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A STUDY OF SELF CONCEPT OF STUDENT OF EDUCATION AND PHYSICAL EDUCATION

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ABSTRACT

Students' physical self-concept beliefs are an important psychological outcome of quality physical education. These beliefs also facilitate other important outcomes such as student engagement and physical activity behavior. This chapter outlines cutting edge applications of multidimensional physical self-concept theories in physical education contexts. The role of cognition in the development of physical self-concept beliefs is chronicled, including an extensive review on how students' frames of reference can aid or diminish growth. Finally, recommendations are provided on how to translate research into best practices for teaching and learning. The problem related to the handicapped is one of the biggest problems in the world to-day. There are more than 50 crore people across the globe who are disabled or handicapped in some way or the other. Handicapped or the disabled are of two types- (i) Physically challenged persons and (ii) Mentally retarded persons. There are people in our society who are blind, deaf and dumb and have neurological problems from the very start of their birth. There are others who have lost limbs or organs as after effects of diseases like small-pox, typhoido polimgelitis, leprosy etc. Others are victims of accidents like road mishaps bomb explosions, fire burns and so on.

Key words : Physical self-concept, psychological, Handicapped, neurological

INTRODUCTION

Throughout life, we seek the answer to the question "Who am I?" and this question is particularly in focus during our development as teenagers. During this time, major physiological and psychological changes occur and adolescence constitutes the sum of all our attempts to adjust and incorporate these external and internal changes within the self (Blos, 1962; Erikson, 1977). In this context, the body is essential to experiencing ourselves. It acts as a symbol of the self and is also of significance in furthering the individual's identity (Sparkes, 1997). When the body changes and develops, the identity also undergoes upheaval. The development of the self-identity can either be seen as a process entirely ongoing within the individual in a way that is described in classical psychoanalysis or as a process occurring in concert with the social environment (Ahlgren, 1991; Harter, 1996, 1999; Oyserman & Marcus, 1998; Schutz & Luckmann, 1974). There are many homonymous and synonymous terms for self-concepts both in the Swedish and English language literature. Self-concept, self-esteem, self-perception, selfconfidence, self-image, self-awareness, self-evaluation, self-worth, and selfconsciousness are some examples of English expressions. Self-concept has been defined as an umbrella term for the attributes of the self and self-esteem as an evaluative and developing component according to Lindwall (2004), while other researchers use the terms synonymously (Lintunen, 1999; Sonstroem, 1997). According to Moser (2006), this makes it difficult to unambiguously define both the Swedish and the English selfconcept. On the other hand, there is a certain amount of consensus regarding how the significance and constitution of self-concept arises, namely from how we assess ourselves as people and how others look at and assess us (Bean & Lipka, 1984; Brissett, 1972; Rosenberg, 1979; Swann, Chang-Schneider, & McClarty, 2007).

The self and its relationship with other factors are often described in models and structures. Fox (1988, 1997),

Rosenberg (1979), and Shavelson (2003) are of the opinion that the self is constituted in multidimensional and hierarchical structures whose objects have a global and a general significance. According to Fox (1997), self-esteem as a global phenomenon has a subcategory, Physical Self, which with regard to sporting ability consists of an attractive body, physical strength, and fitness. Shavelson, like Marsh, Craven and McInerney (2003), identifies self-concept as a global object with underlying categories of social relationships, academic ability, or physical and healthrelated proficiency. Sonstroem (1997) describes an alternative model in which participation in physical activity yields psychological advantages in terms of self-esteem and in which physical expertise spans external exercise and internal self-esteem.

Hattie's (2003) critique of the application of various models, in accordance with the above, is "that these conceptions are 'there' with no reference to time and place" (p. 142). These terms are neither genetically nor environmentally conditioned, according to Hattie, who continues by criticising the traditional testing methods of the self as an assessment of everything we choose to interpret about the ego. This critique can be related to Giorgi (1986) who holds this opinion "…that is, how things and events are for the consciousness that beholds them and not how they are in themselves" (p. 6). Thus, psychological objects of study could appropriately be studied using phenomenology, a discipline seeking knowledge about the significance of different experiences rather than pure facts surrounding the experience (Giorgi).

