



ISSN: 2456-0057
IJPNPE 2017; 2(2): 1082-1084
© 2017 IJPNPE
www.journalofsports.com
Received: 07-05-2017
Accepted: 08-06-2017

Dr. Dolly
Deputy Director Physical
Education, Department of
Campus Sports, Panjab
University, Chandigarh, Punjab,
India

Harmandeep Kaur
Research Scholar,
Department of Physical
Education, Panjab University,
Chandigarh, Punjab, India

A study of physical and educational self-concept of college and university level Indian female athletes

Dr. Dolly and Harmandeep Kaur

Abstract

The purpose of the present study was to find out the differences among individual and team athletes of university and college on physical and educational self concept. For the purpose of the study, one hundred ninety eight (N=198) female athletes which were randomly selected from College and University (Total College (individual and team) athletes 118 and Total university (individual and team) athletes 80) from the colleges affiliated to the Kurukshetra University, Kurukshetra and University Departments of Kurukshetra University, India were selected as subjects of the study. To assess Physical and educational aspects of self-concept of athletes Self-Concept Questionnaire adult form constructed by Raj Kumar Saraswat (1984) was used. To find out the differences among the College and University athletes on physical and educational self concept 't' test was used. From the results it has been found that athletes of individual games are better in their physical as well as educational self concept than the athletes of team games irrespective of their institutional level. University athletes have been found better than college athletes in their level physical and educational self concept irrespective of their category of game.

Keywords: Physical self concept, educational self concept

Introduction

Self-concept is certainly bound to influence one's personality and performance. Self-concept includes a person's level of confidence which influences one's ultimate achievement. In the present study self-concept seems to be the principal requirement of all the individual sports, it appears to be a key factor in determining performance in individual sports. Self concept may be defined as "the totality of an individual's thoughts and feeling having reference of himself as an object" (Rosenberg, 1979) [1]. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises. The human personality is a marvelously intricate structure delicately woven of motives, emotions, habits and thoughts into a pattern that balances, however precariously the pulls and pushes of the word outside. Personality is the total sum of his 'being' and includes physical, mental, social, emotional and intellectual aspects (Sharma, 2016) [5]. As Weitin, Dunn and Hammar (2012) [4] put it, a self-concept is said to be a collection of beliefs about one's own nature, unique qualities and typical behaviour, yourself-concept is your mental picture of yourself. It is a collection of self-perceptions. For example that a self-concept might include such beliefs as "I am going easy" or "I am pretty" or I am hard working". Jackson and Marsh (1986) [2] examined the relation between women's involvement in sports and multidimensional self-concept utilizing the self-description questionnaire III (SDQIII; Marsh & O'Neill, 1984). Their major finding indicated that female athletes scored significantly higher on self concept facet of physical ability than the non-athletic female group. Although differences were also found in other areas of self concept, the largest differences were observed in physical ability self-concept. Their findings support the multidimensionality of self-concept in that athletes are more likely to differ from non athletes in a particular area of self concept, that is , physical ability self concept which is more closely related to sport. According to Kane (1968) it should be noted that it is the success that develops the positive self-concept and in physical education especially in developing or improving physical fitness, there is large number of activities for experiencing success and thus enhancing self-concept.

Correspondence
Harmandeep Kaur
Research Scholar,
Department of Physical
Education, Panjab University,
Chandigarh, Punjab, India

Objective of the study

The objective of the study was to find out the differences among college and university athletes on physical self-concept and educational self-concept.

Method and Material

For the purpose of the study, one hundred ninety eight (N=198) female athletes which were randomly selected from College and University (Total College (individual and team) athletes 118 and Total university (individual and team) athletes 80) from the colleges affiliated to the Kurukshetra University, Kurukshetra and University Departments of Kurukshetra University, India were selected as subjects of the

study. The age of the subjects ranged between 17-24 years. This included those athletes who had represented their respective college tournaments but not selected for coaching camps organized by University for the participation in Inter University Competition and also those representing University in Inter University competition. To assess Physical and educational aspects of self-concept of athletes Self-Concept Questionnaire adult form constructed by Raj Kumar Saraswat (1984) was used. To find out the differences among the College and University athletes on physical and educational self-concept 't' test was used.

Result

Table 1: Significance of difference of college and university (individual and team) athletes on Physical Self-concept

S. No.	Groups	N	Mean	SD	Groups				
					2	3	4	5	6
1	College individual athletes	60	27.40	1.09	3.69**	2.17*	3.63**	1.27	4.47**
2	University individual athletes	30	28.23	.82		4.97**	.42	4.51**	.30
3	College team games	58	26.91	1.33			5.30**	1.22	6.50**
4	University team games	50	28.14	1.03				4.93**	.20
5	Total College (individual and team) athletes	118	27.16	1.23					6.21**
6	Total university (individual and team) athletes	80	28.17	.95					

*P<.05

**P<.01

t-Ratio matrix in table 1 reveals significant differences between college and university (individual and team) athletes on physical self concept. University athlete (individual, team and Total) have recorded higher mean scores of 28.23, 28.14 and 28.17 respectively compared to the college athletes (individual, team and total) who had mean scores of 27.40, 26.91, and 27.16 respectively. University athletes (individual, team and Total) scoring high on physical self concept have recorded significant differences from college athletes (individual, team and total) with t-values 3.69, 5.30 and 6.21 respectively.

University individual athletes scoring the highest (M=28.23) physical self concept have differed significantly from the college individual athletes (t=3.69), college team athletes (t=4.97) and total college athletes (t=4.51) at .01 level of confidence.

