

A Pilot Study of Self-Concept: Comparison between Student Athlete and Non-Student Athlete

Dr. Sachin B Pagare

R.B Atal College Georai , Beed (Maharashtra)

Abstract

The primary aim of the study was to determine the differences of self-concept of Students Athlete and Non-students Athlete. Total students Athlete and 45 Non-students Athlete players participated in the study and their age ranged between 18-30years. The data was collected through respondents in the form of questionnaires. The demographic information about Gender, age, daily smoking, drug use, etc. was obtained before seeking responses. The study area was restricted to Marathwada region of Maharashtra. The data was collected through respondents from self-concept questionnaires. Instructions was given to the sports person before filling the questionnaires. The findings of the study shows that there was significant difference of Self-concept between Students Athlete and Non-students Athlete. Students Athlete have better self-concept to Non-students Athlete. While compare the six subscale of self-concept, Students Athlete were found to have got more physical and social self-concept.

Key words : **Physical self-concept , social self-concept , moral self-concept , temperamental self-concept , educational self-concept**

Introduction

Athletes have personal accountability, looking at themselves first to see where they can act to make a difference, The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. self-concept means how a person thinks or feels about him/her self. It may be positive or negative. In recent years, there has been growing realization of the importance of self-concept in understanding and predicting the sports performance. A self-concept is an understanding that one is separate and independent person. Self-concept is cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action, organizing and trying together a variety of specific habits, abilities, outlooks, ideas and feelings that a person displays.

Self Concept is the vehicle of symbolic behaviour. It is regarded as the most important tool of our thoughts and expressions. Students Athletes is a sportsman spirit and teamwork characteristics. Being a student-athlete will make you feel like an all-rounder, thus increasing your self-confidence. An athlete will also build physical strength and

perseverance while practicing drills for the sports event. A student athlete (sometimes written student-athlete) is a participant in an organized competitive sport sponsored by the educational institution in which the student is enrolled.

Methods

Total 45 students Athlete who are playing inter collegiate tournaments and 45 Non-students Athlete who are not participating in any sporting activity participated in the study and their age ranged between 18-30years. The data was collected through respondents in the form of questionnaires. The demographic information about Gender, age, daily smoking, drug use, etc. was obtained before seeking responses. The research design of the study is to descriptive research design. The study depends mainly on primary source of data and collected from Nanded and Aurangabd district. The data was collected through respondents from self-concept questionnaires. Instructions was given to the sports person before filling the questionnaires.

Self-concept questionnaire (SCQ) :

The questionnaire was constructed and standardized by Dr. Raj Kumar Saraswat. It consists 48 items and six dimensions. Each dimension contains eight Questions. Each item is provided with five alternatives. Responses are obtained on the test

booklet itself. The maximum obtained score is 240 and minimum 48. High score in this inventory indicates a higher self-concept, while a low score shows low self-concept. The Reliability of the questionnaire was found by test- retest reliability 0.91 for the total self-concept measure. The reliability coefficient of various dimensions varies from 0.67 to 0.88.

Results and Discussion

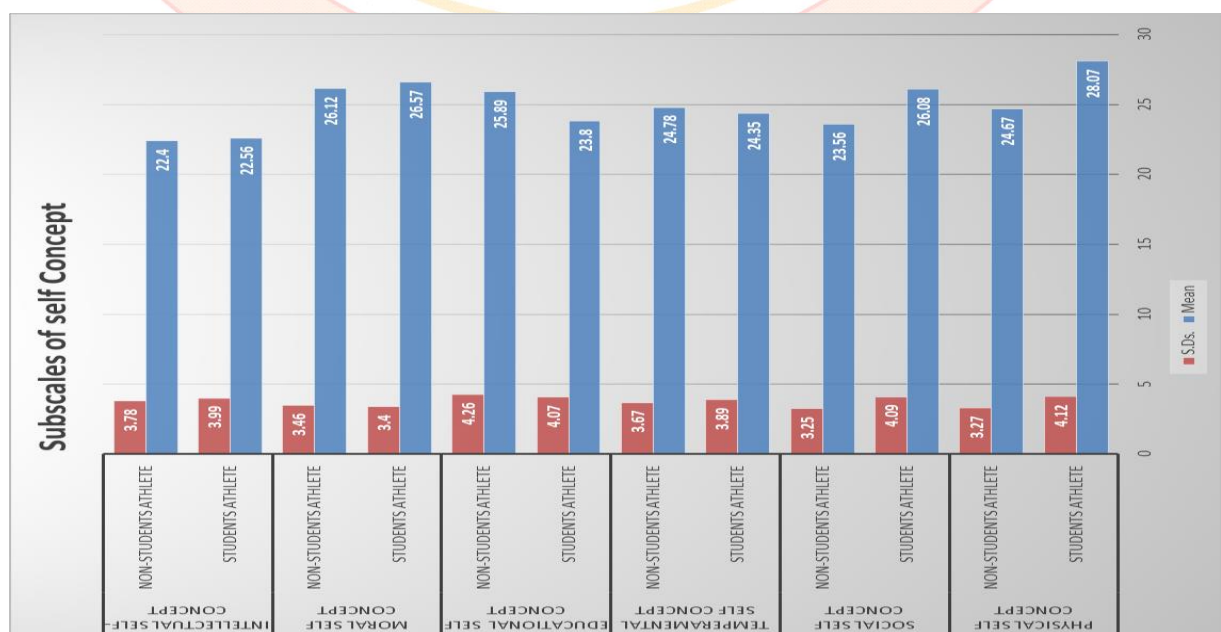
The results concerning this are presented in the form of tables. For the sake of convenience and methodical presentation of the results, following order has been adopted.

