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A comparative study of self concept between government and private school players of Kulgam

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Abstract

The purpose of the present study was to compare the Government School players and Private School players on the level of their self-concept. This was a survey study under Descriptive research. For the present study, 120 male subjects were selected purposively from the 6 (3 Government and 3 Private) Higher secondary schools of Kulgam of J&K State, in which 60 players were from Government Schools and 60 players were from Private Schools. For the collection of data the researcher administered the Dr. Saraswat, self-concept questionnaire. This inventory was constructed and standardized by Dr. Raj Kumar Saraswat. The self-concept dimensions measured by this inventory are: Physical, Social, Temperamental, Educational, Moral and Intellectual. Self-concept of Government School players and Private School players was compared by using t-test and the result were analyzed and interpretations were drawn. It was observed from the finding that the self-Concept of Government School players and Private School players, that significant differences were found between Government School players and Private School players in all Dimension of Self Concept i.e physical, Social, Temperamental, Educational, Moral and Intellectual. The mean scores of Self Concept Dimensions like physical, Social, Temperamental and Moral shows that Private School players have high degree of self-concept than Government School players. While the mean scores of Self Concept Dimension like educational and intellectual shows that Government School players have high degree of Self-concept than Private School players. Finally researcher concluded that the self-concept of Government School players and Private School players is not similar.

Keywords: Self-concept, government school players and private school players

Introduction

Self-concept has been defined by several authors. William James (1890) holds it to be all that a person is tempted to call by the name *me* or mine. Murphy (1947) defines it as the individual as known to the individual. According to Symonds (1951), it is the way or manner in which the individual reacts to himself. He spells out four aspects of self: i. how a person perceives himself; ii. What he thinks of himself; iii. How he values himself; and iv. How he attempts through various actions to enhance or defend himself. As self-concept seems to play a significant role in the growth and development of a person, a detailed knowledge about its nature and its relation to other important factors of personality will provide an objective and encouraging basis for the educators and counselors to work on. Torrance (1954) vouches for the practical uses of knowledge of the self-concept in counseling and guidance. With such educational and counseling ends in mind, numerous studies have been undertaken on the subject in different parts of the world.

Material and Methods

This was a survey study under Descriptive research. For the present study, 120 male subjects were selected purposively from the 6 (3 Government and 3 Private) Higher secondary schools of Kulgam of J&K State, in which 60 players were from Government Schools and 60 players were from Private Schools. All subjects were selected with the help of purposive sampling technique. For the collection of data the researcher administered the Dr. Saraswat, self-concept questionnaire. This inventory was constructed and standardized by Dr. Raj Kumar Saraswat. The self-concept dimensions measured by this inventory are: Physical, Social, Temperamental, Educational, Moral and Intellectual.

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Self-concept of Government School players and Private School players was compared by using t-test and the result were analyzed and interpretations were drawn.

Results

Table 1: Descriptive statistics of Government School players and Private School players on Self Concept Dimensions scores

Self-Concept Dimensions	Group	N	Mean	Std. Deviation	Std. Error Mean
Physical Dimension	Government School players	60	28.5500	2.77046	0.35766
	Private School players	60	34.1000	2.24515	0.28985
Social Dimension	Government School players	60	26.9000	2.74140	0.35391
	Private School players	60	28.6167	2.65593	0.34288
Temperamental Dimension	Government School players	60	28.8500	1.97291	0.25470
	Private School players	60	32.5167	1.77068	0.22859
Educational Dimension	Government School players	60	31.7167	1.69837	0.21926
	Private School players	60	28.8167	2.25863	0.29159
Moral Dimension	Government School players	60	30.6500	2.04877	0.26450
	Private School players	60	31.7167	1.69837	0.21926
Intellectual Dimension	Government School players	60	24.9500	2.65805	0.34315
	Private School players	60	23.7667	2.08600	0.26930

Table 2: Independent sample's' test of Self Concept Dimensions

Self-Concept Dimensions	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Physical Dimensions	12.056	118	.000	5.55000	.46036
Social Dimensions	3.484	118	.001	1.71667	.49277
Temperamental Dimensions	10.714	118	.000	3.66667	.34224
Educational Dimensions	-4.920	118	.000	-2.53333	.51493
Moral Dimensions	3.105	118	.002	1.06667	.34356
Intellectual Dimensions	-2.713	118	.008	-1.18333	.43621

Findings and Discussion

It was observed from the finding that the self-Concept of Government School players and Private School players from table no. 1-2. Significant differences were found between Government School players and Private School players in all Dimension of Self Concept physical, Social, Temperamental, Educational, Moral and Intellectual. Therefore the research hypothesis, there is significant difference between the Government School players and Private School players in Self Concept Dimensions i.e physical, Social, Temperamental, Educational, Moral and Intellectual is accepted.

The mean scores of Self Concept Dimensions physical, Social, Temperamental and Moral shows that Private School players have high degree of self-concept than Government School players. While the mean scores of Self Concept Dimension educational and intellectual shows that Government School players have high degree of Self-concept than Government School players.

Conclusion

In the present study we found that there is significant difference between Government School players and Private School players in all Self Concept Dimension. In the Present Study, we observed that Private School players got good results in Self Concept Dimensions physical, Social, Temperamental and Moral as compare Government School players. While Government School players got good results in Self Concept Dimension educational and intellectual than Private School players. Finally researcher concluded that the self-concept of Government School players and Private School players is not similar.

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