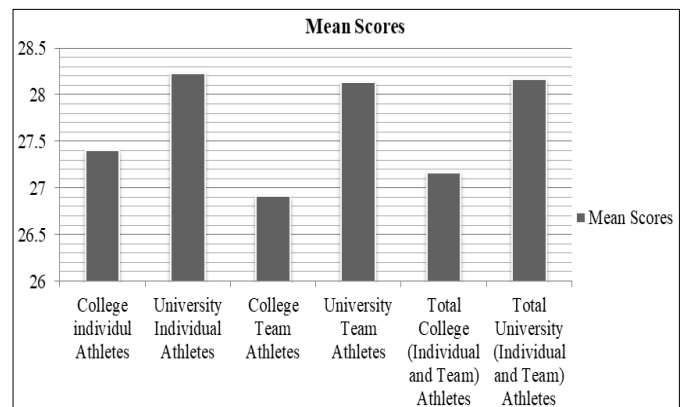


Fig 1: Comparative status of college and university (individual and team) athletes on 'Physical Self -Concept'

Table 2: Significance of difference of college and university (individual and team) athletes on Educational Self-concept

S. No.	Groups	N	Mean	SD	Groups				
					2	3	4	5	6
1	College individual athletes	60	28.95	1.35	2.69**	4.62**	.48	2.66**	1.58
2	University individual athletes	30	29.77	1.38		5.49**	2.02**	4.22**	1.36
3	College team games	58	27.48	2.05			4.54**	2.41*	6.15**
4	University team games	50	29.08	1.52				2.84**	.95
5	Total College (individual and team) athletes	118	28.23	1.87					4.42**
6	Total university (individual and team) athletes	80	29.34	1.50					

*P<.05

**P<.01

In table 2, comparative results of college and university (individual and team) athletes on education self-concept are presented. University individual athletes with mean score 29.77 have recorded the highest level of educational level of self concept followed by total university athletes and university team athletes with mean scores of 29.34 and 29.08 respectively. In contrast college individual athletes, total college athletes and college team athletes with mean scores of 28.95, 28.23 and 27.48 respectively have recorded lower educational self-concept.

College individual athletes (M=28.95) and college team athletes (M=27.48) have shown considerable differences (t=4.62) in their performance on educational self-concept. Total university athletes (M=29.34) and total college athletes (M=28.23) have also differed significantly (t=4.42) on educational self-concept. But the university team and total university athletes with mean scores of 29.08 and 29.34 have not found to be greatly different from each other on educational self-concept.

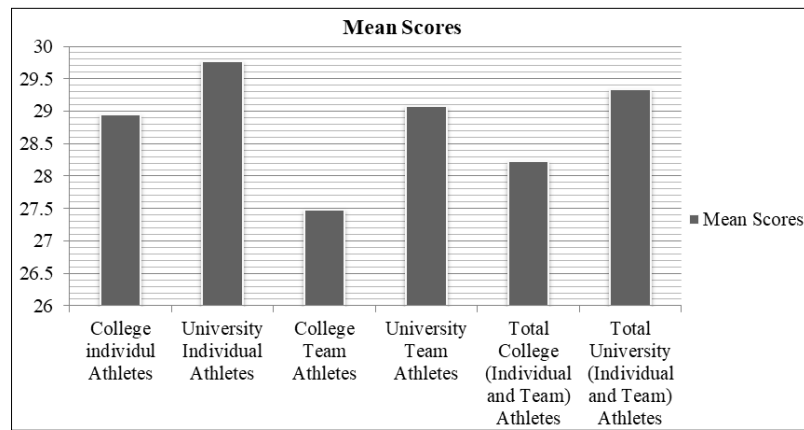


Fig 2: Comparative status of college and university (individual and team) athletes on 'Educational Self-Concept'

Findings of the study

Physical self concept

1. University individual athletes achieving higher score on physical self-concept differed significantly from college individual athletes.
2. University team athletes achieving higher score on physical self-concept differed significantly from college team athletes.
3. College individual athletes achieving higher score on physical self-concept differed significantly from college team athletes.
4. No significant difference has been found between university individual and university team athletes in their levels on physical self-concept.
5. Total university athletes have also differed significantly from college athlete (total Sample) on physical self concept.

Educational self-concept

1. University individual athletes achieving higher score on educational self-concept differed significantly from college individual athletes.
2. University team athletes achieving higher score on educational self-concept differed significantly from college team athletes.
3. College individual athletes achieving higher score on educational self-concept differed significantly from college team athletes.
4. University individual athletes achieving higher score on educational self-concept differed significantly from university team athletes.
5. Total university athletes differed significantly from college athlete (total Sample) on educational self concept.

Conclusion

The findings of the study make it clear that significant differences exist between the athletes of individual and team games of university and college level in their physical as well as educational self concept. Hence it can be concluded that the level of institution and category of game makes the difference in one's level of physical and educational self concept

References

1. Rosenberg M. Conceiving the self. New York: Basic Book, 1979.
2. Jackson SA, Marsh HW. Athletic or antisocial? The female sports experience. *Journal of sport psychology*, 1986; 9:198-211.

3. Kane JE. Personality in relation to physical ability and physique. Unpublished Doctoral thesis. University of London, 1968.
4. Weitin W, Dunn DS, Hammar EY. *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Belmont, CA: Wadworth, 2012.
5. Sharma VP. Influence of personality traits and self concept on performance as an individual or as a team at college level. *International Journal of Physical Education, Sports and Health*. 2016; 3(5):15-17.