



A COMPARATIVE STUDY OF PHYSICAL, SOCIAL, TEMPERAMENTAL, EDUCATIONAL, MORAL AND INTELLECTUAL SELF CONCEPT BETWEEN PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

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ABSTRACT

The aim of the present study is to compare physical, social, temperamental, educational, moral and intellectual self concept between physical education and non-physical education students. In order to conduct the study, 100 physical education students (Average age 22.89 years) were selected as sample. Subjects enrolled in B.P.Ed. and M.P.Ed. courses offered by universities and affiliated colleges in and around New Delhi were selected and termed as physical education students. To fulfill the objectives of the study 100 non-physical education students (Average age 22.19 years) were also selected as sample. The selected non-physical education students were enrolled in educational streams other than B.P.Ed. and M.P.Ed. To assess physical, social, temperamental, educational, moral and intellectual dimensions of self concept, Self Concept Questionnaire prepared by Raj Kumar Saraswat (2011) was used. On the basis of results, it was concluded that physical, temperamental and intellectual self concept in physical education students was significantly superior as compared to non-physical education student whereas social, educational and moral self concept of physical education and non-physical educations are at par with each other.

KEYWORDS: Dimensions of Self concept, physical education, non-physical education

INTRODUCTION:

Physical education is also an educational process. The major goal of physical education is to enhance human development and performance with the help of well structured physical activities. Although physical education is also a process of learning its background is based on physical routines. The learning process through physical process is used to develop specific knowledge and physical skills which improves physical competence. Although the major role of physical education is generally referred to as developing physical prowess but it is also opined that physical education is the core for psychological well-being. One such variable which is gained importance since long is self concept.

Self concept is beliefs; attitude and opinion of a person about his/her own personal existence. Self concept is a dynamic system of learned beliefs about his/her own abilities and existence in society. In general terms self concept is used to refer to an opinion about a person regarding own abilities. According to McLeod (2008), "Self concept is to be aware of oneself is to have a concept of oneself." Baumeister (1999) defined self concept as, "individual's belief about himself or herself, including the person's attributes and who and what the self is." Ordered set of attitudes, perceptions and images about self is referred as self concept. Raj Kumar Saraswat included physical, social, temperamental, educational, moral and intellectual aspects in his definition of self concept. According to him, self concept comprise of following: The physical self concept means persons opinion about own health, physical appearance and strength/weaknesses; The

social self concept revolves around an individual's own perception and beliefs related to his/her worth in social interface; The temperamental aspect revolves around individual emotional state in response to particular situation at present; The educational self concept revolves around person's belief or thoughts about himself/herself with reference to educational organization, teachers and extracurricular activities; A person's belief about his/her right and wrong doing in the past comes under moral self concept and lastly intellectual self concept deals with problem solving skills of an individual. Numerous studies in past have advocated the usefulness of physical education in terms of overall well-being [Burrmann (2004), Brunes (2011), Sarunas et al. (2012), Jong Ho Kim and McKenzie (2014), Kalkhoran et al. (2015), Bahram et al. (2016), Gorucu et al. (2017)]. Researchers have scientifically shown the psycho-physical well-being through physical education too. Literature also contains studies in which benefits of physical education in terms of enhancement in physical and intellectual self concept have been quoted. But so far various dimensions of self concept have not been assessed collectively between physical education and non-physical education students, hence the present study was planned.

OBJECTIVES:

The single-most objective of the present study was to compare physical, social, temperamental, educational, moral and intellectual self concept between physical education and non physical education students.

HYPOTHESIS

It was hypothesized that significant difference will be observed in various dimensions of self concept between physical education and non-physical education students.

