

Comparison of physical self-concept among physical education, management and engineering students

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■ ABSTRACT

The study was designed to investigate differences of physical self-conception among physical education, engineering and management students. Physical self-description questionnaire (PSDQ, Marsh *et al.*, 1994) was administrated among 53 students studying in different colleges. The Physical Self-Description Questionnaire (PSDQ) is a multidimensional, physical self-concept instrument designed to measure 11 scales: Strength (ST), Body Fat (BF), Activity (AC), Endurance/Fitness (EN), Sports Competence (SP), Coordination (CO), Health (HE), Appearance (AP), Flexibility (FL), Global Physical Self-concept (GP), and Global Esteem (GE). One way Multivariate Analysis of Variance (MAOVA) revealed significant differences in the various factors of physical self-concept among students of different disciplines. The calculated Wilks' lambda value 0.28, F value 3.18, ($p < 0.05$), were found to be significant at .05 level of significance. In order to determine, the sub-scales in which the vocational groups differed from each other, one way Analysis of Variance (ANOVA) was calculated. Factors in which there was a significant difference found among the groups, the posthoc tests were conducted to determine the groups varying significantly from each other.

■ **Key Words** : Physical self concept, Physical education, Management, Engineering students

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Self-concept is often considered as one of the most important indicators of their academic achievement and social development. High self-concept is desirable not only because it is a positive outcome in and of itself, but also because it serves as an important mediator in enhancing other positive psychological variables and academic achievements (Marsh *et al.*, 2006). This study is based on multidimensional hierarchical model of self-concept. Physical self-concept is considered a multidimensional sub domain of the overall self-concept that incorporates different characteristics, such as physical activity, fitness conditions, health and appearance (Marsh *et al.*, 1994). Physical self-concept is an important mediator in physical activity as well as being a valuable outcome in itself. The physical self has occupied a unique position in the self-esteem system because

the body, through its appearance, attributes and abilities provides the substantive interface between individual and the world. Physical self-perceptions have also been shown to be positively related to social enhancement and psychological well-being such as depression, mood and psychological health (Sonstroem and Potts, 1986). Therefore, it could be hypothesized that physical education students would have higher level of physical self-concept than those of management and engineering students. The present study evaluates the differences among the students of various professional studies on the self-description regarding them. Historically, research on physical self-concept has been based on instruments that have treated physical self-concept as a relatively unidimensional domain (Wylie, 1979). These early self-concept instruments have often incorporated characteristics as diverse