



International Journal of Physical Education, Sports and Health

P-ISSN: 2394-1685
E-ISSN: 2394-1693
IJPESH 2015; 1(3): 61-64
© 2015 IJPESH
www.kheljournal.com
Received: 20-11-2014
Accepted: 13-12-2014

Ku. Pushpalata M. Deshmukh
*Assistant Professor,
Shri Shivaji College of Education
(Faculty of Physical Education),
Amravati. (M.S).*

Comparison of self-concept of school children belonging to high & low fitness groups

Ku. Pushpalata M. Deshmukh

Abstract

The purpose of the study was to find out the to compare the Self-Concepts of school children belonging to high and low fitness groups. The Objectives of this study was to find out whether there is significant difference in the school children belonging to high and low fitness groups. For this present study were 100 boys, were selected as a sample randomly for this study. (Simple random sampling method) The required data were collected from four different high school of Amravati, Maharashtra State, Age of the subjects were ranged from 13 to 15 years studying 9th and 10th classes to all the subjects and all of them voluntarily agreed to the test. The data on selected criterion based on the test. Data were collected from different high schools of Amravati districts of classes of the said schools. The research Scholar 1) AAHPER Youth Fitness test to identify the High and Low Fitness Groups, 2) Questionnaire of "Self-Concept Scale for school children. The criterions measures chosen the test were AAPHERD TEST (For Physical Fitness)The AAPHERD youth Fitness Test was taken to identify the High & low fitness groups. It contains 6 items. The method of administrating the test. The Standardized Questionnaire Developed by Dr. Mukta Rani Rastogi Department of Psychology Lakhnau University Lakhnau. To assess the Self-Concept measure and compare the Students To find out the significant difference between High and Low Fitness Groups of school children. To test the various dimensions of self concept was used. The Self-concept inventory provides ten separate dimensions of self concept viz Health and Sex, Abilities, Self-Confidence, Self-Acceptance, worthiness, Present, Past and Future, Belief and Convictions, Feeling of shame and Guilt, Sociability, Emotional Maturity, It also gave a total concept score. Because subject were chosen from schools so available Hindi version of questionnaire was taken. 't' test was employed to determine the significant mean difference between high & low fitness score of both groups. The level of significance was set at 0.05 level of confidence. Various dimensions of self concept of high & low fitness group are also computed by 't' test Under the circumstances of this study it seems reasonably fair to conclude that there was no differences in the self concept of high & low fitness groups. But when the various dimensions of self concept were compared separately it has been concluded that.

Keywords: Compare Self-concept of School Children Belonging To High & Low Fitness Groups

1. Introduction

Self-concept may be defined as the sum total of the view which an individual has of himself or herself. It is a unique set of perceptions, ideas and attitude one has of one self. The important dimensions of the self-concept are body self, social self, cognitive self and self-esteem. If the self concept is viewed as self theory, the self can be both subjective and objective, emotions and cognition become important as growth is considered. However, whether self concept is viewed as a basic component of personality or as self theory. Its importance is unquestioned as it affects the emotional, physical, social and cognitive life of the individual. High & Low Fitness Group were considered as in terms of AAPHERD physical fitness norms. Score below the norms were considered as low fitness and score according to the norms were considered as high fitness and groups formed as accordingly.

Mary L Young (1981) 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 subscale. Floyd Conic Sturkie (1973) in this study determined if there was relationship between self-concept and physical performance among selected college females.

Correspondence:
Ku. Pushpalata M. Deshmukh
Assistant Professor,
Shri Shivaji College of Education
(Faculty of Physical Education),
Amravati. (M.S).

The Purpose of the Study

The purpose of the study was to find out the to compare the Self-Concepts of school children belonging to high and low fitness groups.