METHODOLOGY :-

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

SAMPLE :-

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

TOOLS:

Self Concept Questionnaire :

To assess physical, social, temperamental, educational, moral and intellectual dimensions of self concept, Self Concept Questionnaire prepared by Raj Kumar Saraswat (2011) was used. 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:

After obtaining written consent from all the subjects regarding their voluntary participation in this study, six dimensional 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 Dimensions of Self Concept between Physical Education and Non-physical Education Students

Dimensions of Self Concept	Physical Education Students (N=100)		Non Physical Education Students (N=100)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Physical	31.59	5.66	25.15	9.09	6.44	6.01**
Social	28.46	7.34	26.17	9.20	2.29	1.94(NS)
Temperamental	26.83	7.06	23.82	7.58	3.01	2.90**
Educational	26.53	8.35	26.73	8.86	0.20	0.16(NS)
Moral	28.56	6.81	28.13	6.96	0.43	0.44(NS)
Intellectual	28.81	6.36	23.44	9.82	5.37	4.58**

** Significant at .01 level

NS - Not Significant

t(df₁₉₈) = 1.97 at .05 level; 2.60 at .01 level

The first dimension of self concept that was compared between physical education and non physical education students was their view about own body, health, physical appearance and strength i.e. physical self concept. Perusal of table 8 reveal that physical self concept in physical education students was far superior (M=31.59) as compared to non-physical education students (M=25.15). The reported t=6.01 which was statistically significant at .01 level also add weight to this finding.

The second dimension of self concept that was compared between physical education and non physical education students was their view about sense of worth in social interactions i.e. social self concept. Perusal of table 8 reveal that social self concept in physical education students was better (M=28.46) as compared to non-physical education students (M=26.17). But this finding did not meet the criteria of statistical significance. (t=1.94, p>.05)

The third dimension of self concept that was compared between physical education and non physical education students was temperamental which deals with individuals view about their current emotional states or predominance of particular kind of emotion reaction. Perusal of table 8 reveal that temperamental self concept in physical education students was significantly superior (M=26.83) as compared to non-physical education students (M=23.82). The reported t=2.90 which was statistically significant at .01 level also add weight to this finding.

The fourth dimension of self concept that was compared between physical education and non physical education students was their view about themselves in relation to educational institutions, teachers and extracurricular activities i.e. educational self concept. Perusal of table 8 reveal that educational self concept in physical education students (M=26.53) and non-physical education students (M=26.73) was almost same. This finding was also proved by non significant t value of 0.16.

The fifth dimension of self concept that was compared between physical education and non physical education students was their view about their moral worth, right and wrong activities i.e. moral self concept. Perusal of table 8 reveal that moral self concept in physical education students (M=28.56) and non-physical education students (M=28.13) was almost same. This finding was also proved by non significant t value of 0.44.

The last dimension of self concept that was compared between physical education and non physical education students was about awareness towards own intelligence along with capacity to solve problem and judgement i.e. intellectual self concept. Perusal of table 8 reveal that intellectual self concept in physical education students was found to be significantly superior (M=28.81) as compared to non-physical education

students ($M=23.44$). The reported $t=4.58$ which was statistically significant at .01 level also add weight to this finding.

Results clearly showing that physical, temperamental and intellectual self concept was significantly better in physical education students as compared to non-physical education students. The whole ideology and principles that relates exercise with self concept is based on two theories. These theories are inter-related i.e. impact of physical self concept on participation in sports or vice versa i.e. impact of sports participation on self concept. This theory is propound and worked by so many researchers such as Guillén & Sánchez, 2003; Reigal-Garrido & Videra-García, 2011 have scientifically documented the impact of physical activity in terms of better physical concept with added benefits on social and academic sides of self concept. Study conducted by Gorucu et al. (2017) also reveal that problem-solving skills of the students of the Physical Education and Sports College were found to be lower than students from tourism and hotel management and faculty of economics and administrative sciences department. Hence the results of the present study are not surprising.

CONCLUSION

On the basis of results, it was concluded that physical, temperamental and intellectual self concept in physical education students was significantly superior as compared to non-physical education student whereas social, educational and moral self concept of physical education and non-physical educations are at par with each other.

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