The Self in Physical Education

Influencing the development of a positive self is one of the goals of the overall PE syllabus in Europe. According to van Assche, Vanden Auweele, Metlushko, and Rzewnicki (1999), there are four predominant, shared goals for curricula/syllabus in Physical Education in European countries: fitness/health/safety, psychomotor competence, positive self-perception, and social development. Craven, Marsh, and Burnett (2003), and Ommundsen and Bar-Eli, (1999) have emphasized the significance of self-concept/self-esteem for the psychological development of positive relationships, health, and motivation. The Swedish PE syllabus also includes the goal that pupils must develop their physical, mental and social ability and develop a positive self-image (Skolverket, 2006). This goal must be regarded as important, as it is obligatory and encompasses all children and adolescents between the ages of seven and 16, though research indicates negative consequences, according to Branden (1994); Harter (1996, 1999), and Whitehead and Corbin, (1997), if the goals are not achieved. To be able to achieve the goal of developing their pupils' positive self-image, teachers must know the meaning of the word (Whitehead & Corbin).

Most research on the self relative to Physical Education is quantitative. This research has shown that definitions of self-concept are vague and ambiguous and this, together with insufficient knowledge of terms, has led to unclear instruction about the self (Goodwin, 1999). In order to enhance pupils' selves, teachers must know those factors that may contribute to a positive self-image. Communication skills among the teachers are, for instance, significant to the development of the self (Bengtsson, 2001; Coakley, 1997; Morgan & Welton, 1992). At the same time, teachers are criticised for not understanding the role of communication in the positive development of self-esteem (Ommundsen & Bar-Eli, 1999). In one of few PE studies conducted in Sweden, inspired by Merleau-Ponty's theory (2002) about body awareness, Swartling-Widerström (2005) has focused upon how this awareness is reflected and handled in the syllabus of PE education.

The pupils' answers suggest that PE affects both body and soul. Therefore, Merleau-Ponty's (2002) phenomenological philosophy concerning the significance of the body in humanities' understanding of their existential situation has been chosen as a theoretical basis for this study. According to Merleau-Ponty, a human motor skill is our primary intentionality as our understanding of movements is body-centred. MerleauPonty means that a movement is not a thought of a movement but as a practical possibility for our body. This means that our consciousness and thinking about body movement does not concern "I'm thinking of", but rather a body-centred "I can" (p. 159). Experience exists in the body and contributes towards body and soul being inseparable in terms of the ego (Duesund, 1996; Merleau-Ponty, 1999). Merleau-Ponty (2002) calls this relationship "the lived body or

the phenomenal body" (p. 121) which means that my world exists through my body or, as he has expressed it, we are our bodies and do not just have our bodies. It is specifically the awareness of one's self-image, in accordance with how we are our bodies in PE that is the focus of this study as well as how this reveals itself as a phenomenon for pupils.

Kerry and Armour (2000) are of the opinion that phenomenological research into sports has been limited in terms of the number of studies published and these studies have based their references on second-hand sources. They suggest that the ontological and epistemological prerequisites have not been dealt with in the method. There are only a handful of researchers, according to Kerry and Armour, whose studies have a high level of phenomenological quality methodologically speaking. They refer in their report to Smith's study of Physical Education from a life world perspective. As the question of self-image both concerns what people feel in their life worlds, and how this phenomenon presents itself for them there, and in this case for pupils in PE, our efforts are to accept the challenge to conduct a study of high quality according this perspective. Therefore, the purposes of the present study are to understand the meaning and essence of awareness of one's self-image, as perceived by pupils of physical education classes in Sweden, and how this knowledge will serve as a basis for further studies with the purpose of improving teaching in PE in terms of the concept of self-image.

REVIEW OF LITERATURE

Saffarpour and Sharifi (2013) conducted the study on the topic of "Comparing Emotional Maturity and Marital Satisfaction in Married Men Having Healthy and Unhealthy Inference from their Family-of-Origin Employed in Tehran Oil Company." The aim of this study was to analyze and compare the relationship between emotional maturity and dyadic adjustment in people having healthy and unhealthy inference from their family-of-origin. 240 individuals were selected to do this study from among 681 individual married men working at Pipe Line Oil Co. of Tehran using systematic random sampling. In this study, data obtained from, family-of-origin scale, dyadic adjustment scale, and emotional maturity scale. To analyze data the researcher used Z-test, Pearson correlation, multi- dimensional linear regression and T-test with independent samples. In this study, the researcher found that in two groups of samples having healthy and unhealthy inference from their family-of-origin there was significant relationships between the rates of 1. Emotional maturity and dyadic adjustment 2.The rate of emotional maturity and 3.Dyadic adjustment. The result of this study shows that the first hypothesis is supported by 95% confident and second and third hypothesis are by 99% confident at significant level of 0.0001. The result of this study focuses on the role of family of- origin in creating emotional maturity and the quality of dyadic adjustment in people in the adolescence and after marriage.

