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# Assesment Of Personal Values Between Physical Education And Non-Physical Education Students

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## ABSTRACT

The purpose of this study was to compare the personal values within physical education and non-physical education students and the subjects selected for this study were from Lovely professional university Punjab. The total sample was 50 (25 subjects from physical education and 25 from non-physical education and the age range was 18-25 years. The psychological variables assessed for this study were personal values by Dr G.P Sherry and Prof. R.P Verma. To analyse the data and to find out the difference we used mean, standard deviation and t test. To analyse the data and to find out the relationship among selected variables independent t – test was used at 0.05 level of significance. Finding of study showed that there was no significant difference between physical education and non-physical education students related personal values. Also, independent t – test used for comparing the 10 values in both physical education and non – physical education students and the results shown that there is no significant difference between the ten values in both students.

## INTRODUCTION

Values can be defined as a set-in various dimensions of life religion, morality, politics, work, etc. They perform the functions of standards or criteria and the choice or evaluation of actions, behavior, people, and events.

Schwartz defined values as the cognitive representations of a person's desired state or behavior. On contrary for the specific goals, the values are actually trans-situational, which explains that they are not limited to specific situations and have wider application. Values act as a guide for the selection and evaluation of behavior or events, and are arranged with relative relevance. Value preferences are combined with a variety of psychological characteristics, particularly self-esteem (Thikhomandritskaya,2000) subjectively healthy well-being and life contempt (Schwartz & Sortix,2018).

Formation of differences among individuals in value preferences may be highly attributed to Social and intermutual relationship of people. The general experience that an individual has owing to similar positions in a social group (like age, occupation, education, etc.) highly influences their value preferences. By comparing the values of certain groups, we can demonstrate social factors (e.g., education) and certain events (e.g., diseases) in the development of a system of values by being proportional to time (Schwartz, 2003). Studying about values of physical education students are of major interest. This is due to their well-developed commitment to professional and amateur sports, also to work in most active way. Analytical view on psychology of sports activity shows that it exhibits various aspects of personality, including socio-psychological psychology.

In research conducted in Lithuania, it was found that young people engaged in sports appreciate the value of achievement, hedonism, self-regulation, tolerance, conformity and security higher than young people not engaged in sports (Daukilas et. al, 2017). Similar analysis can be done on the background of Kerala also since Kerala society gives lot more interest in sports and games.

John Dewey (1948) expressed that "to esteem intends to prize, to regard, to assess and to evaluate. It implies the demonstration of esteeming something, holding it dear and furthermore the demonstration of condemning upon the nature and measures of qualities as contrasted and something different."

Rokeach, (1968) characterized as the "Qualities are convictions about how one should or should not to carry on, or about some reality worth not worth achieving. Qualities are conceptual standards, constructive or adverse, that speak to an individual's conviction about perfect methods of lead and perfect terminal objectives."

## **OBJECTIVES OF THE STUDY**

1. For measure the personal values of physical education student.
2. For measure the personal values of non-physical education student.
3. For comparing the personal values of physical education student and non-physical education student.
4. For promoting the students towards value education.

## **HYPOTHESIS**

**H<sub>0</sub>** = It is hypothesis that there will be no significant difference between the personal values of physical education student and non-physical education student.

**H<sub>1</sub>** = It is hypothesis that there will be a significant difference between the personal values of physical education student and non-physical education student.

## **METHOD AND PROCEDURE**

For this research study, survey method was used. Both primary as well as secondary data have been used for the study. For the research study total number of 400 students from lovely professional university will be considered as population of this study. For the research study 25 sportsperson and 25 non-sportsperson students from lovely professional university will be selected out of the total population. The stratified random sampling method will be used for this.

### **Tools of Data Collection**

Individual Values Questionnaire: For surveying individual estimations of Physical education and non-physical education, the test to be specific Personal Values Questionnaire (PVQ) by Dr. G. P. SHERRY and R.P. VERMA (1998) will be used with some modifications.

