

# A Comparative Study of Behavior between C.B.S.E. and U.P. Board School Students

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**Abstract-** Behavior is affected by factors relating to the person, including: physical factors - age, health, and illness, and pain, influence of a substance or medication. Personal and emotional factors - personality, beliefs, expectations, emotions, mental health. Our culture shapes the way we work and play, and it makes a difference in how we view ourselves and others. It affects our values what we consider right and wrong. This is how the society we live in influence our choices. But our choices can also influence others and shape our society. This study was attempted to assess the level of Behavior of school students of C.B.S.E. board and U.P. board. The study Objective was, 1. To study that sportsman has knowledge about the Behavior. 2. To study giving knowledge about how important it is for Behavior. 3 This study tells how your behavior will affect your life. Behavior was evaluated with Academic Self Concept Scale(ASCS) by using questionnaire of Dr.Vikash. Sharma. Total 30 students were screened for Behavior, out of which 15 students were from C.B.S.E. and 15 from U.P. board. According to table II C.B.S.E. Board's value is 39.135 and U.P. Board is 19.691. That value of C.B.S.E. Board is greater than C.B.S.E. Board. MeandifferenceofC.B.S.E.Board169.4667andmeandifferenceofU.P.Boardis 171.200. The mean difference of U.P. Board is higher than C.B.S.E. Board. That's why the Behavior of U.P. Board is more than that of C.B.S.E. Board.

**Keywords-** Behavior, C.B.S.E.Board, U.P.Board.

## I. INTRODUCTION

Psychology is defined by dictionaries as 'the science of the normal functions and phenomena of living things'. Historically, the subsequent meaning of 'Psychology' is well illustrated by the way in which the word is used in the two following quotations. The first is from 1704 (J. Harris, Lexicon Technica): 'Psychology, is by some also accounted a Part of Physic' (i.e. Medicine), 'that teaches the Constitution of the Body so far as it is sound, or in its Natural State; and endeavors to find Reasons for its Functions and Operations, by the Help of Anatomy and Natural Philosophy'. The second (a definition of Charles Darwin's colleague T. H. Huxley), 150 years

later, is virtually identical to current usage: 'whereas that part of biological science which deals with form and structure is called Morphology; that which concerns itself with function is Physiology'. Physical variables may be defined as those variables which are performance oriented and dependent upon functioning of different systems of the body in integrated manner (Tour 1996). Clarke (1978) has thus exhorted that physical fitness is a vital biological need. The neglect of which handicaps the total effectiveness of the individual. Physical fitness is not only essential for total effectiveness of all individuals but also of paramount importance to sportsmen. Harder to define, yet critical to the discipline of physiology, is the term 'general

physiology'. This subject emerged originally from the convergence of 19th-century physical chemistry with experimental biology. It was founded on quantitative studies of plant and animal cells. Because of its reductionist goal, general physiology was an obvious forerunner of what is now described as cell and molecular physiology. However, more than this, it attempted to use the theoretical insights gained from the 'hard sciences' (physics and chemistry) to provide a rational basis for analyzing living matter, and was thus eager to embrace and test theory quantitatively. An outstanding example of the success of this approach is the experimental analysis of the resting potential and the action potential (nerve impulse) by Hodgkin and colleagues in the late 1940s. Indeed, successful analysis of 'bioelectricity' is one of the factors that led to the foundation by physiologists of yet another offshoot — biophysics. Although there are still (notably in North America) a number of distinguished university departments of Biophysics, grow the oft his subject as an independent discipline has been hampered somewhat by its failure to meld its 'physiological' roots with its links to biological physics (especially X-ray crystallography).

## II. METHODOLOGY

In this part the procedure to be adopted for selection of subjects, selection of variables criterion measures, collection of data and statistical technique to be used has been declared.

### Selection of Subjects

Selection of the subjects to measure Behavior, in this study 30 School Students are selected 15 School Students of C.B.S.E. Board and 15 School Students of U.P. Board. And age range of 13 to 17 years. This study is done on male students only.

### Independent Variable

- Behavior

### Dependent Variables

- C.B.S.E. Board.
- U.P. Board.

### Selection of Sampling Technique

A simple random sampling technique was used to collect the reliable data from the respondents. The schools were sampled according to a random number table.

### Criterion Measures of Variables

Behavior was evaluated with Academic Self Concept Scale (ASCS) by using questionnaire of Dr.Vikash. Sharma

### Tool

Behavior	Academic Self Concept Scale (ASCS)	Dr.Vikash.S
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## III. RELIABILITY OF THE TEST TO BE USED

The reliability of behavior has been evaluated by using a questionnaire of Academic Self Concept Scale (ASCS) by Dr. Vikas Sharma Kamble. The reliability of the test was explain in the following manner-Firstly, 87 items were broughtoutforanitempoolbutonly57 item sretained in the final form of Academic Self Concept Scale. The five items were eliminated from each subscale 'Academic ability 'study and examination'. While seven items were eliminates from each subscale of the 'Academic Interest' and 'Academic Effort'. Item Reliability Index (IRI) or corrected item total correlation which is the association between the score on the item and the Score on the test as a whole multiplied by the standard deviation of that item. These values are noted in table1. The ranges of item to scale correlation for all subscale were higher than. 30 and show that the development procedure of ASCS was successful in achieving fairly good homogeneity of item content per scale.

