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Self-concept in young women: A comparison between physical education and non-physical education students

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Abstract
This study aimed to compare the self-concept levels of young women enrolled in Physical Education (PE) programs versus those in Non-Physical Education (Non-PE) programs. We randomly selected 80 female students (40 PE, 40 Non-PE) aged 17-23 years from Govt. Degree College Faridpur, Bareilly, Uttar Pradesh. Self-concept was measured using a standardized questionnaire (adapted from Dr. Bindu, S & Biju, Y.J., 2010). An independent 't'-test was applied to compare mean scores, with significance set at $p<0.05$. Findings indicated that PE girls had a higher mean self-concept (90.05) than Non-PE girls (83.63), but this difference was not statistically significant (t = 0.025, $p\geq0.05$). This suggests that participation in physical education programs, in this context, did not significantly influence self-concept. These results align with previous studies by Sturkie (1968), Manson (1979), Yong Massy (1981), and Anoop Singh (2009).

Keywords: Young women enrolment, Non-physical education programs, physical education programs

1. Introduction
In modern sports psychology, understanding self-concept is crucial for athletic excellence. Self-concept reflects an individual's perception of themselves, and self-belief is vital for competitive performance. A player's performance can suffer if they lack self-belief, regardless of training time.
Various definitions of self-concept exist. Symonds (1951) defined it as an individual's reaction to themselves. Hall and Lindsey (1957) considered it a person's attitudes and feelings about themselves. Smith (1961) viewed traits as organized in layers, from external to central. Sutherland (1956) defined it as perceived attitudes, perceptions, traits, thoughts, and feelings. Self-concept develops gradually, a slow and complex process. Sage (1977) emphasized that understanding human movement aims at prediction and behavioral control.
Sport organizations contribute to social issues and can create shared value by enhancing consumers' sport self-concept to promote participation and drive consumption. This framework, based on self-concept theory, highlights sport's potential beyond just competition.

2. Methods and procedure
For this study, 80 female subjects (40 Physical Education students and 40 Non-Physical Education students) were randomly selected from Govt. Degree College Faridpur, Bareilly, Uttar Pradesh. Participants were aged between 17 and 23 years.
Self-concept was measured using a standardized questionnaire, "Self-concept" (adapted from Dr. Bindu, S & Biju, Y.J., 2010). The questionnaire was administered and scored strictly according to its guidelines. To compare the results, an independent 't'-test was employed, with the level of significance set at 0.05.

3. Findings and Discussion
The study's findings are presented in Table 1.

Table 1: Shows that the self-concept level of Physical Education girls (mean = 90.05) was higher than that of Non-Physical Education girls (mean = 83.63)

Groups	Subjects (N)	Mean	SD	t-value
Physical education girls	40	90.05	10.73	0.025
Non-physical education girls	40	83.63	8.33	

Table 1 shows that the self-concept level of Physical Education girls (mean = 90.05) was higher than that of Non-Physical Education girls (mean = 83.63). However, this difference was not statistically significant, as the calculated 't' value (0.025) was lower than the required 't' value (1.99) at the 0.05 level of significance.

4. Discussion

The observed insignificant difference in self-concept between physical education and non-physical education girls suggests that, in this study's context, physical education programs did not exert a measurable influence on self-concept. This finding aligns with previous studies by Sturkie (1968), Manson (1979), Yong Massy (1981), and Anoop Singh (2009).

5. Conclusion

Regarding self-concept, no significant difference was found between physical education girls and non-physical education girls in this study.

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