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# Comparative Self-Concept Study of Physical Education and Non-Physical Education Students

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***Abstract – Sports demands more specialized research and training in psychology. That is how, today, we have "sports psychology," "psychological conditioning," "psychological preparation", "psychological training" etc. Self-Concept is the totality of attitudes, judgments and values of an individual's relating to this, abilities and qualities. The study was performed with randomly selected 30 male subjects from Physical Education students and 30 male subjects of non-Physical Education students of age range 17 to 23 years old of Chaudhary Charan Singh University, Meerut. The study was also delimited to assessment of self – concept by using self-concept questionnaire of Dr. Raj Kumar Saraswat. the significant difference of self-concept between physical education students and non-physical education students was 1.86, which is below than the required value at 0.05 level of significance (t=2.00). It shows there is no significant difference between the performance of physical education and non-physical education subjects.***

***Keywords : Sports, Self-Concept, Physical Education Students, Non-Physical Education Students, 't' ratio.***

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## INTRODUCTION:-

Sports psychology is of recent origin. There is a great advancement of games and sports now-a-days which was not prevalent in the past. The word sports was added to psychology. Sports scientists truly hold the belief that an individual is a thinking animal as well as a performing one. It should then follow that attempting to synthesize and analyze the interactions of various aspects of sports performance and the multi-dimensional nature of intelligent behaviour is a productive undertaking. Cratty says, "the fledging athlete may not be qualified and may be reluctant to offer intellectual input whereas the more seasoned performer may have been both qualified and useful as a thinker about the sport in which he/she is participating." It is believed that the most helpful type of intellectual behaviour in which an athlete may engage is intellectual flexibility, the willingness to cast off inappropriate but previously employed methods, strategies and skills.

The element of competition in sports demands more specialized research and training in psychology. That is how, today, we have "sports psychology," "psychological conditioning," "psychological preparation", "psychological training" etc. These are now very common concepts and procedures in competitive games and sports. According to Robert N. Singer, "Sports psychology explores one's behaviour in athletics". The idea is to improve the performance of athletes by exploring their 'psychic energy'. Athletic training is incomplete without mental training of athletes who have to cope with extremely stressful situations on and off the play field. Psychological approach to athletic training plays an important part today.

Self-Concept is the totality of attitudes, judgments and values of an individual's relating to this, abilities and qualities. 'Self-concept' embraces awareness of these variables and evaluation in terms of how a person perceives himself, what he thinks of himself, how he attempts through various actions to enhance or defend himself.

Self-Concept is learned by an individual inference from his unique experiences. The individual perceptions of feeling of others towards him strongly influence his self-image. In turn, self-concept may prove the most powerful motivation for specific behaviour. The self-concept is a highly complex component of behaviour, composed of both cognitive and effective dimension and has at least four

orientations : The real self, the perceived self, and the ideas self and the self as perceived by others.

Jacob conducted on experimental study for investigating the self-concept, ideal self-concept body image and movement concept of college figures using actually questionnaires, anthropometric measurement and three question starts assessing self-minute field test. Mason administered the "How I see my-self scale" and unduly physical fitness test on white Indian and Black university women, results indicated that all groups had positive feelings about themselves and were above average on physical fitness but physical fitness variable are not related to self-concept.

Young administered the AAHPER youth fitness test. Tennessee self-concept, scale and questionnaire concerning academic achievement, estimation and perception to grade seventh and ninth boys and girls in his study on relationship amongst achievement physical fitness and self-concept correlation were reported between various subscales.

Zacks studied the self-concept of women who graduated from college in their early 205 and who are now between the ages of 55 woman, 26 of whom were graduates Harpur College, Ohio and 27 from Mother College. An investigation by means of questionnaires and in-depth interviews of them regarded midlife as a time of revaluation and change which, for their parts generated turmoil and conflict, self-concept in its different aspects provided to be a major issue in the participants live during this period.

Mason administered the "How I see my self-scale" and unduly physical fitness test on white Indian and Black university women, results indicated that all groups were alike one feelings about themselves than they were different. All had positive feelings about themselves and were above average on physical fitness but physical fitness variable are not related to self-concept.

Young has done a comparison of self-concept of women high school and college basketball players and was measured by the Tennessee's self-concept scale (TSCS). Numbers of subjects were 107. Result indicated significant differences between the high school players and the norm group in four of the TSCS sub scales behaviour, physical self and distribution. In each case the norm group received the higher and more positive score.

The study was conducted to determine the effect of weight training on the self-concepts of college males, the results revealed significant posttest differences in global, internal and external self-concept between the groups, conferring the hypothesis that regular weight training is positively associated with the improvement of self-concept.

Jokela and Hanin conducted a study on successful and unsuccessful athletes on optimal functioning model. Terry, Walrond and Carron conducted a study to investigate the relationship between game location and precompetition psychological states. Hasssmen, Koivula and Hansson had a study on the relationship between performance mood, measured by the profile of mood states inventory, and subsequent athletic performance has been the focus of considerable research. Chantal *et al.* conducted the present investigation was to proceed to a multi-dimensional analysis of sport motivation in relation with elite performance and gender.