## **VARIABLES OF THE STUDY**

- 1. Religious Value -**
- 2. Social Value -**
- 3. Democratic Value -**
- 4. Aesthetic Value -**
- 5. Economic Value -**
- 6. Knowledge Value -**
- 7. Hedonistic Value -**
- 8. Power Value -**
- 9. Family Prestige Value -**
- 10. Health Value -**

### **Statistical Tools and Techniques Used**

For the present study, the obtained data was analyzed by using mean, median, percentage, correlation, standard deviation, t-test.

## **Results**

The collected sample of physical education and non – physical education students from Lovely Professional University Punjab. The psychological variables assessed for this study were personal values questionnaire by Dr. G.P Sherry and Prof. R.P Verma. To analyze the data and to find out the difference the researcher used mean, standard deviation and independent t – test was applied.

H0 = It is hypothesis that there will be no – significant difference between physical education and non – physical education students.

**Table 1**

**Mean, Standard deviation and Standard error mean value of Physical education and Non – Physical Education**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
P.V.Q	PhysicalEducation	25	117.3200	2.73435	.54687
	Non - PhysicalEducation	25	121.8400	17.40134	3.48027

In the above table no. 1 shows the mean value of physical education student is 117.320 and non – physical education student 121.840 and the standard deviation value 2.734 for physical education, 17.401 for non – physical education and the standard error mean value of both group is 0.546, 3.480 respectively.

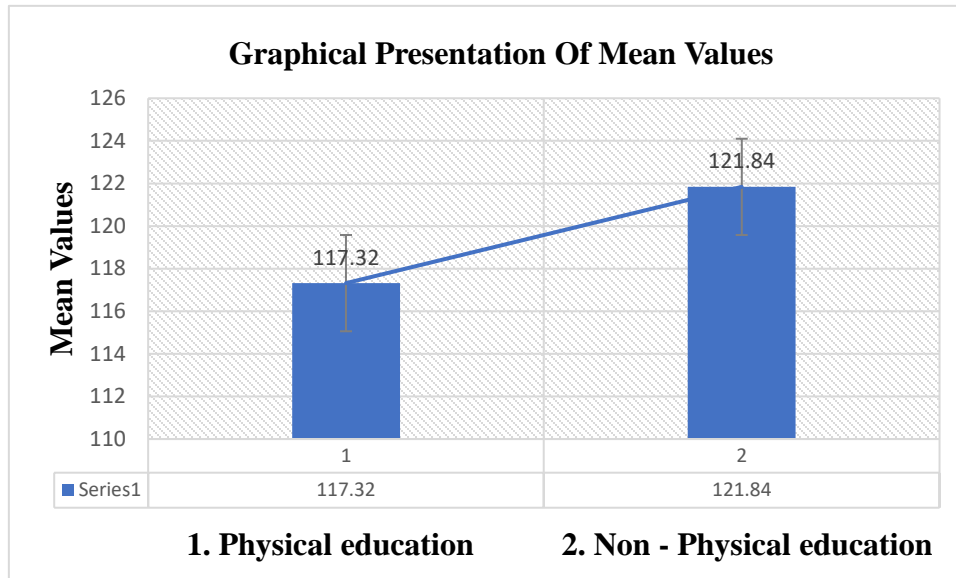
**Table 1.1 Comparison between physical education student and non – physical education students**

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
P.V.Q	Equal variances assumed	1.869	.178	-1.283	48	.206	-4.52000	3.52297
	Equal variances not assumed			-1.283	25.184	.211	-4.52000	3.52297

**P = 0.05, t = 2.011**

In the above table 1.1 levene’s test shows the f value is 1.869 and the p value is 0.178 which is more than 0.05 it means there is no – significant difference. In t – test for equality of means the t value is 1.283 which less than the t – test table value 2.011 and the p value is 0.206 which is more than 0.05 it means there no – significant difference between physical education and non – physical education students.

