

A Comparative Study of Self Concept among M.P.Ed. and M.Ed. Students of Lucknow University

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Abstract

Background: The purpose of the study was to compare Self-Concept of M.P.Ed. and M.Ed. students of Lucknow University.

Methodology: Forty (30) students of M.P.Ed. and M.Ed. students studying at Lucknow University were randomly selected. The sample were selected randomly 15 from each group ie. M.P.Ed. and M.Ed. The criterion measure chosen to test the hypothesis in this study was Self-concept Questionnaire of Dr. Raj Kumar Saraswat. The data was collected through direct contact with the respondents. **Result:** The findings revealed that there is significant difference between M.P.Ed. and M.Ed. students on their Self concepts, the calculated t ratio was 6.08, which was greater than tabulated t value 2.05 at .05 level.

Key words: Self concept.

INTRODUCTION

The self-concept is a highly complex component of behavior, 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. The flexibility of these orientations of the self-offers concerning exploring situational specific behavior within the sport framework. Further, attitude, real or perceived can be obtained from a variety of perspective from both and athletes and others.

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 behavior. This type of behavior depends upon what one feel is capable of and appropriate to his need. Thus self-concept and unique behavior pattern of an individual resembles the relationship between egg and chick.

Success and failure of an athlete depends on the blending of physical conditioning, training, mental preparation and ability to perform well in under pressure and cooperation of athlete with others. So, all the aspects (physical, psychological and social) are needed for an athlete. If one is lacking in an aspect, it is very difficult to get success in competition. That's why the strategies of the sports but also should be psychologically skillful.

According to Rogers, one's self-concept influences how one regards both oneself and one's environment. The self-concept of a mentally healthy person is consistent with his or her thoughts, experiences, and behavior. However, people may maintain a self-concept that is at odds with their true feelings to win the approval of others and "fit in," either socially or professionally. This involves repressing their true feelings and impulses, which eventually

causes them to become alienated from themselves, distorting their own experience of the world and limiting their potential for self-actualization, or fulfillment.

Purpose of the study

The purpose of the study was to compare the self-concept of M.P.Ed. and M.Ed. girl students of Lucknow University Associated Colleges.

Significance of the study

1. The study may help the teachers to maintain the optimum self-concepts, level during the course.
2. The teachers may inculcate the moral values in the students by telling them not to be blindfolded by Self Concept.
3. The study may help the teachers in selection of the suitable activities for the students according to their level of self-concept.

MATERIAL AND METHODS

Selection of subjects

30 girl students of M.P.Ed. and M.Ed. students of Lucknow University. The sample were selected randomly 15 from each group ie. M.P.Ed. and M.Ed.

Criterion measures

The following were the criterion measures chosen for testing the hypothesis in the study.

1. The self-concept scores of the subjects were obtained by using self-concept Questionnaire (SCQ) developed by Dr. Raj Kumar Saraswat. ($r=0.91$).

Introduction of the questionnaires

The self-concept inventory provides six separate dimensions of self-concept, viz Physical, Social, Temperamental, Educational, Moral and Intellectual Self-Concept. It also gives a total self-concept score.

Physical:

Individuals view of their body health, physical appearances and strength.

Social:

Individuals sense of worth in social interaction.

Temperamental:

Individuals view of their prevailing emotional state or predominance of particular kind of emotional reaction.

Educational:

Individual's view of themselves in relation to school, teacher and extracurricular activity.

Moral:

Individual's estimation of their moral worth, right and wrong activities.

Intellectual: Individual's awareness of their intelligence and capacity of problem solving and judgments.

Each item is provided with five alternatives. Responses were obtained on test booklet itself. There is no time limit but generally 30 minutes is found sufficient for responding to all the items. The research scholar supervised the group and verifies that they were responding in a desired way.

Scoring:

The respondent will be 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 score was 3, the fourth it was 2 and the last alternative the score was 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 a 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.

To ensure maximum co-operation from the subjects, the research scholar will meet with the players. The purpose of study was clearly explained to them so that there is no ambiguity among the subjects regarding the effects, which they had to put for the successful completion of the investigation.

Administration of Questionnaires

The research scholars administered the questionnaires, through direct contact with the respondents. For this purpose the M.P.Ed. and M.Ed students of Lucknow University were approached for their help and cooperation in this study. The students were requested to answer the questionnaires. After obtaining the permission they all were contacted and were also personally requested by the research scholars to respond to the questionnaires. A total of 40 subjects (20 students from each group the M.P.Ed. and M.Ed.) were administered the questionnaires. A total of 30 questionnaires were obtained duly filled from students.

Statistical Techniques

To compare the differences in the self concept of M.P.Ed. and M.Ed. students of Lucknow University ('t' test) was applied. To test the hypothesis, level of significance was set at 0.05 level.

RESULTS

To study Self concept of M.P.Ed. and M.Ed students of Lucknow University. Mean and standard deviations were computed and data pertaining to that have been presented in table-1.

Table-1: Mean and Standard Deviation of Self-Concept belonging to M.P.Ed. and M.Ed girl students of Lucknow University Associated Colleges

Variables	Groups	Mean	Standard Deviation
Self-Concept	M.P.Ed.	198.43	9.23
	M.Ed.	165.34	11.12

It is evident from table-1 which clearly indicates the mean and standard deviation of M.P.Ed. and M.Ed students. The observed mean and standard deviation on Self-Concept was found to be 198.43 and 9.23 for M.P.Ed. and 165.34 and 11.12 for M.Ed students respectively.

The result pertaining to the significance of difference between the means on self concept belonging to M.P.Ed. and M.Ed students are presented in table-2.

Table-2: Significance of Mean Difference on Self Concept belonging to M.P.Ed. And M.Ed Students of Lucknow University

Variables	Mean	S. D.	D.M.	D.M.	t-Ratio
M.P.Ed.	198.43	9.23			
M. Ed.	165.34	11.12	12.7	3.12	6.08*

*** Significant at .05 level**

Tab $t_{0.05} = 2.05$

From table-2, it is evident that there is significant difference between M.P.Ed. and M.Ed students on Self concepts, test means in the Self concepts where the calculated t ratio was 6.08, which was greater than tabulated t value 2.05 at .05 level.

Discussion of Findings

The analysis of data on Self concepts using t-test revealed that there is a significance difference between M.P.Ed. and M.Ed students. It is also evident that M.P.Ed. Students mean (198.43) is more than the M.Ed girl students (165.34), which indicates high self concept of M.P.Ed. Students as compared to M.Ed students. This may be attributed to the fact that M.P.Ed. students have better perception regarding their physical strength and body health. They have better sense of worth in social surrounding. They view their prevailing emotional state or predominance of particular kind of emotional reaction. They estimate themselves morally worth, conscious enough to differentiate between right and wrong. They believe to have the problem solving abilities and have better judgments during critical situation.

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