selection of the tests, administration of the questionnaire, design of the study, collection of data and statistical technique employed have been described.

2.1 SELECTION OF SUBJECTS

The sample of this study was drawn from Lecturer's working in Nagpur University. The sample consisted of total 260 subjects belonging to various age groups from the very young to the highly experienced persons working in different colleges. Further the Lecturers were equally divided into two groups i.e. 130 Lecturers (100 male and 30 females) working in Academic Colleges as Physical Education Lecturers and 130 Lecturers (100 male and 30 females) working in Physical Education Colleges as Physical Education Lecturers.

2.2 CRITERION MEASURES

The criterion measure chosen for testing the hypothesis to measure Self-concept was Dr. Pratibha Deo's Self – Concept List (SCL).⁵

2.3. TEST DESCRIPTION FOR SELF CONCEPT

PURPOSE: TO MEASURE THE SELF-CONCEPT OF THE SUBJECTS
EQUIPMENT AND SUPPLIES: Self-Concept List (SCL) developed by Dr. Pratibha Deo
PROCEDURE:

Self-concept is best understood as to how much a person thinks of oneself. Self-concept consists of all the perceptions, feeling attitudes, aspirations and values concerning oneself.

The list consisted of 90 descriptive words which cover almost all the important aspects of personality. Most of these are separated into positive and negative words. This classification is based on eighty percent agreement amongst the twenty five eminent jury members who were specially appointed for this purpose. The words were also divided into the different dimensions according to the connotation of the attribute and these dimensions are intellectual, emotional character, social and aesthetic characteristics. This scoring is done on a 5-point scale; the five points being, very much like this, much like this, uncertain, not much like this and not at all like this.

2.4 ADMINISTRATION OF THE TEST

Before the SCL inventory is given, good emotional ground is established with the subject, which is very necessary to get accurate and correct results. Instructions printed on the list were explained verbally so that the subjects did not hesitate to give their honest and frank responses.

2.5 SCORING

Scoring of the test was done using the supplied stencil hand scoring keys. The transparent keys are separate for positive, negative as well as for neutral words.

In the checklist, each positive word carries a score of +1, and a negative word carries a score of -1. Each aspect is scored separately. For one aspect, the total positive score will be sum of all the positive points given to the positive words. Similarly the negative words marked when totaled will show the total negative score. The

total positive score added and the total negative score subtracted gives the total score for that individual. Thus, the total self-concept scores were obtained on total five dimensions of self-concept, such as Emotional, Intellectual, Aesthetic, Social and Character.

2.6 COLLECTION OF DATA

The data pertaining to Self-Concept was collected by administering the questionnaire to the subjects. The subjects i.e. the Lecturers were contacted personally and their sincere solicitation was sought in filling the questionnaire.

2.7 STATISTICAL TECHNIQUES USED

DATA CHARACTERISTICS AND ANOVA TEST

The data characteristics (descriptive statistics) such as Mean, Standard deviation, Range, etc. were determined. A one way analysis of variance technique was employed to check the significance in mean difference. The significance level was chosen to be 0.05 (or equivalently, 5%) by keeping in view the consequences of such an error.

III. RESULTS AND DISCUSSION

During last many years, there has been a greater emphasis on the study of self-concept for understanding and predicting the many facets of human life. Many studies have concluded that a person is not born with a self-concept but gradually forms as a result of one interaction with the environment and the society. One aspect of the study focuses on understanding the attitude of physical education lecturers towards self. The results of this comparative assessment of lecturers working in physical education colleges and those of academic college are presented in **Table 1.1**

The development of the self-concept is a slow process and is primarily dependent on the external factors, such as those experienced in different domains of the life. In the present study, perception of lecturers or their attitude towards self was assessed using the Self Concept List (SCL) proposed by Deo (1998). This test was used to understand the comprehensive perception of self, which is a collective function of various dimensions, such as Emotional, Intellectual, Aesthetic, Social and Character dimensions respectively. The role of physical education lecturer in the society is that of a facilitator who is responsible for developing able, capable and healthy (mentally and physically) individuals.

As the self-concept development is the function of external forces, and since the men and women physical education lecturers experience relatively different environmental and societal conditions, the collected data was separately analyzed for these two distinct groups' i.e., male and female lecturers.

Table 1.1: Comparative assessment of the Self-concept perception of Physical Education Lecturers of academic colleges and physical education colleges of R.T.M. Nagpur University (Male Lecturers, N = 100)

Dimension	Lecturers	Mean \pm SD		Std. Err.	Min	Max	Mean Diff.	t' ratio	P
Emotional	Physical Education College	31.1	\pm 7.1	0.8	16	51	6.7	4.122	< 0.01
	Academic College	24.4	\pm 6.8	0.7	6	48			
Intellectual	Physical Education College	34.6	\pm 6.0	0.6	22	48	2.2	2.506	< 0.01
	Academic College	32.4	\pm 5.7	0.6	19	44			
Aesthetic	Physical Education College	16.8	\pm 4.1	0.4	9	24	1.1	1.969	< 0.05
	Academic College	15.7	\pm 3.7	0.4	4	24			
Social	Physical Education College	31.5	\pm 6.8	0.7	16	44	0.3	0.303	< 0.76
	Academic College	31.2	\pm 5.3	0.6	16	42			
Character	Physical Education College	94.4	\pm 16.3	1.8	54	126	5.4	2.417	< 0.02
	Academic College	89.0	\pm 10.4	1.1	64	123			

