



## A COMPARATIVE STUDY OF COGNITIVE PERSONALITY TRAIT BETWEEN PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

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### ABSTRACT

The aim of the present study is to compare cognitive personality trait i.e. self concept between physical education and non-physical education students. To conduct the study, 100 physical education students (Average age 22.89 years) were selected as sample. The selected physical education students were enrolled in B. P. Ed. and M.P.Ed. courses offered by universities and affiliated colleges in and around New Delhi. 100 non-physical education students (Average age 22.19 years) were also selected as sample to serve the purpose of the study. The selected non-physical education students were enrolled in educational streams other than physical education for various degree and post graduate courses offered by colleges in and around Delhi. To assess self concept of selected subjects, questionnaire prepared by Raj Kumar Saraswat (2011) was used. This questionnaire assess total self concept on the basis of six dimensions namely physical, social, temperamental, educational, moral and intellectual self concept. It was found that cognitive personality trait i.e. self concept was significantly more developed in physical education students as compared to non-physical education students. Results are discussed in the light of theories of physical education.

**KEYWORDS:** Self concept, physical education, non-physical education students

### INTRODUCTION:

The term self-concept or cognitive personality trait is a wide-ranging term used to refer to how someone believes about or recognizes themselves. What a person perceives of own self and his accolades in life is termed as self concept. A importance of self concept has emerged in recent years because it is associated with traits such as self-confidence, self-assurance, self-regard, self-esteem, self-assertiveness, self-enhancement, self-consistency and self-respect revolve around persons with self-respect. Self concept is not a unidimensional construct but it actually is a multidimensional construct because perception towards own abilities is related to characteristics such as educational achievement, race, culture etc. A definition put forth by Oner (1987) states that, "Self-concept, a building block of the human personality, refers to individuals' ideas about who they are, what they mean, what they are capable of, and how they adopt to the world.

"Education through the physical" is termed as physical education. The main aim of physical education is to develop physical competence in students along with educating them regarding activities needed for healthy lifestyle. Physical education develops self confidence in students along with social intelligence, creative thinking and it provides the basics of lifelong learning whereas education is considered to be process to effectively facilitate learning or acquire knowledge, skills, values, beliefs and habits.

It is believed that physical education is an excellent medium to develop physical and psychological well-being. The importance of physical education in overall development of students has been studied by

numerous researchers such as Dhauta (2012), Arazi and Hossein (2013), Singh (2014), Pradeep Kumar (2015), Gorucu et al. (2017). The results also indicate the usefulness of physical education classes on physical and psychological well-being of students. But these studies are concerned only in limited area and not conducted on students pursuing physical education as their main career choice. So it is important to explore the contention that physical education students possess more magnitude of cognitive personality trait i.e. self concept as compared to students from other educational streams. Hence the present study was planned.

#### **OBJECTIVES:**

The single-most objective of the present study was to compare cognitive personality trait i.e. self concept between physical education and non physical education students.

#### **HYPOTHESIS**

It was hypothesized that significant difference will be observed in cognitive personality trait i.e. self concept of physical education and non-physical education students.

#### **METHODOLOGY :-**

The following methodological steps were taken in order to conduct the present study.

#### **SAMPLE :-**

To conduct the study, 100 physical education students (Average age 22.89 years) were selected as sample. The selected physical education students were enrolled in B. P. Ed. and M. P. Ed. courses offered by universities and affiliated colleges in and around New Delhi. 100 non-physical education students (Average age 22.19 years) were also selected as sample to serve the purpose of the study. Purposive sampling method was used in the present study.

#### **TOOLS:**

##### **Self Concept Questionnaire :**

To assess cognitive personality trait i.e. self concept of selected subjects, questionnaire prepared by Raj Kumar Saraswat (2011) was used. This questionnaire assess total self concept on the basis of six dimensions namely physical, social, temperamental, educational, moral and intellectual self concept. This questionnaire comprise of 48 items with each dimension is assessed with the help of 08 items. Each item has five alternatives. The scoring pattern of all the items are 5, 4, 3, 2 and 1 respectively. A high score on this questionnaire points toward high self concept in subjects. The test retest reliability coefficient was found to be 0.91 which indicate fairly high reliability. A comparatively high percentage of experts opinion gives this questionnaire a fairly high validity.

#### **Procedure:**

A written consent was obtained from all the participants of the study about their voluntary involvement. They were assured that the information gathered will only be used for research purpose. Self Concept Questionnaire prepared by Raj Kumar Saraswat (2011) was administered to each subject. The scoring was carried out as per author's manual. The tabulated data was compared with the help of independent sample 't' test.

## RESULT AND DISCUSSION

**Table 1**  
**Comparison of Self Concept between Physical Education and Non-physical Education Students**

Groups	Self Concept		Mean Diff.	't'
	Mean	S.D.		
Physical Education Students (N=100)	170.78	28.79	17.34	4.42**
Non-physical Education Students (N=100)	153.44	26.56		

\*\* Significant at .01 level

$t(df_{198}) = 1.97$  at .05 level; 2.60 at .01 level

Results presented in table 1 indicate that physical education students significantly exhibited higher magnitude of self concept ( $M=170.78$ ) as compared to non-physical education students ( $M=153.44$ ). The calculated  $t=4.42$  was found to be statistically significant at .01 level.

The results can be explained in the light well established theories and principles with scientific studies. The core of physical education is physical exercise and physical activity. It has been reported by several researcher that mood states improves after physical exercise. It has also been advocated by García-Sánchez, Burgueño-Menjibar, López-Blanco and Ortega (2013) that aerobic capacity is positively and significantly related to one's self concept. It means that when aerobic capacity increases, self concept also rises.

## CONCLUSION

On the basis of results, it was concluded that cognitive personality trait i.e. self concept in physical education students are significantly more developed as compared to non physical education students.

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