The purpose of the study was to compare self-concept in students of teacher educational institution. The study was delimited to assessment of self-concept by using Self-concept Questionnaire of Dr. Raj Kumar Saraswat. It was hypothesized that there shall be a significant difference between means of Self-concept of Physical Education students studying in SHIATS from Allahabad, Sultanpur and Varanasi district. A total of thirty male and female students of each district were selected for the study. Total ninety subject from various districts is divided into three group of thirty each, Group-I Allahabad district, Group-II Sultanpur district, Group-III Varanasi district. The self-concept scores of the subjects were obtained by using self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat. To compare the Self-concept in student Analysis of variance will be applied at .05 level of significance. The observed mean and standard deviation of Self-Concept was found to be 184.6 & 10.4 for Group I, 169.3 & 8.6 for Group II and 174.6 &10.1 for Group III respectively. There exist a significant difference among the three group, since the computed p value is (0.0000), p-value less than 0.05 indicates that there is a significant difference somewhere among the various groups in students of teacher educational institution in relation to self-concept at .05 level, therefore hypothesis on Self-Concept of Physical Education students studying in SHIATS from Allahabad, Sultanpur and Varanasi district was accepted at 0.05 level. There exist significant differences between Group 1 and Group 3, & Group 1 and Group 2. There exist no significant difference between Group 2 and Group 3.
1. Introduction

Sport helps an individual to have a healthy physical structure and improve themselves mentally psychologically. Furthermore, it helps an individual to learn and develop their skills and leadership abilities. Totally inseparable from human life, sport plays a crucial role in making a human being healthy successful happy and having a solid psychology. Self consists of our judgments about our personalities and our way of seeing and thinking about ourselves. From this point of view, it may be defined as the subjective side of personality (Baymur, 1993).

Exercise and self-esteem are seen in a positive relationship. Exercise programmes are seen to lead the significant rise in self-esteem. It is thought that the more exercise and health factors increase, the more self-esteem Self Esteem scores (Weinberg, 1995). The relationship between doing exercise Self Esteem score and self-esteem can be explained by the positive effect of doing sports on socialization and physical characteristics. The probable positive effects influence an individual’s life, his perception of himself and self-development.

1.1 Statement of the problem

The purpose of the study was to compare self-concept in student of teacher educational institution.

1.2 Delimitations

i. The study was delimited to Physical Education students studying in SHIATS from Allahabad, Sultanpur and Varanasi district.

ii. The study was delimited to assessment of self-concept by using self-concept Questionnaire of Dr. Raj Kumar Saraswat.

1.3 Hypothesis

It was hypothesized that there shall be a significant difference between means of self-concept of physical education student studying in SHIATS from Allahabad, Sultanpur and Varanasi district.

1.4 Significance of the study

i. The study may help the teachers to maintain the optimum self-concepts level during the classes.

ii. The teachers may inculcate the moral values in the students.

iii. The study may help the teachers in selection of the suitable activities for the students.

2. Selection Of Subjects

A total of thirty male and female students of each district were selected for the study. Total ninety subjects from various districts is divided into three group of thirty each, Group-I Allahabad district, Group-II Sultanpur district, Group-III Varanasi district, those who have studied at SHIATS as shown below.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Subjects</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>30</td>
<td>Allahabad</td>
</tr>
<tr>
<td>II</td>
<td>30</td>
<td>Sultanpur</td>
</tr>
<tr>
<td>III</td>
<td>30</td>
<td>Varanasi</td>
</tr>
</tbody>
</table>

3. Administration Of Self-Concept Test

The self-concept inventory provides six separate dimensions of self-concept, viz Physical, Social, Temperamental, Educational, Moral and Intellectual Self-Concept. Each item is provided with five alternatives. Responses were obtained on test booklet itself. There is no time limit but generally 20 minutes is found sufficient for responding to all the items. The research scholar supervised the group and verifies that they were responding in a desired way.
Scoring: The respondent will be provided with five alternatives to give his responses ranging most acceptable to least acceptable description of this self-concept. The alternatives or responses were arranged in such a way that the scoring system for all the items remained the same i.e. 5, 4, 3, 2, 1 whether the items were positive or negative. If the respondent put (√) mark for first alternative the scores is 5, the second alternative the score was 4, third alternative the score was 3, the fourth it was 2 and the last alternative the score was one. The sum of scores of all the forty-eight items provided the total self-concept of an individual. A high score on this inventory indicates a high self-concept, while a low score indicates a low self-concept. The scores of each item were transferred to the front page against that item. All the scores of eight items given in that column were added up which represented that particular dimension of self-concept.