Methodology

The required Data were collected from different high schools of Amravati Maharashtra State, of classes of the said schools. The subjects for the present study were 100 Only boys, selected randomly(Simple random sampling method) from four different high school of Amravati, Maharashtra State of High and Low Fitness Groups, Age of the subjects were ranged from 13 to 15 years studying 9th and 10th classes For the purpose of this study. The criterions measures chosen the test were Scholar selected to collect data pertaining to the study of. 1) AAHPER Youth Fitness test to identify the High and Low Fitness Groups, 2) The standardized Questionnaire of "Self-Concept Scale for Students.

1) Aapherd Test (For Physical Fitness) the AAPERD youth Fitness Test was taken to identify the low & high fitness groups. It contains 6 items. The method of administrating the test. a)50 Yard Dash b) Pull ups c) Bent knee sit-up d) Standing Broad jump e) Shuttle Run f) 600 Yard Run/Walk

2) Self Concept Test The Standardized Questionnaire Developed by Dr. Mukta Rani Rastogi, Department of Psychology Lakhnau University Lakhnau. To test the various dimensions of self concept was used. The Self-concept inventory provides ten separate dimensions, Health and Sex, Abilities, Self-Confidence, Self-Acceptance, worthiness, Present, Past and Future, Belie and Convictions, Feeling of shame and Guilt, Sociability, Emotional Maturity, It also gave a total concept score. Because subject were chosen from schools so available Hindi version of questionnaire was taken. The scoring was done with the help of a scoring key provided for this purpose and the raw scores of all the six items were counted and recorded. The total score of six dimensions were also summed up and recorded. To assess the Self-Concept measure and compare the Students To find out the significant difference between Amravati School Children (Boys Only).By administrating the AAHPER Youth Fitness test and self concept questionnaire on the selected subjects to collect the data.

Statistical Procedure

To find out the difference of self Concept between high and low fitness groups't' test employed at 0.05 level o confidence. The responses of the subject were converted into in to numerical with the help of the scoring key't' test was use because of its goodness and easiness. The statistical data revealed that there is no significant difference Moreover, from the mean values Self-Concept of School students Belonging to High and Low Fitness Group.

Statistical Analysis

High & Low Fitness Groups –High and low fitness group were considered as in terms of AAHPER physical fitness norms. Score below the norms were considered as low fitness and score according to the norms were considered as high fitness, and groups formed as accordingly. The raw scores of the AAHPER Youth Fitness Test obtained on the subjects were converted into standard score for all the six items and further added to get a composite score in physical fitness for each subject. The basic physical fitness of all subjects were tested according to AAHPER Youth Fitness Test. The recorded score of each subject in each test item were recorded and converted into 't' score and each 't' score added to give a composite score for each subject. Considering the suitability AAHPER Youth Fitness Test was administrated and collects the data. The researcher collected the necessary data in the specified scoring tables The raw data were converted into 't' score and then the 't' score were added to form a composite score for all the subjects were calculated. For comparison of physical fitness of the students't' test.

Self-Concept –Self Concept may be defined as the sum total of the view which an individual has of himself or herself. It is a unique set of perceptions, ideas and attitude one has of one self. The important dimensions of the self concept are body self, social self, cognitive self and self esteem. If the self-concept is viewed as self-theory, the self can be both subjective and objective, emotions and cognition become important as growth is considered. However, whether self concept is viewed as a basic component of personality or as self, theory. Its importance is unquestioned as it affects the emotional, physical, social and cognitive life of the individual. The level of significance was set up at 0.05 for testing the significance of difference between means. Means and standard deviation of various self concept dimensions of High and low fitness group are given in table 1.

