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Comparative study of the physical self-perception of students studying in private schools and Govt. Schools of Ladakh

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Abstract
Emotion A self-perception is an awareness you have about own through, action, or appearance. It is how you think other people view you. Our self-perception determines our behaviour – if we think we are inadequate, we act that way. If we think we are splendid, we act that way. The pathway forward towards happiness and authenticity is not determined by something outside ourselves, It's determined by our own thinking, our own inner process, our self-perception. So if our way forward feels blocked, it is blocked by the way we perceive ourselves, by our fears and how they cause us to act toward themselves. We take forward with us our unhealed inner negative perceptions and recreate the same situations over and over. We are stooped by what we think our needs are – what we think we want and by all the means we employed to try to escape from our fears and self –hatred. We are stopped by thinking that if we work towards a degree, find a better job, marry this person, attend this class, try out this new way, buy this new possessions, earn this much more money, began yet another new project – that we will find our way. We are stopped by our lack of compassion for ourselves, by our self-loathing. It is fear that creates this self-perception. Some of many kind of perception area academic, social and artistic in this we will focus on physical self-perception.
Physical self-perception refers to the way you view your physical self. Four areas of physical self-perception are strength, fitness skill and body attractiveness. People with good physical self- perception are happy with their current strength and fitness level, they feel that the skills that they have are adequate to meet their needs, and they like the way look. We know that people who have positive physical self-perception more likely to be active than those who do not have such good perception of themselves.
It was hypothesized that there may not be any significant difference in the physical self- perception amongst the students of different regions.
Subject in this study were 84 students (20 government school boys, 20 private school boys, 21 private school girls, and 23government school girls) who are studying in leh Ladakh School. The ages of student's were between 15 to 20 year only.
The physical self- description questionnaire (PSDQ) was used to measure subjects, physical self-concept. The PSDQ consist of 40 items which under 11 scales that is appearance, strength, endurance, flexibility, health, coordination, physical activity, body fat, sport competence, global physical self-concept, and self-esteem. After analysis and interpretation of data it was found that in some variable or factor there were no significant difference among four groups self-perception toward physical activity, strength, coordination, flexibility, physical self- concept and self-esteem.
However in some variable it was seen that there was significant difference in physical self-perception toward body fat, physical activity, endurance, sport competence, health and appearance since f ratio value observe was significant at 0.05 level.
As f value obtained establish significant difference among groups post hoc mean comparison was made to exactly find the different between groups. post hoc mean comparison reveals that there is significant different between private school (boys) and government school (girls) student regarding perception toward physical activity, and sport competency, as mean difference o (3.6152, 2.9505) is significant at 0.05 level. It was also revealed that there was an significant difference between private school boys and government school (girls) and also government school (girls) and government school (boys) as mean difference of (-5.6000, -4.8282) is significant at 0.05 level.

Keywords: Physical fitness, pulse rate, non-sportsmen, Sirsa

Introduction
"Perception Does Determine Your Individual Reality, yet There Does Exist" A Higher Truth"

That Will Transform EVERY Aspect of Your Life…Discover and Awaken To Actuality'

Al1he knowledge which we get through our sense organs, our sense organs provide us with sensation. Sensation is the most elementary process which is essential for cognition. Sense organs are described as windows of the soul or the gate way of knowledge. Sensation comes to consciousness by the way of a special sense organ. Sensation is a reaction arouse in us by stimulus. A sensation is an act of the sense organ which when stimulated sense nerve currents to the sensory centre of the brain and the first response of the brain is a sensation".

Sensation is the simplest mental process. It can't be reduced to any simpler ingredients. The most elementary mental process sensation can't be properly defined.

Pure sensation is, however, almost impossible. An adult practically can never have a pure sensation. It is on account of this fact that as soon as we get a sensation, we consciously or unconsciously try to attach meaning to it which is best on our past experiences. In the very early day of infancy when the experiences are fragmentary he may be said to have received some sort of elementary sensation.

Scientist has differentiated five types of sensation corresponding to the five sense organs, i.e. seeing (visual), hearing (auditory), smelling (olfactory), touching and tasting. Psychologists regard kinesthetic as of primary type. Touch sensation have been further classified into three separate types those of heart, cold and pressure.

In perception the sensation is attached with meaning. The first response to a stimulus a sensation and the perception is next response of the organism following a sensation. We receive a stimulus. There is a response of the sense organ and sensory nerve. The response first occurs in the form of sensation and then that in perception. Thus Woodworth considers that in perception, the chain of the events of stimulus, response of the sense organ and sensory nerve, first cortical response, which is sensation, second cortical response, which is perception, but it must be remembered that in any reaction of the organism this division is only of theoretical importance. In practice, the sensation and perception are so intermingled that we can't say when sensation stop and perception begins. Whenever we can see an object, we try to recognize it in some way or the other and hence, we will call it as perception rather than sensation.

What is Perception?

