Chapter III
PROCEDURE

This chapter contains the description of subjects, criterion measure, procedure for administration of the test and collection of data, procedure of the experiment, experimental design and statistical treatment of data.

Selection of Subjects

Subjects for this study were two hundred (100 boys and 100 girls) school students residing in Delhi and Noida, studying in classes fifth, sixth and seventh in Delhi Public School, Noida U.P. A stratified random sample with proportionate number of subjects from each class was obtained using a random number. These subjects belonged to the age group of 10-13 years. All the subjects were classified into two groups (A and B) consisting of 50 subjects each in both the sexes.

Table-1 presents the classwise division of the subjects.
Table 1

CLASS-WISE DIVISION OF SUBJECTS USING STRATIFIED RANDOM SAMPLING

<table>
<thead>
<tr>
<th>Class</th>
<th>Total Number of students</th>
<th>No.of Students selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>95</td>
<td>80</td>
</tr>
<tr>
<td>VI</td>
<td>88</td>
<td>80</td>
</tr>
<tr>
<td>VII</td>
<td>52</td>
<td>40</td>
</tr>
</tbody>
</table>

Criterion Measure

The criterion measures in the present study were the scores of the subjects on self-concept in physical education programme and movement education programme.

Selection of Variables

The research scholar had gone through both critical as well as allied literature related to the problem and included these variables requires for the study by keeping in mind the feasibility criteria, facilities and tools available.

The variables chosen were as follows:
a) Traditional Physical Education.
b) Movement Education.
c) Self-concept.

**Administration of Tests and Collection of Data**

All the subjects were given the self-concept questionnaire to obtain the pre-test scores. The subjects were mainly divided into two groups and the questionnaire was administered on two different days, in a group of hundred each. They were given preliminary instructions regarding the questionnaire and programmes. The procedure for administration of the test was as follows:

**Self-concept**

When the subjects reported, the data on self-concept was collected from both the groups by giving the questionnaire to each subjects. Self-concept scale which was given to subjects, was Cratty Adaptation of Piers-Harris Self-concept Scale.¹

Cratty's adaptation of Piers-Harris self-concept scale is based on a compilation of statements made by children concerning their likes and dislikes about themselves. Cratty constructed a scale adapted from the Piers-Harris self-concept scale, which could concentrate more on physical ability and appearance. The questionnaire comprises 20 statements classified into five categories: Feeling about general well-being, social competence, physical ability, physical appearance and social achievement. All 20 statements were found to be valid because each one discriminated between the children with high scores and those with low scores. This 20 item scale involved a 'Yes' 'No' response by the child.

It was explained to the subjects that the purpose of the test is to find out what idea they had of themselves and it was not to test their knowledge or to find out how the other people wanted them to be. The procedure for indicating responses on the questionnaire was explained to them.

Scoring of the questionnaire was done with the help of key and the literature available
for the same i.e., score 1 point for each response expected. Deduct 1 point for each expected positive answer that was circled no and each expected negative answer that was circled yes. The score is the number of expected responses given for the 20 items.

A specimen copy of the questionnaire is presented in Appendix-A.

Procedure of the Experiment

Subjects chosen from each class were randomly divided into two groups in both the sexes (boys and girls). One group was randomly assigned to movement education programme and other to traditional physical education programme. The movement education group (M.E. group) was administered a programme of physical activities based on the principles of movement education while the traditional physical education group (T.P.E. group) education programme which was a regular part of the school curriculum. Before starting the experiment the investigator explained the contents and principles of the movement education programme to the physical education
teachers and the students of the school. The traditional physical education group participated in the physical education programme comprising minor games, tag games relays and skills of major games. A copy of the movement education programme is presented in Appendix-B-1.

T.P.E. and M.E. classes were scheduled at the same hour but on different days of the week alternately. Each class met three days a week for a total duration of 35 min. period of six months.

**Experimental Design**

A random group design with pre and post-test on these criterion measures namely traditional physical education, movement education and self-concept was used in this study. Comparison were made between pre-tests scores of two groups and the post-test scores of two groups and between the pre and post test scores of each group separately.

**Statistical Analysis of Data**

To analysis the score statistically pre and post test scores in each variable i.e.,
traditional physical education (TPE) and in movement education (ME) on self-concept were compared by using t-test separately for both boys and girls. The level of significance was set at .05 level of confidence.