4. Statistical Analysis

To compare the self-concept in student of teacher educational institution, Analysis of variance will be applied at .05 level of significance.

Descriptive statistics was applied to characterize self-concept belonging to various districts. To study self-concept in student of teacher educational institution mean and standard deviations were computed and data pertaining to that have been presented in table-1.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>I</td>
<td>184.6</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>169.3</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>III</td>
<td>174.6</td>
<td>10.1</td>
</tr>
</tbody>
</table>

A finding with regard to self-concept in students of teacher educational institution in Table-1 clearly indicates the mean and standard deviation of student belonging to various districts. The observed mean on self-concept of all group are shown in graphical form

![Figure 1: Observed mean on self-concept of all groups](image_url)
It appears from the Table-2 that there exists a significant difference among the three groups, since the computed p value (0.0000), p-value less than 0.05 indicates that there is a significant difference somewhere among the various groups in student of teacher educational institution in relation to self-concept at .05 level, therefore hypothesis that there shall be a significant difference between means of self-concept of physical education student studying in SHIATS from Allahabad, Sultanpur and Varanasi district was accepted at 0.05 level.

To find the difference between the groups the post hoc test is done, the post hoc test is shown in table-3

Table -3: Tukey HSD Post-hoc test of Self-Concept of students from Allahabad, Sultanpur and Varanasi district

<table>
<thead>
<tr>
<th>Groups</th>
<th>Diff</th>
<th>CI</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vs 2</td>
<td>15.3000</td>
<td>21.2916 to -9.3084</td>
<td>0.0000</td>
</tr>
<tr>
<td>1 vs 3</td>
<td>10.0000</td>
<td>15.9916 to -4.0084</td>
<td>0.0004</td>
</tr>
<tr>
<td>2 vs 3</td>
<td>5.3000</td>
<td>6.916 to 11.2916</td>
<td>0.0938</td>
</tr>
</tbody>
</table>

It is evident from the table-3 that there exist significant differences between Group 1 and Group 2, & Group 1 and Group 3. There exist no significant difference between Group 2 and Group 3.

5. Discussion Of Findings

The results of this study have shown significant self-concept difference in students of teacher educational institution. Group 1 and Group 2 & Group 1 and Group 3 differ in Self-concept. The results of this study have also shown insignificant Self-concept difference in students of teacher educational institution Group 2 and Group 3. It has been observed that Group 1 has better self-concept than Group 2 and 3, because the mean of Group 1 is more than the Group 2 and 3. This difference is attributed to the fact that Group 1 have more past experience, much mature and older than Group 2 and 3 and Group 3 have better self-concept than Group 2 as it is evident from table-1. This difference may be attributed to the fact that students’ of Group 1 have better Physical strength, their Individual view of their body health, physical appearances and strength are better than Group 2 and 3. This difference may be again attributed to the evidence that Group 1 have more moral values than others groups. Their estimation of their moral worth, right is good as compared to Group 2 and 3. This difference is attributed to the evidence that Group 1 is having much more Intellectual capacity than the other two groups. Their Individual’s awareness of their intelligence and capacity of problem solving and judgments is far better than other two groups. The Group 2 is poorest in intelligence and capacity of problem solving and judgments as compare to other two groups. This difference is also attributed to the evidence that Group 1 students’ sense of worth in social interaction is better than Group 2 and 3. The Group 2 is poorest in social interaction as compared to other two groups. The difference may be also attributed to the fact that Group 1 students’ have better Temperamental. Their Individual views of their prevailing emotional state or predominance of particular kind of emotional reaction is much better than Group 2 and 3. The Group 2 is poorest in emotional reaction as compared to other two groups.
6. References