**TABLE-1
MEAN SCORES, STANDARD DEVIATION AND
T-RATIO OF SELF-CONCEPT BETWEEN STUDENTS ATHLETE AND NON-STUDENTS ATHLETE**

<i>Dimension</i>	<i>Sample size</i>	<i>Number</i>	<i>Mean</i>	<i>S.Ds.</i>	<i>t-ratio</i>
Physical Self concept	Students Athlete	45	28.07	4.12	<i>(t=, <.05)</i>
	Non-students Athlete	45	24.67	3.27	
Social Self concept	Students Athlete	45	26.08	4.09	<i>(t=, <.05)</i>
	Non-students Athlete	45	23.56	3.25	
Temperamental Self concept	Students Athlete	45	24.35	3.89	<i>NS</i>
	Non-students Athlete	45	24.78	3.67	
Educational Self concept	Students Athlete	45	23.80	4.07	<i>(t=, <.05)</i>
	Non-students Athlete	45	25.89	4.26	
Moral Self concept	Students Athlete	45	26.57	3.40	<i>NS</i>
	Non-students Athlete	45	26.12	3.46	
intellectual self-concept	Students Athlete	45	22.56	3.99	<i>NS</i>
	Non-students Athlete	45	22.40	3.78	
self-concept	Students Athlete	45	152.85	23.56	<i>(t=, <.05)</i>
	Non-students Athlete	45	148.89	21.39	

* Significant at .05 level.

**Figure -1
Illustrates the mean scores, standard deviation of self-concept
between students athlete and non-students athlete**



Discussion

The result given in Table 1 reveals that significant difference of self-concept was found between Students Athlete and Non-students Athlete ($t=05$). The student athletes was found to have got more self-concept as compare to their counterparts. self-concept is particularly important for self-knowledge helps managers understand why they do the things they do and how their beliefs and behaviors affect themselves, others, and the organization—for better and worse. The self-concept is an internal model that uses self-assessments in order to define one's self-schemas. Athletes display a quiet inner confidence based on preparation, while Non- Athletes have a false confidence, not build on preparation but on factors they don't control.

In order to find out the differences of six categories of self concept between Students Athlete and Non-students Athlete; t-ratio was computed for each category separately. With regard Physical Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 28.07 and 24.67 respectively, reveals that the significant difference of Physical Self-concept of Students Athlete and Non-students Athlete were found. The student athletes incur significantly high physical self-concept as compare to Non-students Athlete. Athletes bring an enthusiasm for “continuous improvement” every day, while Non Athletes look at any comments as criticism, and often respond with an excuse. Athletes have pride to become as good as possible for themselves and their group of teammates, while Non Athletes pride is self-oriented and often selfish.

With regard to Social Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 26.08 and 23.56 respectively, reveals that the significant difference of Social Self-concept of Students Athlete and Non-students. The non-student athletes incur significantly low social self-concept as compare to Non-students Athlete

With regard to Temperamental Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 24.35 and 24.78 respectively, reveals that the no significant difference of Temperamental Self-concept of Students Athlete and Non-students Athlete were found.

With regard to Educational Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 23.80 and 25.89 respectively, reveals that the no significant difference of Educational Self-concept of Students Athlete and Non-students Athlete were found. The non-student athletes incur significantly high social self-concept as compare to Non-students Athlete. With regard to Moral Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 26.57 and 26.12 respectively, reveals that the no significant difference of Moral Self-concept of Students Athlete and Non-students Athlete were found. With regard to Intellectual Self-concept of Students Athlete and Non-students Athlete they have obtained the mean values of 22.56 and 22.40 respectively, reveals that the no significant difference of Intellectual Self-concept of Students Athlete and Non-students Athlete were found.

Limitations

Results of this study are limited by a relatively small preliminary survey of self-reported self concept rather than a study of actual behavior, which would be very difficult to achieve. A limitation of this study is that it reflects the findings of some Students Athlete and Non-students Athlete

References

1. Lyon, M. A. (1993). Academic self-concept and its relationship to achievement in a sample of junior high school students. *Educational and Psychological Measurement*, 53, 201-210.
2. Marsh, H. W., Byrne, B. M., & Shavelson, R. J. (1988). A multifaceted academic self-concept: Its hierarchical structure and its relation to academic achievement. *Journal of Educational Psychology*, 80, 366-380.
3. Marsh, H. W., & Shavelson, R. J. (1985). Self-concept: Its multifaceted, hierarchical nature. *Educational Psychologist*, 20, 107-123.
4. Marsh, H. W., Smith, I. D., & Barnes, J. (1985). Multidimensional self-concepts: Relations with sex and academic achievement. *Journal of Educational Psychology*, 77, 581-596.
5. Marsh, H. W., & Yeung, A. S. (1997). Causal effects of academic self-concept on academic achievement: Structural equation models on longitudinal data. *Journal of Educational Psychology*, 89, 41-54.
6. Mboya, M. M. (1986). Black adolescents: A descriptive study of their self-concepts and

7. academic achievement. *Adolescence*, 21, 689-696.
8. McCoach, D. B. (452). A validation study of the school attitude assessment survey. *Measurement and Evaluation in Counseling and Development*, 35, 66-77.
9. McCoach, D. B., & Siegle, D. (453). *The School Attitude Assessment Survey-Revised: A new instrument to identify academically able students who underachieve. Educational and Psychological Measurement*, 63, 414-429.
10. Reynolds, W. M. (1988). Measurement of academic self-concept in college students. *Journal of Personality Assessment*, 52, 223-240.
11. Reynolds, W. M., Ramirez, M. P., Magrina, A., & Allen, J. E. (1980). Initial development and validation of the academic self-concept scale. *Educational and Psychological Measurement*, 40, 1013-1016.
12. Rist, R. C. (1970). Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, 40, 411-451.

