

Compare self-concept traits among individual and team games at inter-college level

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Abstract

The word sport was added to psychology. Sports scientists truly hold the belief that an individual is a thinking animal as well as a performing one. It should then follow that attempting to synthesize and analyze the interactions of various aspects of sports performance and the multi-dimensional nature of intelligent behavior is a productive undertaking. Cratty confirms that intellectual involvement and intelligent decision making on the part of an athlete is a matter of experience.

Sample: Twenty male subjects were selected from S.G.G.S Khalsa College Mahilpur. Ten subjects from individual games and ten from Team games who had represented the Inter-college in their respected games. The age level of the subjects ranged from 17 – 25 years.

Hypothesis: Based upon the available literature and scholar's own understanding, there shall not be any significant differences between means of Self-Concept Traits among the individual and team games at the Inter-college level.

Statistical Analysis: The data collected in test was statistically compared by using 't' test. The level of significance chosen was 0.05.

Keywords: Self-concept, Questionnaire

1. Introduction

The element of competition in sports demands more specialized research and training in psychology. That is how, today, we have "sports psychology," "psychological conditioning," "psychological preparation", "psychological training" etc. These are now very common concepts and procedures in competitive games and sports. According to Robert N. Singer, "Sports psychology explores one's behavior in athletics" The idea is to improve the performance of athletes by exploring their 'psychic energy'. Sports psychology, today, is an emerging discipline like industrial psychology, medical psychology, the child psychology, the educational psychology etc.

Self-Concept is learned by an individual inference from his unique experiences. The individual perceptions of feeling of others towards him strongly influence his self-image. In turn, self-concept may prove the most powerful motivation for specific behavior.

The type of behavior depends upon what one feel capable of and appropriate to his need. Thus self-concept and unique behavior pattern of an individual resembles the relationship between egg and chick. The self-concept is a highly complex component of behavior, composed of both cognitive and effective dimension and has at least four orientations: The real self, the perceived self, and the ideas self and the self as perceived by other.

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. One's personality reflects his perception, imagination, attitude, instincts, habits, values, interests and sentiments about himself and his self-worth. Intelligence, achievement, motivation, and modes of

adjustment all these and much more constitute human personality.

Personality Traits – In everyday life no one, not even psychologists doubt that underlying the conduct of a mature person there are characteristic disposition in traits. We usually think personality as being made up of traits. Psychologists have defined traits as a mode of behaviour. Traits are not creations in the mind of the observer, nor are they verbal fictions; they are accepted biophysical facts, actual psychological dispositions. There are specific qualities of behaviour or adjustable pattern, such as reactions to frustration, ways of meeting problems, aggressive or defensive behaviour and outgoing or withdrawing behaviour in presence of others. The traits are outward signs of dynamic forces that act and interact in an infinite number of ways. That is why the integration of these traits or personality is never the same in any two individual.

Cattell postulated that human behaviour is a result of interaction between external situations and individual traits. He has further divided personality traits into three categories on the basis of qualities of personality, temperamental traits (being persistently irritable, easy going or bold), ability traits (such as intelligence and skill, while dealing complex situations), and dynamic traits (such as motivation, interest and attitude). His further sub divided traits into attitudes, sentiments and urges.

2. Statement of the Problem

The purpose of the study was to compare self-concept traits among individual and team games at Inter-college.

Hypothesis

Based on evidence available in the literature and on the basis of personal experiences, as well as discussion with experts, the following hypothesis was formulated.

It was hypothesized that there shall not be any significant differences between means of Self-Concept Traits among the individual and team games at the Inter-college level.

Self-Concept

Roger defined self-concept as “An organized configuration of perception of the self which are admissible to awareness. It is compared of such elements as the perception of one’s characteristics and abilities, the percept and concept of the self in relation to others to the environment.

3. Material and Method

Selection of Subjects

Twenty male subjects were selected from S.G.G.S Khalsa College Mahilpur. Ten subjects from individual games and ten from Team games who had represented the Inter-college in their respected games. The age level of the subjects ranged from 17 – 25 years.

Criterion Measures

The following criterion measures chosen to test the hypothesis was: The self-concept scores of the subject were obtained by using Self-Concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat.

Procedure of Administration of Questionnaire

The Self-Concept questionnaire was distributed to the subjects. The direction was read out by the researcher at a dictation speed to make the subject understand about what they were exactly required to do so. All the doubts or queries were clearly explained by research scholar.

The self-concept inventory provides six separate dimensions of self-concept viz. Physical, social, temperamental, educational, moral and intellectual self-concept. It also gives a total concept score. The operational definitions of self-concept dimensions measures by this inventory were:

- **Physical:** Individual view of their body health, physical appearance and strength.
- **Social:** Individuals sense of worth in social interaction.
- **Temperamental:** Individuals view of their prevailing emotional state or predominance of particular kind of emotional reaction.
- **Educational:** Individual’s view of themselves in relation to school, teacher and extracurricular activity.
- **Moral:** Individual’s estimation of their moral growth, right and wrong activities.
- **Intellectual:** Individual’s awareness of their intelligence and capacity of problem solving judgements.
- Each item was provided with five alternatives. Responses are obtained on test booklet itself. There was no time limit but generally. 20 minutes were found sufficient for responding to all the items. The research scholar supervised the group and verifies that they were responding in a desired way.

Scoring

The respondent was provided with five alternatives to give his responses ranging most acceptable to least acceptable description of this self-concept. The alternatives or responses were arranged in such a way that the scoring system for all the items remained the same i.e. 5, 4, 3, 2, 1 whether the items were positive or negative. If the respondent put (√) mark for

first alternative the scores was 5, the second alternative the score was 4, third alternative the score was 3, the fourth it was 2 and the last alternative the score was one. The sum scores of all the forty eight items provided the total self-concept of an individual. A high score on this inventory indicates a high self-concept, while a low score indicates a low self-concept. The scores of each item were transferred to the front page against that item. All the scores of eight items given in that column were added up which represented that particular dimension of self-concept.

Statistical Analysis

To observe the differences between all the categories on their selected variables named self-concept and personality traits, the data collected was analyzed using the mean, standard deviation and uncorrelated ‘t’ test. The level of significance was set at 0.05 levels.

4. Findings and Discussion

In order to determine the significance of difference on self-concept between individual and team games subjects, t- test were applied. The result pertaining to the self-concept has been presented in Table 1.

Table 1: Significance Difference of Self Concept between the Individual and Team Games Players

	Mean	S.D.	D.M.	σ_{DM}	‘t’ ratio
Individual games	167.7	12.07	4.12	4.32	0.953
Team Games	163.6	17.95			

* significant to $t_{0.05(48)} = 2.021$

Since the calculated t (0.953) is less than tabulated ‘t’ (2.021) at 0.05 level of significance, thus it may be concluded that the self-concept of individual and team games players are same.

5. Conclusion

Table 1 reveals that the significant difference of self-concept between individual and team games players was 0.953, which is below the required value at 0.05 level of significance ($t = 2.021$). It shows both the group having similar self-concept. To determine the significance of difference in the mean scores of the self-concept among individual and team games players, the t-test was applied. The t-test showed that there was no significant differences were found in mean differences among the individual and team games in relation to self-concept.

6. Reference

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