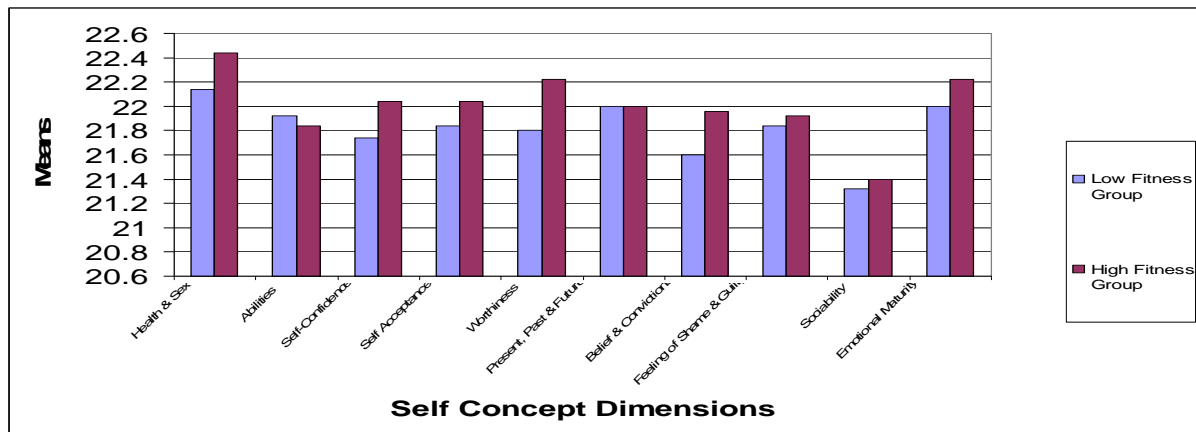
Table 1: Means and Standard Deviation of Various Self Concepts Dimensions of High and Low Fitness Groups

Dimensions	Low Fitness Group	High Fitness Group
Health & Sex	22.14 ± 2.19	22.44 ± 2.29
Abilities	21.92 ± 2.84	21.84 ± 2.70
Self-Confidence	21.74 ± 2.284	22.04 ± 2.364
Self Acceptance	21.84 ± 2.34	22.04 ± 2.46
Worthiness	21.8 ± 2.356	22.22 ± 2.43
Present, Past & Future	22.00 ± 2.482	22.00 ± 2.52
Belief & Convictions	21.60 ± 2.75	21.96 ± 3.03
Feeling of Shame & Guilty	21.84 ± 2.72	21.92 ± 2.71
Sociability	21.32 ± 2.93	21.40 ± 2.77
Emotional Maturity	22.00 ± 2.80	22.22 ± 3.125
Total Self Concept	218.05 ± 12.78	220.08 ± 12.73

Table 2: 't' test for Self Concepts Dimensions of High and Low Fitness Groups

Dimensions	Low Fitness Group	High Fitness Group	Mean Difference	Standard Error	't' ratio
Health & Sex	22.14	22.44	0.3	0.448	0.669
Abilities	21.92	21.84	0.08	0.554	0.144
Self-Confidence	21.74	22.04	0.3	0.464	0.645
Self Acceptance	21.84	22.04	0.20	0.480	0.416
Worthiness	21.8	22.22	0.42	0.478	0.877
Present, Past & Future	22.00	22.00	0	0.500	0
Belief & Convictions	21.60	21.96	0.36	0.578	0.622
Feeling of Shame & Guilty	21.84	21.92	0.08	0.543	0.147
Sociability	21.32	21.40	0.08	0.570	0.140
Emotional Maturity	22.00	22.22	0.22	0.593	0.370
Total Self Concept	218.05	220.08	2.03	2.551	0.795

Not Significant at 0.05 level of confidence with 98 degree of freedom 't' value needed 1.98.

**Fig 1:** Shows that the Means of Self Concept Dimensions

Findings

Means and standard deviation of various self concepts dimensions of High and low fitness groups are given in table 1. The significance of differences of means in each dimension of self concept and the total self-concept scores of High and Low fitness groups are given in table 2. No significant difference is found between the means of any aspect of total self-concept between high and low fitness group at 0.05 level of confidence.

