

## Selected psychological and social variables of professional students of Punjab and Jammu Kashmir states

Hilal Ahmad<sup>1</sup> and Surjeet Singh<sup>2\*</sup>

<sup>1</sup>Singhania University, Pacheri Bari Jhunjhunu, Rajasthan-333515, India

<sup>2</sup>Department of Physical Education, Panjab University, Chandigarh-160064, India  
surjitbal@gmail.com

### Abstract

The purpose of present study was to compare the psychological and social variables of physical education students of Punjab and Jammu Kashmir states. To obtain data for this study, the investigator had selected two hundred (N=200) subjects, out of which one hundred (N=100) from Punjab state and one hundred (n=100) from Jammu Kashmir state who were studying under the Department of Physical Education Punjabi University, Patiala (Punjab) and Department of Physical Education & Sports, University of Kashmir (J&K). The age of all subjects ranged from 21 to 28 years. Self-concept, anxiety, intelligence, were taken as psychological variables while as socio economic status and social attitude were chosen to measure social variables. The self-concept was measured by applying the Sinha's, 1984 self disclosure inventory; the anxiety level of the subject by I.P.A.T anxiety scale questionnaire developed by Krug *et al.*, 1992; the intelligence of the subjects was measured by R.K. Tondon's, 1975 group test; socio economic status by Verma, R.P. & P.C Saxena index. 1984 and to measure social attitude, Raghavendra S. Singh, Amar Nath Tripathi and Ramjee Lal's Modernization Scale were used. The scoring was done for the respective questionnaire according to their manuals. "T" test was applied to determine the significance of difference and direction of difference in mean scores of variables between Punjab and Jammu Kashmir states. The level of significance was set at 0.05. The results revealed that no significant difference was found between physical education students of Punjab and Jammu Kashmir states on social variables. In psychology variables that is self-concept and anxiety no significant difference was found. However in the variable intelligence a significant difference was found between physical education students of Punjab and Jammu Kashmir states.

**Keywords:** Physical education, Punjab, Jammu Kashmir.

### Introduction

Psychology is the science of mind and behavior (Gray, 2010). Its immediate goal is to understand behavior and mental processes by researching and establishing both general principles and specific cases. The self-concept is an internal model which comprises self-assessments (Gerrig & Zimbardo, 2002). Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. The root meaning of the word anxiety is 'to vex or trouble'; in either the absence or presence of psychological stress, anxiety can create feelings of fear, worry, and uneasiness and dread (Bouras & Holt, 2007). It denotes the totality of attitudes, judgments and values of an individual relating to his behavior abilities and qualities. It is an emotion characterized by a vague fear or premonition that something undesirable is about to happen or a frequent results of conflicts among motives and prominent factor in abnormal behavior. Anxiety is considered to be a normal reaction to a stressor. It may help a person to deal with a difficult situation by prompting one to cope with it. Singh (1992) found that with regard to inter-game differences on competitive anxiety, significant differences existed in competitive anxiety between the players of different games; both in the case of males as well as females. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. According to wechesler (1992) intelligence is the aggregate or global

capacity of an individual to act purposefully to think rationally and to deal effectively with his environment. The aim of the present study is to determine the self-concept, anxiety and intelligence level between physical education students of Punjab and Jammu Kashmir states.

### Objectives of the study

- To find out the significant difference between physical education students of Punjab and Jammu Kashmir states on the psychological variable such as self-concept, anxiety and intelligence.
- To find out the significant difference between physical education students of Punjab and Jammu Kashmir states on the social variables such as socio economic status and social attitude.

### Hypothesis

1. There will be significant difference in psychological variables between physical education students of Punjab and Jammu Kashmir states
2. There will be significant difference in social variables between physical education students of Punjab and Jammu Kashmir states

### Materials and methods

To obtain data for this study, the investigator had selected two hundred (N=200) subjects, out of which one hundred (N=100) from Punjab state and one hundred (n=100) from Jammu Kashmir state who were studying in Department of Physical Education, S.K.R. College of Physical Education, BhagooMajraKharar, Mohali,

Punjabi University, Patiala (Punjab); Department of Physical Education & Sports, Government College of Physical Education, Ganderbal, University of Kashmir (J&K). The age of all subjects ranged from 21 to 28 years.