The perceptual process allows us to experience the world around us to experience the world around us. Take a movement to think of all things you perceive on a daily basis. At any given moment, you might see familiar objects in your environment, feel the touch of object and people against your skin, smell the aroma of a home cooked meal and hear the sound of music playing in tour next door neighbour's apartment. All of these things help make up our conscious experience and allow us to interact with the people and object around us.

Physical self-concept and gender

In reference to gender, research indicates that boys and girls usually differ in both global and specific self-concept dimensions (Eklund, Whitehead, and Welk, 1997). In general, investigators have noted less favorable physical self-perceptions for females in comparison to males. These less favorable self-perceptions for girls have been found with regard to specific physical self-concept dimensions, including perceived sport competence, physical condition and strength, physical attractiveness and overall physical self-appraisals. It is important to remember that the social culture context exerts a clear effect on physical self-concept characteristics. Roberts (1995 and Ruiz (1995) have noted that motor competence diminishes with age in girls which have correspondent effects on perceive competence. A lack of perceived competence can affect level of involvement in physical activity. Gender stereotypes about various physical activities in sport can also influence the sport and physical activity of girls. The study by Solmon, Lee, Belcher, Harrison, and Wells (2003) indicated that when girls 18 perceived an activity to be more appropriate for males than for females, they typically demonstrate lower perceived competence in that activity. In this same way, Ruiz, Grauoera, Rico, and Mata (2004) speak of clashing self-concepts. Boys may be more motivated to participate in competitive activities and girls in cooperative activities as a consequence of differences in preferred styles of social interaction. The study by indicated that Turkish girls score lower on self-ratings of physical attractiveness than do Turkish boys and the same patterns hold for American girls whereas Estonian girls score more highly than their Turkish and American counterpart. Education provides an important socialization experience for youngsters. Physical education contributes to the development of the physical self-concept of youngsters and to attitudes towards the practice of physical activity that can extend through the lifetime. This physical activity involvement allows for the participation of the individual in a social environment without renouncing their unique personal identity that uniquely identifies the individual as a member of society. Children between the age of 10 and 11 years undergo physical changes that affect the physical development of both males and females as well as the process of personal and social identity construction. As mentioned, the inclusion of males and females of this age in coeducational physical education classes serves to make physical development salient to individuals and can contribute to an uncomfortable situation for many students at this phase of adolescence. In this regard, the process of physical self-concept formation can certainly be influenced by physical growth and development during adolescence. Nonetheless, as has noted, it is difficult to directly understand to how self-esteem is affected by the child's developmental status. Certain studies with pre-adolescent youth attribute the lack of strong correlations between the different domains of physical self-concept during adolescence to the fact that the components of physical self-concept are still becoming differentiated throughout the adolescence phase.

The PSPP (physical Self-perception profile) is the most consistent instruments insofar as the multidimensional measurement of physical self-concept is concerned (Byrne, 1996), which provide theoretical and empirical research guaranteeing its production. The PSPP is mainly base on the work by Harter (1985, 1986) and Shavelson, Hubner and Stanton (1976). Coherent with the above-mentioned hierarchical model, Fox (1990) argued that self-perceptions can very from one level to another, for example, from the superordinate (global self-esteem), domain (physical), subdomain (sport competence), facet (soccer ability), sub facet (shooting ability) and state (Ican score this penalty), Fox (1990) began by determining the most important components in physical self-concept by prior reviews and he collected replies from university students on the most important components of the physical self. This form of content validity is a strong feature of the PSPP. Based on these preliminary studies and on successive exploratory factor analyses, Fox

initially proposed five scales, sport competence (athletic ability, ability to learn sports, sport confidence), perception of physical condition and fitness (physical condition, resistance, physical state, capacity to keep active, security in physical scenarios), perception of an attractive body (physical attraction, ability to maintain an attractive body, confidence in personal appearance),and perception of physical strength, muscular development, confidence in situations that require strength), and a superior physical self-worth (general feeling of pride, satisfaction, happiness and confidence in the physical self).Within each scale, the items were explained in detail in order to reflect the product (good at sport), the process (learns sports skills slowly) and the perception of confidence (confidence of the sport),which implicitly represents a taxonomic multifaceted model.

Objectives of the study

Following objectives have been laid down

1. To study the physical self-perception of the students of leh ladakh.
2. To study the physical self-perception of the students in relation with their different factors.
3. To study the degree of physical self-perception of ladakhi students.
4. To compare the physical self-perception of students studying at private school and government school.

Methodology

Selection of sample

Objective of this investigation was to study the physical self-perception of the student studying in private school and government school of leh Ladakh.

Researcher selected 2 leading school for this study. These 2 schools were selected on the basis of intake capacity, academic performance and overall position of the school.

As stated earlier 20 girls – 20 boy's students from two different schools were selected by random sampling method, irrespective of their courses.

Research tools

To study the physical self-perception of the students a standard questionnaire prepared by Herb Marsh, self-Research centre (Bankstown Campus), university of western Sydney, Australia was be used for collection of data.

A short questionnaire was also prepared by the researcher to collect the personal information of the subject.

