



Relationship between physical self-perception and wellness of state board and CBSE board school students from Pune city

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Abstract

The purpose of this study was to analyse the relationship between physical self-perception and wellness of State Board and CBSE Board school students from Pune city. A total of 138 students from State Board and CBSE Board, aged 13 to 16 years, were selected using purposive sampling technique. Correlative methods were used for the analysis. Data were collected using two standardized questionnaires: the physical self-perception profile - revised and the six dimensions of wellness scale. The collected data were analysed using SPSS software. The mean scores of physical self-perception and wellness were 69.75, 129.40 for State Board boys, and 68.32, 139.19 for State Board girls, respectively, and the mean scores of physical self-perception and wellness were 67.69, 122.69 for CBSE Board boys, and 67.06, 135.84 for CBSE Board girls, respectively. To study the relationship between physical self-perception and wellness of State Board and CBSE Board school students, Pearson correlation was calculated. The calculated coefficient of correlation which shows there is no strong significant relationship, at 0.05 level of significance of State Board boys ($p = 0.64$), and CBSE Board boys ($p = 0.20$), and CBSE Board girls ($p = 0.37$). However, a moderate significant relationship was observed among State Board girls ($p = 0.00$), Hence, it was concluded that there is no overall strong relationship between physical self-perception and wellness of State Board and CBSE Board school students from Pune city.

Keywords: Physical self-perception, wellness, State Board, CBSE Board, adolescents, Pune city

Introduction

Adolescence is a transformative stage of life characterized by rapid physical, emotional, and psychological changes that significantly influence an individual's personality, behaviour, and overall well-being. During this period, adolescents become increasingly self-aware, often evaluating their appearance and capabilities in comparison to peers, media images, and societal standards (Harter, 1999) [3]. This makes body image and self-perception critical to their development. Added pressures from academics, peer expectations, and social media further challenge adolescents in forming a healthy self-concept.

Recent studies show the relationship between adolescents' mental health and their surroundings. Varghese and Chittoor (2021) [11] explain that urban Indian adolescents are more attuned to the influence of social media on their body image. This finding resonates with the high level of sensitivity observed among the female participants of this study. In the same vein, Deshpande and Kulkarni (2024) [7] focus on the digital influence of the youth in developing regions such as Pune; in that case, developing regions, from the perspective of the youth, physical self-worth is intertwined with their social position on social media. Sood and Bakhshi (2012) and Iyer *et al.* (2025) [10, 9] support the institutional influence on the development of the students and the role of the education board in shaping students' wellness by positing that State and CBSE boards create different profiles of student wellness because of their differing academic demands and the importance of co-curricular activities. With reference to the Global Wellness Institute (2023) [8], the study of health perception is relevant to the evolving wellness economy in India and to the development of curriculum for physical education, as it is emerging as a wellness frontier.

Physical self-perception refers to how individuals view their physical appearance, strength, and fitness (Fox & Corbin, 1989) [2]. A positive perception fosters confidence and active participation in physical activities, while a negative view may contribute to emotional stress.

Wellness is a multidimensional concept encompassing physical, emotional, social, and spiritual health (Hettler, 1980) [4]. It is influenced by internal factors like body image and external ones such as peer dynamics and school environment (Eccles & Roeser, 2011) [1].

In India, students study under boards like CBSE Board and State Boards, which differ in academic structure and expectations. While it is assumed these differences affect student wellness, limited research explores their influence on self-perception. This study examines their correlation, aiming to support inclusive wellness interventions for adolescents.

Materials and Method

In variable section I mention, two key psychological constructs: The correlational method used to determine the relationships among the physical self-perception and wellness of State Board and CBSE Board school students from Pune city.

Sample: The sample for this study consisted of a total 138 students where, included 71 students from English Medium State Board schools (40 boys and 31 girls) and 67 from CBSE Board schools (35 boys and 32 girls) from Pune city. The purposive sampling technique was used to select students. The focus on this age group was intentional, as adolescence is a formative period for self-image, peer comparison, and emotional development.

Variables: The study was based on two key psychological constructs: physical self-perception, and wellness. These variables were selected because of their strong interrelationship in determining adolescent mental and physical health. Physical self-perception influences how one feels about their appearance and abilities; and wellness represents overall psychological and physical balance. Studying the correlation among these variables allows for a deeper understanding of how self-image and anxiety might impact overall well-being in the school context, especially across different academic boards.