To measure the self-concept by applying the Sinha's (1984) self disclosure inventory was used, to assess the anxiety level of the subject by I.P.A.T anxiety scale questionnaire developed by Krug *et al.*, (1992) and

groups being compared.

It has been observed from the Table 2 that mean scores of anxiety between Punjab and Jammu Kashmir state physical education students were 45.22 and 42.06 and standard deviations were 16.98 and 10.65 respectively. The standard error of mean for Punjab was came out to be 1.113 and for Jammu Kashmir it came out to be 1.650. The 't' value 1.83 was found statistically lower

Table 1. Mean, Standard Deviation and t value of physical education students between Punjab and Jammu Kashmir states on the variable of self concept

Group	N	Mean	Std. Deviation	Std. Error mean	Std. Error difference	t-value
Punjab	100	378.06	56.48	5.64	7.78	1.40
Jammu Kashmir	100	377.90	53.56	5.35		

\*Significant at 0.05, table value=1.96 (df=198)

Table 2. Mean, Standard Deviation and t value of physical education students between Punjab and Jammu Kashmir states on the variable of anxiety

Group	N	Mean	Std. Deviation	Std. Error mean	Std. Error difference	t value
Punjab	100	45.22	16.98	1.113	1.553	1.83
Jammu Kashmir	100	42.06	10.65	1.650		

\*Significant at 0.05, table value=1.96 (df=198)

Table 3. Mean, Standard Deviation and t value of physical education students between Punjab and Jammu Kashmir states on the variable of intelligence

Group	N	Mean	Std. Deviation	Std. Error mean	Std. Error difference	t value
Punjab	100	37.79	10.32	1.032	1.44	10.14
Jammu Kashmir	100	36.31	10.12	1.012		

\*Significant at 0.05, table value=1.96 (df=198)

intelligence of the subjects measure by applying the test developed by R.K. Tondon's (1975), Socio economic status were measured by Verma & Saxena index (1984). To measure social attitude Singh Raghavendra, Singh, Amar Nath Tripathi and Ramjeelal's (1994) Modernization scale was used. The scoring was done for the respective questionnaire as per manuals. These test were designed for Indian population, and hence they were followed.

**Statistical treatment**

"t" test was applied to determine the significance of difference and direction of difference in mean scores of variables between physical education students of Punjab and Jammu Kashmir states. The level of significance was set at 0.05.

**Results**

It has been observed from the Table 1 that mean scores of self-concept among Punjab and Jammu for Punjab was came out to be 378.06 and for Jammu Kashmir it came out to be 377.90 and standard deviation were 56.48 and 53.56 The 't' value 1.40 was found statistically lower than the table value 1.96. This shows that no significant difference was found between the two

than the table value 1.96. This shows that no significant difference was found between the two groups being compared.

It has been observed from the Table 3 that mean scores of intelligence between Punjab and Jammu Kashmir state physical education students were 37.79 and 36.31 respectively. The standard deviations were 10.32 and 10.12 respectively. The 't' value 10.14 was found statistically lower than the table value 1.96. This shows that Punjab physical education students are statistically higher in intelligence as compared to their counterpart. Hence, a significant difference was found between the physical education students of Jammu and Kashmir and Punjab states.

It has been observed from the Table 4 that mean scores of social economic status of Punjab and Jammu Kashmir state physical education students were 62.37 and 54.04 respectively. The standard deviations were 12.17 and 11.69 respectively. The 't' value 1.93 was found statistically lower than the table value 1.96. This shows that no significant difference was found between Punjab state physical education students and Jammu Kashmir state physical education students.

It has been observed from the Table 5 shows that mean scores of social attitude between Punjab and Jammu

Table 4. Mean, standard deviation and t value of variable socio economic status of Punjab and J&K students

Group	N	Mean	Std. Deviation	Std. Error	Std. Error difference	t value
Punjab	100	62.37	12.171	1.217	1.68	1.93
Jammu Kashmir	100	54.04	11.69	1.169		

\*Significant at 0.05, table value=1.96 (df=198)

Kashmir state physical education students were 123.84 and 101.94 respectively. The standard deviations were 10.90 and 10.38 respectively. The 't' value 1.067 was lower than the table value 1.96. This shows that no significant difference was found between the physical education students of Punjab state and physical education students of Jammu Kashmir state.

