

“A STUDY ON SELF CONCEPT AND WILL TO WIN AMONG MANAGEMENT STUDENTS AND PHYSICAL EDUCATION STUDENTS”



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Abstract:-

The purpose of the present study is to compare the self-concept and will to win abilities between Management and Physical education students. The total of sixty (N = 60) female subjects participated; Thirty (N = 30) Management students and thirty (N = 30) physical education students from Karnataka State Women's university, Bijapur were randomly selected for the collection of data. The age of the subjects ranged between 21 to 25 years. Self-concept was measured by applying self-concept questionnaire and will to win was measured by applying will to win questionnaire. The “t” test was applied to find out the difference between mean scores of management and physical education students. The level of significance was set at 0.05. The results revealed significant difference with regard to variable self-concept between management and physical education students. However, the results with regard to the variable will to win were found statistically significant between management and physical education students. Physical education students have better self-confidence and will to win level as compared to their counterpart management students.

Key words: Self-concept, will to win, psychology, management, physical education.

INTRODUCTION

The term ‘PSYCHOLOGY’ was first used around 1530. In Greek “Psycho” means “Soul” and “Logus” means “Study”. Hence, Psychology means “Study of the Soul” later Psychology become translated as mind rather than soul. “Psychology is the science of the activities of an individual relation of his/her environment”.

Woodworth (1973) says “Psychology is the science of activities of an individual in relation to his/her environment. The activity of the soul or the mind, in other words, the

internal behavior is manifested through the physical or the outer for thinking doing are points on the same stretch and are inseparable for the struggle for survival”.

Psychology is important as it is concerned with the study of behavior and mental processes and at the same time, it is also applied to many different things in human life. Through psychology, we are able to understand and determine how the mind and body of an individual works.

Physical Education:

Physical education is an educational process, which aims to enhance total human development and performance through movement and the experience of a range of physical activities. Physical education is an educational process, which aims to enhance total human development and performance through movement and the experience. Physical education is an integral part of educational program design to promote the optimum development of an individual physically, socially, emotionally, mentally and intellectually.

Physical education, considered by some to be just exercise and sports, is much more than that. It also teaches the importance of exercise and the proper techniques ...Physical education is a course that is taken in school to educate about physical activities and exercises. Students participate in physical activities and learn.

MANAGEMENT:-

who make up a body for the purpose of administering something; "he claims that the present administration is corrupt"; "the governance of an association is responsible to its members"; "he quickly became recognized as a member of the establishment"

The management of a range of related products in a way designed to increase sales of all of the product the maintenance of information stored in a computer system the regulation of total spending in an economy to required levels, attempted by a government esp. in order to avoid unemployment or inflation: a measure advocated by Keynesian economists a suite of computer programs in a computer on board an aircraft used to calculate the most economical flying speeds and altitudes during a flight and to identify possible choices in emergencies those managers in an organization who are responsible for the main activity or product of the organization, as distinct from those, such as transport, accounting, or personnel, who provide services to the line management the purchase of a company by its managers, usually with outside backing from a bank or other institution a company that manages a unit trust an arrangement of equipment and procedures, often computerized, that is designed to provide managers with information a union that represents managers in negotiations with their employers concerning terms and conditions of employment a level of management in an organization or business consisting of executives or senior supervisory staff in charge of the detailed running of an organization or business and reporting to top management the most senior staff of an organization or business, including the heads of various divisions or departments led by the chief executive.

Self Concept:-

"A self-concept is largely a reflection of the reactions of others towards the individual"

Self concept is the means by which we create our image and identity (Chuhan 1982). Therefore, self concept is the core of the personality pattern. It determines the kind of adjustment the person will make a change in the self concept will bring changes in the entire personality changing one's self concept requires tremendous insight. This means that a person must be able to see himself as actually is, not as he would like to be or as other, perceive him.

Several kinds of identifiable personality traits revolve around what could be considered the athlete is Self Concept. Trait such as self confidence, self assurance, self assertiveness, self esteem, self regard, self consistency, self-enhancement and self-respect all evolve out of this elaboration of a person's self image or self concept. an idea of the self constructed from the beliefs one holds about oneself and the responses of others.