**GRAPH 1 Graphical presentation of mean values in physical and non – physical education students**



**Table 1.2 Mean, Standard deviation and Standard error mean value of All the personal values which are considered in personal value questionnaire**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Religious Value	Physical Education	25	11.0400	2.62170	.52434
	Non - Physical Education	25	11.4000	3.00000	.60000
Social Value	Physical Education	25	7.2400	2.27816	.45563
	Non - Physical Education	25	6.2400	2.78807	.55761

<b>Democratic Value</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>12.6800</b>	<b>3.24962</b>	<b>.64992</b>
	<b>Non-PhysicalEducation</b>	<b>25</b>	<b>13.1600</b>	<b>2.42693</b>	<b>.48539</b>
<b>Aestheticvalue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>11.5600</b>	<b>3.09677</b>	<b>.61935</b>
	<b>Non-PhysicalEducation</b>	<b>25</b>	<b>13.1600</b>	<b>2.82371</b>	<b>.56474</b>
<b>EconomicValue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>13.8800</b>	<b>1.81016</b>	<b>.36203</b>
	<b>Non - PhysicalEducation</b>	<b>25</b>	<b>18.7200</b>	<b>19.40258</b>	<b>3.88052</b>
<b>Knowledgevalue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>10.5600</b>	<b>2.59936</b>	<b>.51987</b>
	<b>Non - PhysicalEducation</b>	<b>25</b>	<b>10.8000</b>	<b>2.78388</b>	<b>.55678</b>
<b>Hedonisticvalue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>14.8400</b>	<b>3.49619</b>	<b>.69924</b>
	<b>Non - PhysicalEducation</b>	<b>25</b>	<b>14.5200</b>	<b>2.61598</b>	<b>.52320</b>
<b>PowerValue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>14.4000</b>	<b>3.24037</b>	<b>.64807</b>
	<b>Non - PhysicalEducation</b>	<b>25</b>	<b>14.0400</b>	<b>3.27210</b>	<b>.65442</b>
<b>FamilyprestigeValue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>11.8800</b>	<b>3.14006</b>	<b>.62801</b>
	<b>Non - PhysicalEducation</b>	<b>25</b>	<b>11.4400</b>	<b>3.72022</b>	<b>.74404</b>
<b>HealthValue</b>	<b>PhysicalEducation</b>	<b>25</b>	<b>9.2400</b>	<b>2.58650</b>	<b>.51730</b>

	<b>Non - Physical Educatio n</b>	<b>2 5</b>	<b>8.3600</b>	<b>2.81188</b>	<b>.56238</b>
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In the above table no. 1.2 shows mean, standard deviation, standard error mean value of the personal values which is considered in personal value questionnaire.

