



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

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### Abstract

*Self-concept has a topic of interest of many disciples. Self-concept 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 own unique characteristics and ways of responding and behaving. The purpose of this study was to compare the self-concept of male physical education students and non-physical education students. The subjects of this study were fifty male college going students of Lucknow. Twenty-five subjects were physical education students (PES) and remaining twenty-five subjects were non-physical education students (NPES). The age of the subjects was ranging from 17 to 23 years. 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 subjects and explained the purpose and direction related to answering the questionnaire, and after acquiring their consent the questionnaire was administered. The independent t test was used to find out the differences between male PES and NPES. Further the level of significance was set at 0.05 level of confidence. The results of the study clearly indicated that there was insignificant difference between male PES and NPES at 0.05 level of significance. On the basis of the results it is found that the self-concept of college going students is same.*

### KEYWORDS:

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

### 1)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

Please cite this Article as ABHISHEK KUMAR SINGH , K. M. VASARAJ AND ARIF MOHAMMAD , A COMPARATIVE STUDY OF SELF CONCEPT BETWEEN MALE PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS : International Journal Of Creative Research Thoughts (Feb. ; 2013)

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of once 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 Male physical education and non-physical education students.

**MATERIALS AND METHODS**

**Subjects**

The subjects of this study were fifty male college going students. Twenty-five subjects were physical education students (PES) and remaining twenty-five subjects were non-physical education students (NPES). The age of the subjects was ranging from 17 to 23 years.

**Tool**

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.

**Procedure**

For the acquisition of the data on self-concept the investigator individually approached to the subjects. The purpose and direction related to answering the questionnaire was clearly explained to them, and after acquiring their consent and cooperation questionnaire was administered.

**Statistical Analysis**

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 Male PES and NPES. Further the level of significance was set at 0.05 level of confidence.

**Results**

As determined earlier the goal of this endeavour is that, to compare the self-concept between Male 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   | cal t |
|--------|--------|------|------|-------|
| PES    | 184.60 | 8.94 | 2.40 | 0.35  |
| NPES   | 182.20 | 9.14 |      |       |

\*Significant at 0.05 level with 48 df

tab t=2.01

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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 confidence 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 confidence with 48 degree of freedom.

**DISCUSSION**

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. 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.

**CONCLUSIONS**

On the basis of the results of this study it seems reasonably fair to conclude that there is no difference in the self-concept of male PES and NPES. When the various dimensions of self-concept were compared separately it has been concluded that:

PES and NPES groups have no difference in the physical, social, temperamental, educational, moral, and intellectual abilities.

PES and NPES groups have same concepts regarding their self.

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