Tools: For data collection, two standardized tools were employed. To measure physical self-perception, the Physical Self-Perception Profile-Revised (PSPP-R) developed by Martins *et al.* (2011) was used, and wellness was measured using the Six-Dimensions of Wellness Scale by Hettler (1980)^[4]. All instruments were administered using a Likert-type scale and

have been previously validated for adolescent populations.

Procedure: The data collection procedure involved formal permission from one State Board and one CBSE Board school from Pune city. On the scheduled day, the researcher introduced the purpose of the study and explained the questionnaire to the students. Participants were seated in a classroom setting and completed the two questionnaires consecutively, with the researcher present to clarify any doubts. The data collected were then compiled and analysed using descriptive statistics, and Pearson correlation to study the relationships. The findings were interpreted to identify patterns across educational boards and gender.

Results

The Scores were collected and statistically analysed by using inferential statistics with SPSS software. The statistical results are presented below.

Table 1: Descriptive Statistics of Physical Self-Perception, and Wellness of State Board and CBSE Board School Students

Gender			Mean	Std. Deviation	Std. Error of Mean
Boys	Physical Self-Perception	State Board (40)	69.75	7.43	1.17
		CBSE Board (35)	67.69	6.77	1.14
	Wellness	State Board (40)	129.40	18.33	2.90
		CBSE Board (35)	122.69	23.46	3.96
Girls	Physical Self-Perception	State Board (31)	68.32	9.76	1.75
		CBSE Board (32)	67.06	11.22	1.98
	Wellness	State Board (31)	139.19	13.03	2.34
		CBSE Board (32)	135.84	21.84	3.86

In the above-mentioned Table No.1, The mean scores of physical self-perception and wellness of State Board boys were 69.75, 129.40 and physical self-perception and wellness of State Board girls were 68.32, 139.1, respectively, and the

mean scores of physical self-perception and wellness of CBSE Board boys were 67.69, 122.69, and physical self-perception and wellness of CBSE Board girls were 67.06, 135.84, respectively.

Table 2: Correlation between Physical Self-Perception and Wellness of State Board and CBSE Board School Students

Gender			Physical Self-Perception	
Boys	Wellness	State Board (40)	Pearson correlation	0.08
			Sig. (2-tailed)	0.64
		CBSE Board (35)	Pearson correlation	-0.22
			Sig. (2-tailed)	0.20
Girls	Wellness	State Board (31)	Pearson correlation	0.52
			Sig. (2-tailed)	0.00
		CBSE Board (32)	Pearson correlation	0.16
			Sig. (2-tailed)	0.37

In the above-mentioned Table No.2, The relationship between physical self-perception and wellness of State Board and CBSE Board school students, Pearson correlation coefficient was calculated. The calculated coefficient of correlation indicated that there is no strong significant relationship, at 0.05 level of significance of State Board boys ($p = 0.64$), and CBSE Board boys ($p = 0.20$), CBSE Board girls ($p = 0.37$). However, a significant relationship was observed only in the case of State Board girls ($p = 0.00$). Hence, that is there is very low significant relationship between physical self-perception and wellness of State Board and CBSE Board school students from Pune city.

Discussion

This study examined the correlation between physical self-perception and wellness of State Board and CBSE Board school students.

From the correlation analysis, no strong relationship of State Board boys and girls and CBSE Board boys and girls was found between physical self-perception and wellness. This as existing literature-such as Fox & Corbin (1989) and Harter (1999)^[2, 3] suggests a positive association between body image and mental well-being. However, the absence of correlation in this study may be attributed to external moderating factors like peer dynamics, family environment, digital media exposure, and socioeconomic variations, which were beyond the scope of this research. These elements could have masked the expected linear relationships between body image and overall wellness.

The consistency of responses across both educational boards suggests that students, regardless of academic setting, face similar social and emotional pressures during adolescence. This supports the findings of Mishra and Shukla (2020)^[5], who also found no significant variation in self-perception and wellness across school types. It indicates a growing

universality in adolescent experience due to shared media consumption, exposure to common social ideals, and urban lifestyles. However, this contradicts the assumption that CBSE students might face higher academic pressure or competition that could negatively impact their mental health compared to their State Board counterparts.

The findings underscore the need for intervention strategies that are not limited by school type but instead focus on socio-emotional learning, body positivity, and mental health awareness. Physical self-perception not significantly affect wellness of students from different types of board.

Conclusion

This study concludes that physical self-perception showed an insignificant impact on the wellness of students from State Board and CBSE Board students, with the exception of State Board girls.

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