

A Study of Self Concept of Female Athletes from Different Levels

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Abstract

The purpose of this study was to access the self concept of female athletes from different levels. The sample consisted of female subjects in the age group of 16 to 21 years studying in the colleges and universities of the Punjab state and U.T. Chandigarh. The subjects were drawn from the colleges who participated at two levels of performance. Total 240 subjects (120 from interuniversity level and 120 from college level) were taken as subjects. The 't' test was applied to access the anxiety level of female athletes.

KEYWORDS: - Self concept, Interuniversity, College, Sports.

INTRODUCTION

Competitive performance in sports has been a focus of research studies during the second half of the 20th century. The global interest in sports performance is due to the fact that the social systems around the world have knowledge of the importance of sports competitions. To enhance their National prestige, the advance countries of the world are consistently backing the sports system that enables them to contest at the international level. Laboratory and field studies are being conducted from time to time to establish the specific factors that influence athletic performance. Researches in sports psychology have established the links of competitive sports behavior to various neuro- physiological variables. **James N. Oliver (1975)** has emphasized that in the course of growing up, a child learns, not about people and objects in the world around him but about himself. This self awareness is a growth process, which begins in childhood and develops through his interaction with people and his total environment. It changes as he develops confidence and courage and it changes according to his successes and failures. Success enhances a child's self concept and he is, therefore likely to seek areas where this can be found and to avoid areas where failure is likely. There is general acceptance that children and adults with poor self concepts are more anxious and tense and less well adjusted than those with good self concept. They are generally less effective and popular in groups. **Namiko Ikeda (1972)** investigated the self concept of physical education majors. The purpose of this study was to investigate the self concept of physical education majors using the self concept test developed by Cratty and his associates. The sub problem of the study was to find whether this testing instrument was effective in differentiating the high and low self concept groups at the college age level. The test was administered to men (N=51) and women (N=47) physical education majors enrolled. The result of the investigation indicated that the test was effective in differentiating between high and low concept groups among physical education majors. There were significant differences between males and females on their total scores and those items relatively to physical strength appearance, social competency and emotional status at 5 percent level.

Some psychologists feel that self concept or the perceptions and judgments that one has of oneself provides a major clue to understanding behavior. Self concept may be one of the most important motivators of behaviours. **Blanchard, Johne (1977)** measured the self concept levels of youth participants before and after one year participation in the Big Brothers Program of U.T. using both experiments and control groups. The null hypothesis was that upon termination of first year testing period, there would be no significant differences revealed in self concept level when comparing the fatherless experimental group with fatherless control group lacking program participation during the testing year. The Tennessee self concept scale (TSCS) was selected and administered to all participants on a pre and post test basis. Results indicated that the program did produce significant changes in self concept levels as measured by the 14 scales of TSCS, counseling form. Therefore, the null hypothesis was rejected.

Self concept influences and is influenced by a child's behavior. A child with a positive self concept generally acts and learns in a positive way. A child with a negative self concept often reacts in a negative way and fails to learn productivity. A negative self concept is developed through a lack of understanding of family, peers and teachers. Teachers can help children to form a positive self concept by recognizing the uniqueness of each student and capitalizing on special interest and abilities. Physical educators can effect the growth of a positive self concept in their student by utilizing self testing activities allowing for early exploration rather than mere repetition of skill, providing learning experiences appropriate to the readiness of the child and working toward an individualized curriculum.

OBJECTIVE

To access the self concept of female athletes from different levels.

HYPOTHESIS

It was hypothesized that there would be significant difference of self concept between the two different level groups.

METHODOLOGY

The present study has been conducted to access the self concept of female athletes from different levels.

Selection of the Subjects: - For the purpose of selection of the sample of study was delimited to the female athletes those have participated in the Inter University and college level were identified. The 240 female athletes were selected from colleges of Punjabi University, Patiala and Gure Nanak Dev University, Amritsar. All 240 subjects were divided by into two groups namely interuniversity level group and college level group consisting of 120 subjects each.

Selection of the Variables: -The list of social psychological variables selected for investigation as follows:-

- Physical self concept
- Social self concept
- Educational self concept
- Moral self concept
- Self concept total

Questionnaire used for the study:- A questionnaire developed by Dr. Raj Kumar Sarswat (1984) was used.

STATISTICAL PROCEDURE: - The collected data was analyzed through the statistical treatment's tests.

TABLE-1
COMPARISON IN PRE AND POST TRAINING TEST VALUES OF
EXPERIMENTAL GROUP

Sr. No.	VARIABLE	LEVEL	MEAN	SD	t-VALUE
1.	Physical self concept	Interuniversity	29.06	2.53	5.86*
		college	26.94	3.05	
2.	Social self concept	Interuniversity	31.00	3.48	6.00*
		college	28.60	2.66	
3.	Educational self concept	Interuniversity	30.96	3.26	4.87*
		college	28.72	3.84	
4.	Moral self concept	Interuniversity	32.18	2.80	0.84
		college	31.88	2.69	
5.	Self concept total	Interuniversity	183.16	8.09	12.44*
		college	170.96	7.06	

- Tabulated value-1.645
- Degree of freedom- 238
- Level of significance-0.05

DISCUSSION & FINDINGS

The present study has been conducted to access the self concept of female athletes. The two hundred forty female athletes were selected from colleges of Punjabi University Patiala and Guru Nanak Dev University Amritsar. Results showed that there was significant difference of all variables of self concept except moral concept between two groups. The study indicated that there was not found significant difference of all variables between interuniversity level group and college level group. The hypothesis was accepted for all variables in this study except moral self concept.

REFERENCES

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