Analysis and finding of the study

This chapter includes details of the statistical analysis and finding of the study with discussion of results thereof in achieving the objectives of the work undertaken.

The purpose of this investigation was to study the physical self-perception among the students studying in the private school and government school of Leh Ladakh. The entire subject gave proper response to the question of inventory. There was no fixed time limit to compete the inventory for subject.

Statistical analysis of data collected on 80 subjects belongs to private school and government school has been presented here. Statistical software SPSS 19 version was used to analysis the data, experts help was taken to analysis and to operate the software and analysis the data. In reference to the objectives stated for the study the analysis of the data took place in following phases.

Table 1: Descriptive statistics of government school (girls) (mean and standard deviation is presented in table)

	Mean	**Std. deviation**
Physical activity	16.4348	4.52092
Appearance	12.0435	3.90196
Body fat	13.2609	3.95678
Coordination	22.6957	4.39457
Endurance	10.1304	3.55866
Self esteem	20.7391	4.30874
Flexibility	13.1304	2.94347
General physical self – concept	14.7826	2.29538
Health	19.5217	4.19816
Sports competency	13.0435	3.26800
Strength	14.0000	2.44949

Valid N (listwise)

Table 2: Descriptive statistics of private school (girls) (mean and standard deviation is presented in table)

	Mean	**Std. deviation**
Physical activity	18.1429	3.60951
Appearance	14.2381	3.38976
Body fat	15.0952	2.34318
Coordination	24.4286	2.85607
Endurance	13.2857	3.53755
Self esteem	22.2857	4.06378
Flexibility	12.9048	3.41913
General physical self – concept	14.9524	3.59828
Health	22.7619	4.90820
Sports competency	14.8571	3.36579
Strength	14.0000	3.93700

Valid N (listwise)

Table 3: Descriptive statistics of government school (boys) (mean and standard deviation is presented in table)

	Mean	Std. deviation
Physical activity	17.0000	3.97360
Appearance	14.8000	3.41205
Body fat	15.8000	2.94868
Coordination	24.5000	4.96832
Endurance	12.8000	3.95501
Self esteem	21.3000	3.62883
Flexibility	15.1000	3.61139
General physical self – concept	16.1500	2.20705
Health	24.3500	5.10186
Sports competency	14.3000	3.78501
Strength	15.2000	2.80225

Valid N (listwise)

Table 4: Descriptive statistics of private school (boys) (mean and standard deviation is presented in table)

	Mean	Std. deviation
Physical activity	20.0500	2.16370
Appearance	14.9500	2.74293
Body fat	13.5500	2.91051
Coordination	24.3500	3.63137
Endurance	11.7000	3.64331
Self esteem	20.7500	5.57131
Flexibility	13.3500	3.43779
General physical self – concept	15.2000	3.15561
Health	18.7500	6.13767
Sports competency	16.0000	2.31699
Strength	15.9500	2.08945

Valid N (listwise)

To compare each physical self-perception among students of private school and government schools boys and girls, analysis of variance (ANOVA) was employed at 0.05 level.

Where ever F ratio was found significant post hoc mean comparison was used further to find out level of difference and status on that parameters. Further graphical comparison was also made to depict mean difference for each parameter.

Table 5: Table showing the statistical analysis of physical activity item of all the group

Anova					
Dependent Variable : Physical activity					
Source	**Type III Sum of Square**	**DF**	**Mean Square**	**F**	**Sig.**
RG	159.112	3	53.037	3.860*	.012
Error	1099.174	80	13.740		
Total	28044.000	84			

Table 5 clearly reveals that there is significant difference in perception toward physical activity among the students of private and government school. Since F value observed was significant at 0.05 levels.

As F value obtained established significant difference among groups, post hoc mean comparison was made to exactly find the different between groups.

Table 6: Table showing the statistical analysis of physical activity by post hoc test

Mean of perception toward physical activity				Mean difference	Sig
Private school (girls)	Private school (boys)	Government school (girls)	Government school (boys)		
18.1429	20.0500			-1.9071	.443
18.1429		16.4348		1.7081	.510
18.1429			17.0000	1.1429	.808
	20.0500	16.4348		**3.6152***	.022
	20.0500		17.0000	3.0500	.088
		16.4348	17.0000	-.5652	.969

*significant at 0.05 level

Post hoc mean comparison reveals that there is significant difference between private school (boys) and government school girl's students regarding perception toward physical activity, as mean difference of (3.6152) is significant at 0.05 levels. Further it reveals that there is no significant difference in perception toward Private school (girls) and Government school (girls), Private school (girls) and Government school (boys), Private school (girls) and Private school (boys), Private school (boys) and Government school (boys), Government school (girls) and Government school (boys), as mean difference (-1.9071, 1.7081,1.1429,3.0500,0.5652 respectively) were not significant at 0.05 level.

Conclusion

From above explanation we can conclude that there were no significant difference in physical self- perception between private school (girls) and government school (boys), private school (girls) and private school (boys) and government school (boys) and private school (boys), but difference were found between private school (boys) and government school (girls) and also government school (boys) and government school (girls).

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