Discussion of Findings

A comparison of the self concept of high and low fitness groups showed no significant difference i.e. the self concept of high and low fitness groups are the same. Both the groups showed the same concept, in all the dimensions, that are Health and sex, Abilities, Self-Acceptance, Worthiness, Present, Past and Future, Belief and Convictions, Feeling of Shame and Guilt, Sociability, Emotional maturity. Subject chosen for this study were the students of different High Schools of Amravati, Maharashtra State, of the class 9th and 10th they are from the different family background as well as their socio-economic background are also different but they are students from same schools so naturally they interact with each other in different types of activities like academics, games and sports, cultural activities and other extracurricular programmes organized by school that's why because of this reason they showed similar dimension of self concept.

Conclusion

Under the circumstances of this study it seems reasonably fair to conclude that there were no differences in the self concept of high & low fitness groups. But when the various

dimensions of self-concept were compared separately it has been concluded that.

- 1 High & low fitness groups showed almost similar self concepts.
- 2 There was no difference in the Health and sex, Abilities, Self-confidence, Self-Acceptance worthiness, Present, Past and Future, Belief and Convictions, Feeling of shame and Guilt, Sociability, Emotional Maturity.
- 3 High & Low fitness groups had same concepts regarding their total self-concepts.

References

- 1 Alderman. Physical Behavior In Sports, Philadelphia W.B. Saunders Company 1974.
- 2 Andrews BC. Physical Fitness Levels of Canadian and South African School Boys, Dissertation Abstracts International, 1976; 36(3):5912-A.
- 3 Best JW. Research in Education (New Delhi: Kalyani Publication, 2006.
- 4 Charles PW, Frank DS. Development of Strength in High School Boys by Static Contraction Research Quarterly, 1956; 27:46.
- 5 Charles M. Psychology- An Introduction, (New Jersey: Prentice Hall Inc.), 1990, 514-515.
- 6 Clifford E, Clifford M. Self-Concept Before and After Survival Training, British Journal of Social and Clinical Psychology, 1967, 241-48.
- 7 Floyd CS. Relation between Physical Performance and Self Concept, Dissertation Abstracts International. 1973; 12(6):6712-A.
- 8 Getchell B. Physical Fitness: A War of life, (New York John Wiley & Sons, Inc.), 1976, 8.

- 9 Joseph BJ. A Comparison of physical fitness and Self-concept between junior high school negro and white male student, Dissertation Abstracts international (April 1971).
- 10 Joseph Benjamin Johnson. A Comparison of Physical Fitness and Self-Concept between Junior High School Negro and White Male Students, Dissertation Abstracts International (April 1971), 5180-A
- 11 Kensal DK. Applied Measurement Education and Sports Selection, (New Delhi: Sports Publication, 2008).
- 12 Mac MC. The Effect of An Exercise on Self-Concept and Physical Fitness of Oklahoma State University Peace Offices, Completed Research in Health, Physical Education and Recreation 1981; 23:187.
- 13 Marilyn FV. Comparison of Self-Concept of College Women Athletics and Physical Education Majors. Research Quarterly 1976; 47:218.
- 14 Mary LY. Physical Fitness Estimation of Fitness and Physical Ability and Self-Concept, Abstract of Research Paper AAHPER convention Noston 1981, 152.
- 15 Phillips Allen D *et al.* Measurement and Evaluation in physical Education, (New York: John and sons, 1979).
- 16 Racy LJ, Jerk KN. Practical Measurement For Education Un Physical Education, (Minalsota: Burges Publishing Company) 1969; 217.
- 17 Rechard WB, Edward LF. Sports Physiology, Iii Edition Brown Publisher USA. 3.
- 18 Singh Ajmer. Essentials of Physical Education, Kalyani Publication, New Delhi. 2006.
- 19 Upal AK, Rajinde S. Changes in self-concept as a result of Eight mount regular participation in physical education and conditioning orogrammes, SNIPES Journals 8.2(April1985).
- 20 Weber JC, Lamb. Statistics and Research in Physical Education, (Saint Louis: The C. V. Mosby Company, 1970), 95-96.
- 21 Zion, Leal C. Body Concept As It Relates To Self Concept, Research Quarterly, 1965; 36:490-495.