### Explanation of Test and Questionnaire

Purpose-To know the behavior and behavioral changes in students

Questionnaire-Academic Self Concept Scale (ASCS) by Dr. Vikash Sharma is used

Procedure- At first the selected schools were visited. After that a brief introduction about the

questionnaire of by Academic Self Concept Scale (ASCS) by Dr.Vikash Sharma was given to the students. Then questionnaire forms were distributed among the male students only of particular school. Dept information was given to the students about each point included in questionnaire and the method of filling the questionnaire was explained by scholar and form was filled up by the students. Afterward form was collected from the students.

### Scoring

For each of the 57 items, respondents use a 5 points scale to indicate how he or she perceives himself or herself about his or her education life. The scoring procedure for positive and negative items of ASCS is different but very easy. The responses are as follows.

	Positive Items	Negative Items
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Agree	1	5

Scale scoring is simply the sum of all items responses. There are 57 items in ASCS, hence, maximum score is 285 and minimum is 57. The higher score indicates high Academic Self Concept and vice versa.

The items on eight sub scale are presented in Table7. Thenumber of negative items presented in bold, italic and underlined font.

## IV. STATISTICAL ANALYSIS OF DATA

With regard to purpose of this study Mean and Standard Deviation were evaluated. Technique of independent test ('t' test) was also used to study the significance of difference in selected

C.B.S.E board and U.P. board school students. SPSS software was applied to find out Mean Differences among C.B.S.E. board and U.P. board school students. In order to check the significance, level of significance was set at 0.05

Table 1: One-Sample Statistics

	N	Mean	Std. Deviation	Std.Error Mean
C.B.S.E. BOARD	15	169.467	16.7710	4.3303
U.P. BOARD	15	171.200	33.6732	8.6944

Table: I showed that C.B.S.E. Board Mean and Std. Deviation is 169.467 ± 16.7710 and Std. Error Mean is 4.3303

U.P. Board Mean and Std. Deviation is 171.200 ± 33.6732 and Std Error Mean is 8.694

### One-Sample Test

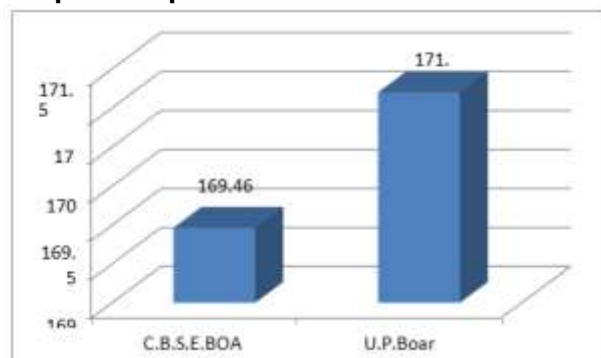
One-Sample Test						
	Test Value=0					
	t	Df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
C.B.S.E. BOARD	39.135	14	.000	169.4667	160.179	178.754
U.P. BOARD	19.691	14	.000	171.2000	152.552	189.848

Significant at 0.05 level of significant (14)(0.05)=2.145

Table: II results show that the C.B.S.E. Board behavior received't'-value is 39.135 and this value is significantly higher than the tabulated 't' value 2.145 at 0.05 level of significance

U.P. Board behavior received't'-value is 19.691 and this value is significantly higher than the tabulated 't' value 2.145 at 0.05 level of significance

### Graphical Representation



### V. RESULT

According to table II C.B.S.E. Board 't' value is 39.135 and U.P. Board is 19.691. The 't' value of C.B.S.E. Board is greater than C.B.S.E. Board. Mean difference of C.B.S.E. Board 169.4667 and mean difference of U.P. Board is 171.200. The mean difference of U.P. Board is higher than C.B.S.E. Board. That's why the Behavior of U.P. Board is more than that of C.B.S.E. Board.

### VI. CONCLUSION

This study was done to compare the Behavior of C.B.S.E. Board School Students and U.P. Board School Students. Independent variable is Behavior and dependent variables are C.B.S.E. Board and U.P. Board. Total 15 Students of C.B.S.E. Board and 15 Students of U.P. Board were taken. Hence total 30 Students were examined. The conclusion of the study is that the Students of U.P. Board are good at Behavior. Hence Students of C.B.S.E. Board. The reason behind the good behavior of U.P. Board is their balance diet and socialization. The motive of the study is to provide awareness about Behavior to C.B.S.E. Board School Students and U.P. Board School Students.

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