Table 1.2: Comparative assessment of the Self-concept perception of Physical Education teachers of academic colleges and physical education colleges of R.T.M. Nagpur University (Female Lecturers, N = 30)

Dimension	Lecturers	Mean ± SD	Std. Err.	Min	Max	Mean Diff.	t' ratio	P
Emotional	Physical Education College	27.1 ± 5.6	1.3	21	39	0.9	0.352	< 0.73
	Academic College	26.2 ± 7.4	1.7	15	41			
Intellectual	Physical Education College	32.8 ± 6.6	1.5	20	43	-1.9	-0.892	< 0.38
	Academic College	34.7 ± 6.5	1.5	16	44			
Aesthetic	Physical Education College	17.1 ± 4.1	0.9	10	23	-0.1	-0.085	< 0.93
	Academic College	17.2 ± 3.9	0.9	6	23			
Social	Physical Education College	32.3 ± 6.0	1.4	17	40	-0.4	-0.162	< 0.87
	Academic College	32.7 ± 6.0	1.4	16	43			
Character	Physical Education College	93.3 ± 11.3	2.6	75	123	-1.5	-0.304	< 0.76
	Academic College	94.8 ± 16.6	3.8	53	128			

EMOTIONAL DIMENSION

An emotion is a mental and physiological state which is closely related with a myriad of feelings and general behaviour of an individual.

The results show that the test scores of respondents from physical education colleges varied between 16 and 51, while for the other group comprising of lecturers from academic colleges was between 6 and 48. The mean test scores were 31.1 and 24.4 for the two groups respectively (**Table 1.1**). The comparative assessment indicated that the mean test score of lecturers of Physical education colleges was significantly higher than that recorded from the lecturers of academic colleges. This indicates that in general the levels of basic emotions, such as joy, acceptance, fear, surprise, sadness, disgust, anger and anticipation are relatively higher with lecturers of Physical education colleges.

Furthermore, the test scores of emotional dimension for female lecturers varied between 21 and 39 and 15 and 41 for lecturers of Physical education and Academic colleges respectively. The comparison of test scores for these two groups showed no statistically significant ($P < 0.73$) difference. Although the scores did not show any difference within group variation was less in the lecturers of Physical education colleges (**Table 1.2**). Even though comparison of the scores amongst male and female lecturers was not the main objective, the results provide an interesting trend, where amongst two groups (male and female) and the subgroups within each group the scores of male lecturers of Academic colleges exhibited the lowest scores.

Psychology examines emotions from a scientific perspective by treating them as mental processes and behavior and they explore the underlying physiological and neurological processes. However, in the field of education, and that to the emotional dimension of lecturers, the learning becomes more important. As the lecturers have to execute an important duty of providing an atmosphere where their students, athletes, etc. will do better on each presented opportunity, the lecturers of Physical education colleges seem to be experiencing a relatively high risk of getting disturbed as a function of various social, professional or any other needs.

INTELLECTUAL DIMENSION

Intellectual health is the area where we express our creativity, generate new ideas and ways of thinking and cultivate our general outlook on life. This is the realm that governs decision-making and overall performance.

The results show that the test scores of respondents from physical education colleges varied between 22 and 48, while for the other group comprising of lecturers from academic colleges was between 19 and 44. The mean test scores for were 34.6 and 32.4 for lecturers of physical education colleges and academic colleges respectively (**Table 1.1**). The comparison of test scores indicates that for physical education lecturers the mean test score was significantly (ANOVA, $P < 0.01$) higher than that of lecturers of academic college lecturers. As observed in case

of the emotional dimension, the scores for intellectual dimension also showed a similar trend i.e., exhibiting higher score for the lecturers of physical education colleges.

On the other hand the test scores of intellectual dimension for female lecturers showed variation from 20 to 43 and 16 to 44 for lecturers of Physical education and Academic colleges respectively. The comparative assessment confirms that there is no statistically significant ($P < 0.38$) difference. Although the scores did not show any significant difference, the within group variation was more for the lecturers of both groups i.e., of Physical education and academic colleges (**Table 1.2**).

The ability to think (intellectual ability) gives an individual to become more and more creative, besides he can also propose new ways of doing things. In case of the physical education lecturers this dimension is of utmost importance as they are constantly exposed to new challenges. These challenges keep coming at them in many ways viz. organization of different events, preparing teams for different games, etc. hence, in this light the results show that in case of male lecturers, there exists some difference while for the female lecturers, their presence in academic or physical education colleges does have any effect on this dimension.

AESTHETIC DIMENSION

Aesthetics commonly deals with the study of sensory or sensorial-emotional values, sometimes called judgments of sentiment and taste. Aesthetics is closely associated with the philosophy of art.

