
**EFFECTIVENESS OF PHYSICAL EDUCATION ACADEMIC PROGRAM ON
PSYCHOLOGICAL CHARACTERISTICS AMONG COLLEGE STUDENTS****Dr. Mahendra Pratap Gaur**Associate Professor, Department of Physical Education, D.A.V. Degree College, Lucknow.
mpglucknow@gmail.com**Abstract**

The main purpose of the study was to access psychological characteristics among college students' self-concept and stress. For this researcher had selected 20 subjects from D.A.V. Degree College, Lucknow. The age of the subjects was ranging from 18-28 years. The psychological variables selected in this study were Self concept, stress. i.e., for self concept Self concept questionnaires of Rosenberg, for stress questionnaire of Sheldon were used for the purpose. The statistical technique t-ratio was used to analyze the data and the level of significance was fixed at 0.05.

Key words: *Varsity, self concept, stress, exhalation, inhalation*

Introduction

Daily physical education class may provide the opportunity for students to meet Healthy People to guide for physical activity. Many schools' districts, however, are reducing physical education Requirements and some are eliminating programs The percentage of schools requiring physical education in each grade decreases from approximately 50% in grade Physical education classes are being replaced with other classes in an effort to increase the students' academic achievement as measured by standardized tests. Despite this trend, no clear evidence indicates that academic achievement will improve if physical education classes are cut. But it is not fact it is only misunderstanding and misconcept among general line administrators. (Ahamed Y, et, al 2007)

Now a day we see Physical education classes provide an opportunity for students to be physically active during the school day. School-based physical education has many benefits, including increasing physical activity and improving physical fitness and muscular endurance. Increasing physical activity through physical education is also a proposed public health strategy to reduce childhood obesity. Although there has been no evidence to date to show that maintaining or increasing time in physical education class negatively affects academic achievement in other subjects, there is concern that physical education classes could take time away from those subjects. More information is needed to address this concern and support public health objectives to maintain or expand physical education programs. (Cameron M, et, al, 2000)

We examined the influence of physical education in US elementary schools on direct measures of academic achievement in mathematics and reading from kindergarten through fifth grade. Our study was unique in at least ways: first, the measurement of academic achievement was a standardized test administered at time points. Second, we examined the association between physical education and academic achievement with a prospective cohort design. Finally, we examined participation in physical education as it existed in a representative sample of US students entering kindergarten in fall 1998 who were followed through spring 2004. (Davis CL, et, al, 2007)

Methodology

For the purpose of this study 20 subjects were selected as subjects. The subjects for this study were selected from D.A.V. Degree College. The age of the subjects was ranging from 18-28 years. All subjects were from same university therefore, it was easy for researcher to assemble them. Psychological variables selected in this study were Self concept, stress, to assess the selected variables. i.e., for self-concept, Self-concept questionnaires of Rosenberg and for stress questionnaire of Sheldon were used. The statistical technique t-ratio was used to analyze the data and the level of significance was fixed at 0.05.

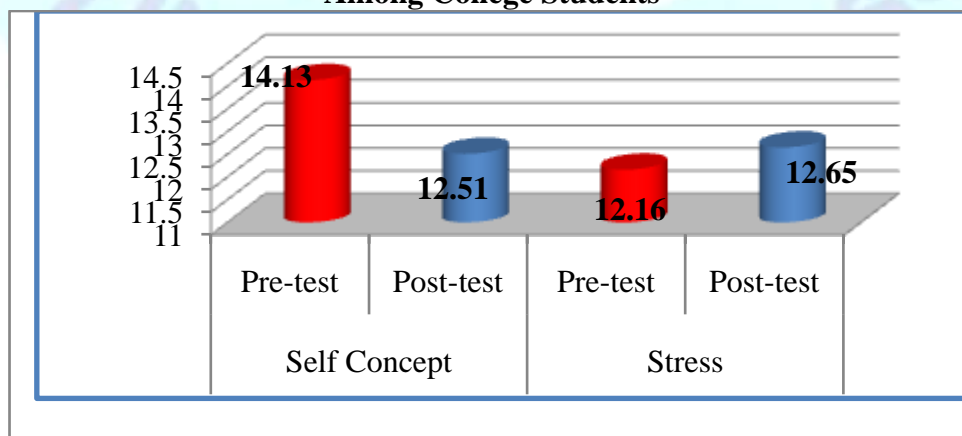
Observation and Discussion

The data collected on 20 subjects were computed by using t-ratio statistical technique. The result of these data has been depicted in the following table.

Table-1
Comparison of the selected Psychological variables
Among College Students

Variables	Test	Mean	S.D.	t-ratio
Self Concept	Pre-test	14.13	2.87	1.45
	Post - test	12.51	1.13	
Stress	Pre-test	12.16	2.26	0.5
	Post - test	12.65	2.18	

Graph-1
Graphically Representation of Mean showing Psychological Characteristics
Among College Students



Conclusion:

The researcher compared Psychological Characteristics among College Students, within the limitations of the present study and on the basis of findings it is concluded that there is insignificant difference in Psychological Variables between the self concept, and stress of Psychological Characteristics among college Students. The researcher compared the particular psychological variables during the particular Events; it is found that there is insignificant difference in between self concept, and stress. Hence the researcher's pre assumed hypothesis is partially accepted.

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