Kavussanu and Roberts had a study to examine the relationship between perceived motivational climate and intrinsic motivation and self-efficiency and determined the role of goal orientation and perceived motivational climate in predicting intrinsic motivation and self-efficiency. Stephens and Bredemeier conducted the study on recent sport psychology research addressing athletic aggression has tended to focus on the normal or the motivational dimensions of aggressive behaviour. Sharma conducted a study to determine the influence of casual attribution success and failure among competitive male gymnasts. Jackson and Roberts done a study in which they have investigated relationships among peak performance, flow, goal orientation and perceived ability in an attempt to ascertain possible conceptual basis to peak performance.

The purpose of this study was to compare self-concept between physical education and non-physical education students.

## SAMPLING AND AREA OF THE STUDY:

The study was delimited to the university students with in the Geographical Area of Chaudhary Charan Singh University, Meerut age ranging from 17-23 years. Thirty male subjects were randomly selected from Physical Education students of Chaudhary Charan Singh University, Meerut and thirty male subjects were randomly selected from non-Physical Education students of Chaudhary Charan Singh University, Meerut.

The study was also delimited to assessment of self – concept by using self-concept questionnaire of Dr. Raj Kumar Saraswat. The questionnaire was distributed to all the subjects and they are instructed to fill the questionnaire within certain time limit. There in no time limit but generally 20 minutes is found sufficient for responding to all the items. As the subjects are well matured they were explained orally about the method of answering questions. They scholar assured that the scores obtained in the test would be kept confidential.

No special motivational technique was employed in the study, using influence which might affect the

results of the study. There is no means to find out whether the subjects have completed the questionnaire whole-heartedly.

The respondent was provided with five alternatives to give his responses ranging most acceptable to least acceptable description of this self – concept. The alternatives or responses were arranged in such a way that the scoring system for all the items remained the same i.e. 5,4, 3, 2, 1 whether the items were positive or negative. If the respondent put (√) mark for first alternative the scores is 5, the second alternative the score was 4, third alternative the scored was 3, the fourth it was 2 and the last alternative the score one. The sum of scores of all the forty eight items provided the total self – concept of an individual. A high score on this inventory indicates a high self – concept, while a low score indicates al low self – concept. The scores of each item were transferred to the front page against that item. All the scores of eight items given in that column were added up which represented that particular dimension of self – concept.

## RESULTS AND DISCUSSION

The analysis of data and results of the study on selected were psychological characteristics from 30 male subjects of Physical Education and 30 male subjects of non-physical education have been presented in this research paper. The subjects were selected on random basis. Raw scores are presented in Table No. 1.

**Table 1**

**Raw scores of various Dimensions of self-concept of physical education and non-physical education students.**

| S. No. | Physical Education Students | Non-Physical Education Students |
|---|---|---|
| 1 | 180.00 | 186.00 |
| 2 | 172.00 | 168.00 |
| 3 | 175.00 | 183.00 |
| 4 | 196.00 | 155.00 |
| 5 | 177.00 | 151.00 |
| 6 | 153.00 | 146.00 |
| 7 | 176.00 | 171.00 |
| 8 | 165.00 | 170.00 |
| 9 | 180.00 | 163.00 |
| 10 | 183.00 | 173.00 |
| 11 | 175.00 | 190.00 |
| 12 | 180.00 | 162.00 |
| 13 | 176.00 | 165.00 |
| 14 | 188.00 | 160.00 |
| 15 | 167.00 | 152.00 |
| 16 | 163.00 | 160.00 |
| 17 | 184.00 | 162.00 |
| 18 | 173.00 | 163.00 |
| 19 | 165.00 | 170.00 |
| 20 | 166.00 | 173.00 |
| 21 | 194.00 | 182.00 |
| 22 | 186.00 | 146.00 |
| 23 | 158.00 | 154.00 |
| 24 | 179.00 | 147.00 |
| 25 | 161.00 | 168.00 |
| 26 | 180.00 | 186.00 |
| 27 | 172.00 | 168.00 |
| 28 | 175.00 | 183.00 |
| 29 | 196.00 | 155.00 |
| 30 | 177.00 | 151.00 |

The ‘t’ ratio was applied to examine the data with regards to physical education subjects and non-physical education subjects. The ‘t’ ratio was applied to find out the significance of difference between physical education subjects and non-physical education subjects on self-concept.

In order to determine the significance of difference on self-concept between physical education subjects and non-physical education subjects, t-test were applied. The results pertaining to the self-concept have been presented in Table No. 2.

**Table No. 2**

**Significant difference between the means of self-concept of physical education and non-physical education students.**

| Mean | | DM | σ DM | 't' ratio |
|---|---|---|---|---|
| Physical Education | Non-Physical Education | | | |
| 175.73 | 165.43 | 10.30 | 5.52 | 1.86 |

* significant, $t_{0.05}(58)= 2.00$

* significant, $t_{0.05}(58)= 2.00$

Table No. 2 reveals that the significant difference of self-concept between physical education students and non-physical education students was 1.86, which is below than the required value at 0.05 level of significance (t=2.00). It shows there is no significant difference between the performance of physical education and non-physical education subjects, thus it may be concluded that the self-concept of physical education and non-physical education students are same.

There is insignificant differences on self-concept of physical education students and non-physical education students. It may be due to that physical education programme has nothing to influence on self-concept. On the basis of the above finding it is stated that the hypothesis formulated earlier in the study is rejected for the self-concept.

In light of conclusions drawn, the following recommendations were made:

1. Similar study may be repeated by employing a large sample of students.

2. Similar study may be conducted by selecting other psychological variables.

3. Similar study may also be conducted on various age groups.

4. Similar study may be conducted on female subjects.

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