Will to Win:

"The will to Win, the Desire to Succeed, the Urge to reach your full Potential"

Will to win is defined as the extent to which a person desires to reach some standard of excellence or to defeat an opponent. Individual high in will to win should be very competitive and should feel that winning is the major reason for competing. Winning or losing should affect their sense of self-esteem, there is some similarity between the Will to Win concept and need achievement and to lesser extent internal locus of control to win is also related to competence and some aspect of aggression. People with high will to win feel that winning is extremely important and that is the main reason for competing. The athlete high in will to win competes compete mainly to be first and may have something of a "win at all costs" attitude, low will to win indicates that the competition cares less about winning per se or competes for other reasons. Further the outcomes of the contest seen are less consequential to self-esteem or personal identity.

Objectives of the study:-

1. To establish the difference between psychology and physical education students on the variable self-concept.
2. To establish the difference between psychology and physical education students on the variable will to win.
3. To understand the difference between management and physical education students.
4. To find out the differences in self-concept and will to win variables between management and physical education students.

HYPOTHESES OF THE STUDY :-

H01: Indicated that there would have been no significant difference between Management and physical education students on the variable self-concept.

H02: Indicated that there would have been no significant difference between Management and physical education students on the variable will to win.

H01: There may be a significant difference in management and physical education students on their self concept.

MATERIALS AND METHODS

Sample

A total of sixty (N = 60) female subjects out of which thirty (N = 30) Management students and thirty (N = 30) physical education students from management and physical education students of Karnataka State Women's University, Bijapur. were randomly selected for the collection of data. The age of the subjects was ranged between 21 to 25 years.

Tools

Self-concept was measured by applying self-concept questionnaire developed by Marsh, 1998 cited in Marsh, 2002, and in cross-cultural settings with adult subjects Marsh, Asci & Tomas, 2002; Marsh, Marco & Asci, in press cited in Marsh, 2002.

The will to win questionnaire is developed and standardized by A. Kumar have been used.

Scoring (Will to Win)

Will to win questionnaire consists of 14 items, in which 7 items are keyed true and rest of 7 falls. For each item 1 score should be given for following responses so that maximum score may be 14 on this questionnaire and minimum being 0 :

Instrumentation

Self-concept questionnaire consists of fifty six (N = 56) questions. These questions were to be answered by a tick mark in the respective boxes given next to each question. The result was established and compared to the established norms to determine the high and low level of self-concept among the subjects. It is a valid and reliable test. The will to win questionnaire consisted of fourteen (N = 14) items measuring the will to win. The respondents were required to record their responses in into two categories, yes or no. The scoring of each of the items was as follows; yes -1 and No.- 2 marks has to be given. There was none allocated for the completion of both the questionnaires but the subjects were instructed not taken too much time over any questions. The questionnaires were distributed to the respondents along with the writing material. After the completion of the questionnaires, questionnaires were collected and checked that no response was left unanswered.

Statistical analysis

The "t" test was applied to find out the difference between mean scores of management and physical education students on the variables self-concept and will to win. The level of significance was set at 0.05 for testing of hypotheses.

RESULTS

The results of self-concept and will to win questionnaires of psychology and physical education Students are presented in tables and interpretations are given accordingly. Table 1 showed that comparisons on the variable of 'self-concept between Management and physical education students. The mean value of management and physical education students were found to be 29.05 and 34.38, respectively. The standard deviation of management and physical education were 11.66 and 8.41 respectively, the standard error of mean scores came out to be 1.84 and 1.33 respectively. The 't' value of 2.34 was found to be significant as the tabulated value was 1.98 at 0.05 level of significance with degree of freedom of 78 and while comparing the two mean values it shows that physical education students have performed better on the variable 'self-concept' than their counterpart management students.

Figure 1. Graphical presentation of mean scores with regard to 'self-concept' between Management and physical education students.