Zaidi, Mohsin and Saeed (2013) conducted the study on the topic of "Relationship between Alexithymia and Locus of Control among Graduation Students: A Case Study from Faisalabad" The current research focused to find out that how Alexithymia and locus of control are 'interlinked among graduation students of Pakistan. TAS 20 item (Bagb, Parker & Taylor, 1994) and a 29 item Locus of Control questionnaire (Rotter, 1966) were used to measure Alexithymia and locus of control respectively. Sample. of individuals (N=200) men (n=100) and women (n-IOO) selected from different academic institutions of Faisalabad division of Punjab, Pakistan. For statistical analysis Pearson Product Moment Correlation and independent sample t-test were used. This study revealed consistent results with the earlier studies. By the results of this research a significant positive correlation between. Alexithymia and locus of control among graduation students indicated. Further this study find out that men experience high level of Alexithymia as compared to women. However, current study additionally concluded that men scored high on internal locus of control and women scored high on external locus of control. Implications of these findings for future researches are discussed.

Bhat and Maqool (2012) conducted present research study titled as, "A Comparative Study of Anxiety among Adolescent Boys and Girls (13-18 years) in District Srinagar"; was conducted on sample of 100 respondents (50 boys) and (50 girls). Purposive Sampling Technique was used to select the sample and State Trait Anxiety Test

(STAT) developed by Psy-COM services was used to collect the data. The findings of the study revealed that (39%) boys and (36%) girls were highly prone to guilt. (32%) boys and (32%) girls respectively scored average on maturity. Only (11%) boys and (5%) girls were found high on self control. (12%) boys as well as girls respectively scored low on suspiciousness. Only (3%) of boys were found low on tension. Further the findings showed that no significant difference was found in "Guilt" among adolescent boys and girls. Negligible difference was found in "maturity" with respect to both adolescent boys and girls. "Self control" was experienced by both boys and girls at the same level.

RESULE & DISCUSSION

Table – 1

Descriptive Statistics of student of Education and Physical Education in Relation to Self Concept

Descriptive Statistics	Students of two Subjects	
	Education	Physical Education
Mean	132.44	133.07
Std. Error of Mean	.896	1.067
Std. Deviation	14.166	16.868
Variance	200.673	284.546
Skewness	-.094	-.464
Std. Error of Skewness	.154	.154
Kurtosis	-.155	.697
Std. Error of Kurtosis	.307	.307
Range	73	103
Minimum	90	63
Maximum	163	166
N	250	250

Table 1 provides some descriptive statistics of **Self Concept:** the number of cases, mean, standard error of the mean, standard deviation and sample variance along with the range showing minimum and maximum score for the students of education and physical education separately. The kurtosis and skewness score presented along with the standard error of kurtosis and standard error of skewness itself indicates the scientific authenticity of the data gathered.

Table – 2

Student's *t* test of Self Concept of student of Education and Physical Education

Variable	Mean Difference	Std. Error Difference	*df*	*t*	Sig. (2-tailed)
Self Concept	**0.632**	**1.393**	**498**	**0.454***	**0.650**

*Insignificant at .05 level

t -value required to be significant at 498 *df= 1.96*

Table 2 revealed that the obtained 1(498) = 0.454 was found to be insignificant at 0.05 level, since this value was found lower than the tabulated value 1.96 at 498 *df.* This shows that the means are not significantly different. Looking at the means at the table 1, it is clear that, students of education and physical education have similar self-concept.

CONCLUSION

Keeping this in mind, various games and sports for the physically challenged persons are being arranged in national and international level. There are cricket world cups, paralympic games and many other events in which the physically challenged sportspersons are coming out with flying colours. Today there are also programs of physical therapy, recreational therapy, and exercise therapy which endeavor to help the disabled reach maximum potential. Physical therapy attempts to correct remediable conditions through a carefully planned and controlled program of exercise, while recreational therapy encourages desirable psychological reactions through the medium of numerous recreational activities such as music, drama, arts crafts, and games. Regular physical activity benefits both physical and psychological health, and reduces risk for heart disease, diabetes, high blood pressure, obesity, and stress-related illnesses. Physical activity levels of children who are visually impaired and blind can be improved, therefore improving comfort and success of movement.

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