The results show that the test scores of respondents from physical education colleges varied from 9 to 24, while for the other group comprising lecturers from academic colleges was from 4 to 24. The mean test scores were 16.8 and 15.7 for lecturers of physical education colleges and academic colleges respectively (**Table 1.1**). The results showed higher scores for physical education lecturers. The mean difference was 1.15, which was found to be significantly (ANOVA, $P < 0.05$) higher than that of lecturers of academic college lecturers. Although the maximum scores in both the groups were same, the minimum scores, however, were different. Similar to the previous dimensions, the intellectual dimension also showed the same trend.

Furthermore, the test scores of aesthetics dimension for female lecturers showed variation between 10 and 23 and 6 to 23 for lecturers of Physical education and Academic colleges respectively. The comparative assessment indicated that there was no statistically significant ($P < 0.93$) difference. Though the scores for both the groups were fairly similar, within group variation was observed more for the lecturers of Academic colleges (**Table 1.2**).

Aesthetics examines our affective domain response to an object or phenomenon. Many see natural beauty folded within petals of a rose. Aesthetic judgments usually go beyond sensory discrimination. In physical education, this aspect has a lot of importance in that it is the beauty of game, the performance of player, the venue where the competition is underway. In order to expect an excellent performance, these things matter a lot and the perception of the lecturers in this view becomes critical to ensure better quality training for the athletes.

SOCIAL DIMENSION

The term social dimension has been interpreted in many ways. One popular definition says that it is the attitude, orientation or behaviour of an individual, which take the interests, intentions or needs of other people into account.

The results indicated that in case of the male lecturers, the test scores of lecturers of physical education colleges varied from 16 to 44 while for the other group it was from 16 to 42. The mean test scores were 31.5 and 31.2 for lecturers of physical education colleges and academic colleges respectively (**Table 1.1**). The comparison of mean scores showed that there was no statistically significant ($P < 0.76$) difference, thus, indicating that with respect to this dimension (social), the lecturers from both the groups were not different.

The test scores for social dimension for female lecturers showed variation between 17 and 40 and 16 to 43 for lecturers of Physical education and Academic colleges respectively. The comparison of mean scores indicated that there was no statistically significant ($P < 0.87$) difference (**Table 1.2**).

In one broad meaning, social dimension refers only to the behaviour of individuals in a society. In context with the lecturers of physical education, this aspect also has a high importance in a way as these lecturers have to deal with many events where social interaction or leadership is necessary. In view of this, the results present a

clear picture that irrespective of their association with the Academic college or Physical education college, their social behaviour is same.

CHARACTER DIMENSION

Character dimension is probably the most difficult aspect of human life that can be understood. In the present study, using a reliable method (SCL) was used to assess the character dimension of the lecturers of academic and physical education colleges. The results revealed that, test scores of physical education colleges varied from 54 to 126 while for the second group, it was from 64 to 123. The mean test scores were 94.34 and 89.0 for lecturers of physical education colleges and academic colleges respectively (**Table 1.1**). The comparative evaluation of mean scores indicated that the score of lecturers representing physical education colleges was significantly (ANOVA, $P < 0.02$) higher.

The test scores for social dimension for female lecturers showed variation between 75 and 123 and 53 to 128 for lecturers of Physical education and Academic colleges respectively. The comparison of mean scores indicated that there was no statistically significant ($P < 0.76$) difference (**Table 1.2**). Although, there was no significant difference amongst the mean test scores, both the groups exhibited relatively higher variation within group as can be seen from the collected data.

Character of a person develops as a function of external forces. The character or personality of an individual plays a critical role in the development of a person. The results show that there is no great variation in the test scores, indicating that most of the lecturers (from both types of colleges) had a more or less similar character. This may be attributed to the kind of training they receive before getting into the field of profession as lecturers.

CONCLUSION

On the basis of findings the following conclusions are drawn.

- **EMOTIONAL DIMENSION:** Higher mean score was recorded from the lecturers of Physical education colleges. This indicates that in general the levels of basic emotions, such as joy, acceptance, fear, surprise, anger and anticipation are relatively higher in the lecturers of physical education colleges than that observed with the lecturers of Academic colleges.
- **INTELLECTUAL DIMENSION:** The scores for intellectual dimension showed higher magnitude of intellectual ability (exhibited through test scores) for the lecturers of physical education colleges.
- **AESTHETIC DIMENSION:** Aesthetics is central to the ability of man to see or perceive the world or the situations or things in new or different ways. The results showed higher scores for physical education lecturers.
- **SOCIAL DIMENSION:** The social dimension definition says that it is the attitude, orientation or behaviour of an individual, which take the interests, intentions or needs of other people into account. The comparison of mean scores showed that the lecturers from both the groups were not different on social dimension scale.
- **CHARACTER DIMENSION:** A character dimension is a system of relatively permanent motivational and other traits that are manifested in the specific ways that an individual relates and reacts to others, to various kinds of stimuli, and the environment that will most likely bring about a normal or productive character structure. The comparative evaluation indicated that this dimension (character) also showed high test score for lecturers of Physical Education Colleges than of academic colleges.

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