Variable	NO.	Mean	SD
Management Students	30	29.05 and	8.41
Physical Education Students	30	34.38,	11.66

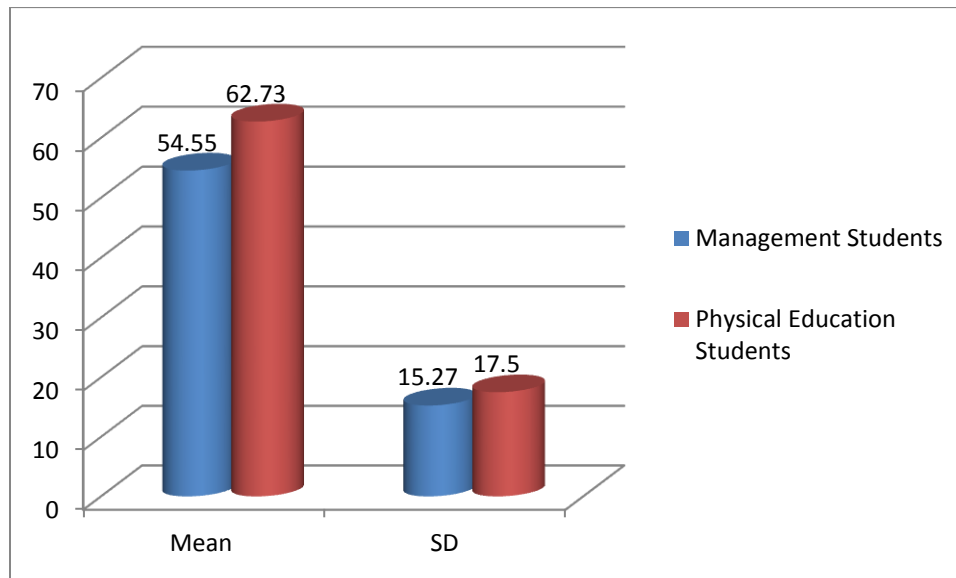
*Significant at 0.05, table value = 1.98 (df = 78).

Table 2. Comparison of mean scores with regard to 'will to Win' between Management and physical education students.

Table 2 showed that comparisons on the variable of 'will to win' between management and physical education students. The mean values of psychology and physical education students were found to be 54.55 and 62.73, respectively. The standard deviation of management and physical education were 15.27 and 17.50 respectively, the standard error of mean scores came out to be 2.41 and 2.77 respectively. The 't' value 2.22 was found to be significant as the tabulated value was 1.98 at 0.05 level of significance with degree of freedom 78 and while comparing the two mean values it shows that physical education students have performed better on the variable 'will to win' than Phys. Educ. & Sport Management.

Variable	NO.	Mean	SD
Management Students	30	54.55	15.27
Physical Education Students	30	62.73	17.50

*Significant at 0.05, table value = 1.98 (df = 78).



DISCUSSION

From the above findings that significant differences were found between Management and physical education students on the variable of Self-concept as the obtained t-value 2.34 was found higher than the table value 1.98. The results revealed that physical education students have better self-concept level as compared to the Management students. The results might be attributed to their practical environment includes different types of games. As per the obtained t-value 2.34 was found significant difference between management and physical education students indicate that the null hypothesis (H_0) in regard to self-concept is rejected. J.M.Agarwal . (2009) found that west zone inter-varsity and national Basketball players had non-significant difference in relation to their self-concept. The results with regard to the variable of will to win between Management and physical education students were found statistically significant as the obtained t-value 2.22 was found higher than the table value 1.98. The results indicate that physical education students have high level of will to win as compared to their counterpart Management students. The findings might be as a results of pressures of their study and less physical activity in management students which might lead them to the low level if will to win. The obtained t-value 2.22 was found significant difference between Management and physical education students indicated that null hypothesis (H_0) in regard to will to win is also rejected.

Conclusion

The results revealed significant difference with regard to variable self-concept between Management and physical education students. However, the results with regard to the variable

will to win were found statistically significant between management and physical education students. Physical education students have better self-concept and fine will to win as compared to their counterpart management students.

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