Table 5. Mean, Standard Deviation and t value of variable social attitude of Punjab and J&K students

Group	N	Mean	Std.Deviation	Std.Error mean	Std.Error difference	t value
Punjab	100	123.84	10.90	1.09	2.05	1.067
Jammu Kashmir	100	101.94	17.38	1.73		

\*Significant at 0.05, table value=1.96 (df=198)

### Discussion

Subjects from Punjab state had significantly higher scores in intelligence as compared to the subjects from J&K state. Physical education students of Punjab state had higher scores in self-concept as compared to their counterpart but the difference was non significant. It may be due to that physical education students of Punjab state have more facilities, more exposure for participating in high level of tournaments and more incentive for outstanding players as compared to physical education students of Jammu Kashmir state. Doudlah (1963) found significant correlation of self concept with body image with movement concept apparently indicated that actual motor performance was influenced by how the subjects perceived themselves as a self with a body that moves. Parker (1962) studied that Self concept differed significantly only between the low non-physical education major group and the physical education major group.

No significant difference was found on the variable of anxiety between Punjab and Jammu Kashmir physical education students. Sharyn (2005) was examined that no differences were found between open and close skill athletes in terms of their interpretation of competitive anxiety and self-confidence. Anxiety is directly related to the level of participation of sportsmen. Erin (2006) stated that significant differences found between men and women on all three dependent variables confidence, anxiety, and attitude level.

From the statistical analysis of the data pertaining to sociological variables no significant differences was found between both the groups in socio-economic status and social attitude. The results of this study agree with the findings of (Cole Jerry Robert 1969) this is due to participation in games and sports provides an opportunity to a person to come into contact with others and thus improve sociability and inculcate different social values which are the basis for the development of social attitude. Since the subjects belonging to both the states had been participating in games and sports regularly, no difference have been found in the social attitude between these two groups (Fowler, 1962). Punjab students have high socio-economic status, but the difference was not found to be significant, therefore, it means that the subjects belonging

to both the states belonged to the same income and social strata.

### Conclusion

No significant difference was found between physical education students of Punjab and Jammu Kashmir states on the variables of self-concept and anxiety. However, significant difference was found in variable intelligence between the groups being compared. No significant differences were observed in selected social variables that is socio-economic status and social attitude.

### References

1. Bouras N and Holt Gs (2007) Psychiatric and behavioral disorders in intellectual and developmental disabilities 2nd ed. Cambridge University Press. UK.
2. Cole Jerry Robert (1969) The relationship between attitude towards physical education activities, Motor performance levels and socio-economic status of negro and caucasian college men. Dissertation abstract Intl. 292547-A.
3. Doudlah AM (1963) The relationship between the self concept, the body image and movement concept of college women in the low and average motor ability. *Completed res. Health, Physical Education & Recreation.* 5, 99.
4. Erin WF (2006) Differences between male and female students' confidence, anxiety, and attitude toward learning jazz improvisation. *J.Res.Music Education.* 54(4), 337-349.
5. Fowler William H (1962) A comparative study of evaluative attitudes of outstanding varsity athletes and junior varsity athletes. *Completed Res. Health, Physical Education & Recreation.* pp: 466.
6. Gerrig RJ and Zimbardo PG (2002) Glossary of psychological Terms. Psychology and life. Allyn and Bacon, Boston, MA.
7. Gray PO (2010) Foundations for the study of psychology. Psychology (6th ed.). Worth Publ., NY.
8. Krug et al (1992). I.P.A.T Anxiety Scale Questionnaire.
9. Parker NK (1962) The relationship between motor ability and self concept of women non-physical education major students. *Completed Res. Health, Physical Education & Recreation.* 4, 84.
10. Sharyn JA (2005) Relationships between mental skills and competitive anxiety interpretation in open skill and close skill athletes. Unpublished master thesis. Dept. Physical Edu. Health & Sport Studies. Miami University. Oxford, Ohio.
11. Singh A (1992) A study of Indian sportsmen. Friends Publ., Delhi.
12. Sinha's (1984) Self disclosure inventory
13. Singh Raghavendra, Singh Amar Nath Tripathi and Ramjee Lal's (1994) Manual of social attitude. National psycho. Cooperation Agra. Friends Publication, Delhi.
14. Tondon's RK (1975) Intelligence Test
15. Verma RP and Saxena PC (1984) Manual of Socio economic status.
16. Wechsler (1992) Anxiety Scale Questionnaire. National psycho. Cooperation Agra. Friends Publication, Delhi.