**Table 1.3 Comparison between physical education students and non - physical education students Personal values**

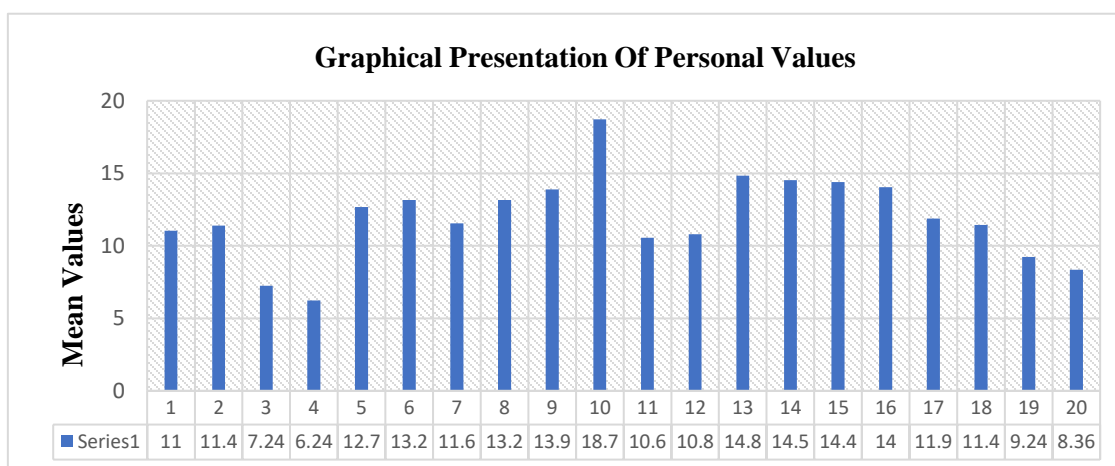
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Religious Value	Equal variances assumed	.607	.440	-.452	48	.653	-.36000	.79683
	Equal variances not assumed			-.452	47.154	.653	-.36000	.79683
Social Value	Equal variances assumed	1.610	.211	1.389	48	.171	1.00000	.72009
	Equal variances not assumed			1.389	46.167	.172	1.00000	.72009
Democratic Value	Equal variances assumed	5.378	.025	-.592	48	.557	-.48000	.81117
	Equal variances not assumed			-.592	44.420	.557	-.48000	.81117
Aesthetic value	Equal variances assumed	.478	.493	-1.909	48	.062	-1.60000	.83817
	Equal variances not assumed			-1.909	47.597	.062	-1.60000	.83817
Economic Value	Equal variances assumed	3.555	.065	-1.242	48	.220	-4.84000	3.89737
	Equal variances not assumed			-1.242	24.418	.226	-4.84000	3.89737
Knowledge value	Equal variances assumed	.027	.870	-.315	48	.754	-.24000	.76175
	Equal variances not assumed			-.315	47.776	.754	-.24000	.76175



<b>Hedonistic value</b>	<b>Equal variances assumed</b>	<b>1.241</b>	<b>.271</b>	<b>.366</b>	<b>48</b>	<b>.716</b>	<b>.32000</b>	<b>.87331</b>
	<b>Equal variances not assumed</b>			<b>.366</b>	<b>44.460</b>	<b>.716</b>	<b>.32000</b>	<b>.87331</b>
<b>Power Value</b>	<b>Equal variances assumed</b>	<b>.043</b>	<b>.837</b>	<b>.391</b>	<b>48</b>	<b>.698</b>	<b>.36000</b>	<b>.92101</b>
	<b>Equal variances not assumed</b>			<b>.391</b>	<b>47.995</b>	<b>.698</b>	<b>.36000</b>	<b>.92101</b>
<b>Family prestige Value</b>	<b>Equal variances assumed</b>	<b>.455</b>	<b>.503</b>	<b>.452</b>	<b>48</b>	<b>.653</b>	<b>.44000</b>	<b>.97365</b>
	<b>Equal variances not assumed</b>			<b>.452</b>	<b>46.683</b>	<b>.653</b>	<b>.44000</b>	<b>.97365</b>
<b>Health Value</b>	<b>Equal variances assumed</b>	<b>.917</b>	<b>.343</b>	<b>1.152</b>	<b>48</b>	<b>.255</b>	<b>.88000</b>	<b>.76411</b>
	<b>Equal variances not assumed</b>			<b>1.152</b>	<b>47.669</b>	<b>.255</b>	<b>.88000</b>	<b>.76411</b>

**P = 0.05, t = 2.011**

In the above table 1.3 in which levene's test was used in which the all-p values of personal values are more than 0.05 it shows there no – significant difference between both groups regarding all personal values. Thus, the researcher used independent t – test was applied for finding the difference but in the above table 1.3 the all t - values are less than the t – test table value 2.011 and the all p values are more than 0.05 it also shows there no – significant difference between physical education and non – physical education students regarding personal values.



## Graph 1.2

### Discussion and Conclusion

In one of the previous studies which was titled as "Personal values of sports persons and non – sports persons". They revealed that there is no significant difference between sports person and non-sports person. In one more study of "Personal values between athletes and non-athletes". The result showed that there were insignificant differences found on personal values among athletes and non-athletes. The result of this study showed there is no significant difference in personal values between physical education and non-physical education students which meant that the personal values of both are similar.

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