COMPARISON OF SELF-CONCEPT, STRESS AND SOCIAL ADJUSTMENT BETWEEN PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

(Received on: 14 July 2014, Reviewed on: 12 Dec 2014 and Accepted on: 28 Jan 2015)

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Abstract
The current research study surveyed student physical and non physical regarding their own perceptions of stress, self concept and social adjustment. Results are likely to have important implications and attempting to facilitate personal growth through the participation in sports and other activities. Knowing factors which can help lessen symptoms of negative stress and increase self concept can facilitate mental health professionals in learning new ways to not only improve mental health, but it can also have secondary advantages of improving academic performance and overall social and emotional well being. The importance of studying the self concept , stress and self adjustment of students are because these are the most important attribute and the key to understanding the behavior of an individual. The problem of self has come into the forefront in psychology in the recent years. It is more so due to the realization of the need for an integrating concept to deal with individuals experience and behavior. The goal of the current research study is to learn more about how self concept , stress social adjustment play a role in the lives of physical and non physical education students.

Keywords: Self Concept , Stress Social Adjustment Physical and non Physical Education

Introduction

Physical Education is a part of our education system, and one of the goals of physical education is to make students active and healthy during their lifetime. Physical education should be a part of the total education of every student. Physical education students deal with many responsibilities and commitments today. When working with students of any age, it is beneficial to know and understand the development of their self concept and what factors in their life contribute to stressors. Sports and physical activity may play a role in an individual's life, in reducing stress and increasing one's self power.

Academic self-concept is one of the facets of general self-concept. According to Ahmad (1986) "It is the student's attitude and feelings with regards to their abilities and academic potential."

The physical aspect of self-concept relates to concrete physical features: what we look like, our gender, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth (Huitt, 2004). "Physical self-concept (PSC) is a person's perceptions of himself/herself formed through experience with and interpretations of him/her environment related to her physical domain" (Shavelson et al., 1976).

According to Myburgh et al. (1999): "The social self refers to the learners' perception of themselves in a context" This measure of self-concept reflects the extent to which learners deem themselves effective, accepted, respected and appreciated by others in social contexts.

A person's self concept is developed early in life and affects his functions in the environment. Children's self-concept is developed through this thought that what are the feelings of the people about them who are important in their lives. This is best expressed in the self-concept cycle.

Research Methodology

Research methodology is based on collection of primary and secondary dats. For collection of primary data, a survey was conducted on an selected India (U.P.) basis. The questionnaire, covering all the tenets , was sent personally to gauge the extent of university students . Secondary data would comprise data and information collected through review of literature, management and journals, reports , business magazines, newspapers, websites etc .

Criterion Measures

One hundred fifty (150) male subjects from Physical Education and (150) subjects were Non Physical Education Students were randomly selected from Universities of Uttar Pradesh.

Self – concept was measured by the questionnaire of Dr. Raj Kumar Sarawswat.

Stress was measured by the questionnaire of Miller and Allen.

Social adjustment was measured by the Questionnaire of assistant index of cowell's.

Sample

Three Hundred (300) male subjects has been randomly selected from different universities of the UP . One Fifty (150) students has been of physical Education Students (BSc Phy Edu, B.P.Ed ,M.P.Ed & M.Phil), and remaining One Fifty (150) students will be of Non- Physical Education Students.

Research Instrument

Three different measure has been used to give the edge of the study . The research instrument used an assessment of self – concept by using self-concept questionnaire of Dr. Raj Kumar Saraswat ; an assessment of social adjustment by using social assessment index of cowells and an assessment

of stress by using stress inventory questionnaire of Miller and Allen. As the study was restricted to three assessment i.e. self-concept, stress and social adjustment i.e. academic self-concept, physical self-concept and social self-concept, only few areas i.e. Verbal, Academic, Physical Ability, Physical Appearance, Sex Peer Relations and Parent Relations etc were included in the instrument. Each Questionnaire consisted of minimum of 20 questions.

Data Analysis and Interpretation

TABLE 1
INDEPENDENT SAMPLES T – TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t value	MD	Std. Error
Self-Concept	Equal Variances Assumed	1.667	.207	1.069	1.975	1.847
	Equal Variances not Assumed			1.047	1.975	1.886
Stress of Physical Education	Equal Variances Assumed	.566	.458	.541	1.118	2.065
	Equal Variances not Assumed			.564	1.118	1.982
Social Adjustment	Equal Variances Assumed	.536	.468	.541	.039	1.218
	Equal Variances not Assumed			.564	.037	1.218

Since t calculated is > t critical therefore the null hypothesis is rejected.

The above results show that there is significant difference with respect to self-concept, stress of physical education & social adjustment between physical education and non-physical education students.

Conclusion

The purpose of the study was to compare the level of self-concept, stress and social adjustment between physical education students and non physical education students. The subjects were Physical Education (150) male (B.Sc. PhyEdu, B.P.Ed, M.P.Ed/MPE & M.Phil) students and Non Physical Education (150) male (different streams) students. The self-concept scores of the subjects were obtained using self-concept questionnaire (SCQ) by Dr. Raj Kumar Saraswat. The stress scores of the subjects were obtained by using stress inventory by Miller and Allen. The social adjustment scores of the subjects were obtained by using social behavior questionnaire by Charles C. Cowell. To compare the level of self-concept, stress and social adjustment the statistical procedure t-test was used. The test showed that there was no significant difference between physical education students and non physical education students in relation to stress and social adjustment as 'T' value was found significant .

Within the limitations of the present study, the following conclusions may also be drawn:

In relation to stress and social adjustment no significant difference was found in physical education students and non physical education students

It shows significance difference between physical education students and non physical education students in relation to self-concept. The physical education students were better in self-concept in comparison to non physical education students.

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