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## A comparative study of self concept between sportsman and non sportsman

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### Abstract

This study compared the relationship between the self concept among school children who took part in sports and those who did not. The sample comprised 60 children, aged 14-16 years. Self-concept was assessed using the Pierres Harris Self-Concept Scale consisting of 40 questions. Children were classified into sportsman and non sportsman based on their participation in active sports and participation at the state level tournaments. The data was treated by “t” test procedure for each of the measure at .05 level of confidence. The self concept level of the students who are sportsman is higher than those of the students who are non sportsman and it is dependent on the type of respondent.

**Keywords:** Physical fitness, pulse rate, non-sportsmen, Sirsa

### Introduction

Adolescence is a time of transition, with individuals struggling to deal with the physical, cognitive, and social changes throughout this developmental period. These changes can be stressful, and may lead to significant declines in feelings of self-worth.1 Adolescents may experience a decline in general satisfaction with the self, and/or they may experience a decline in specific subdomains of the self, such as physical appearance, athletic competence or academic competence Harter, 1985,1990; Marsh, 1987, 1990.

So how can physical education and sports determine how our activities can contribute in the building of the self. We know the field of physical education objective is to create a learning environment that will not cause students to hate the very things they are learning and the process of learning. Physical education is one of the best subject matter disciplines to foster ones self. There are dozens of studies linking self concept and self esteem to things as body image, physical ability, the estimate of physical ability, and interest in sport activity. A number of specific strategies can be incorporated into physical education which reflect a deliberate attempt to teach for self concept and self esteem.

What is self ? The self (according to the dictionary) is the total, essential or particular being of one person. It is thought as a synonym of personality and often stresses on individuals consciousness of what he is.

Self Concept –Each person is aware of being an individual self and can reflect and react to himself as an object. The second factor which enables us to achieve a self identity is a sense of continuity over time. According to researchers who have studied the development of self concept found that with increasing age the child’s conception of the self seems to become more abstract.

One important function of self concept is self evaluation, by which the individual is able to measure past and present activities and predict probable success or failure in future activities. The self concept also contains a self enhancing aspect that urges the individual to make maximum use of his own potential. Feeling positively about one's physical self is an important predictor of overall or general self-concept during adolescence (Harter, 1997), But does this hold good in terms of children who are actively taking part in physical activity and those who do not take part in any kind of physical activity. The researcher wants to examine this gap of research through this study.

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**Objectives of the study**

- 1) The objective of the study is to examine weather there is any significant difference in the levels of self concept with respect to students who are sportsman and students those who are non - sportsman.
- 2) To study if there exists a relationship between self concept score and types of individuals (Sportsman and non sportsman).

**Statement of the Problem**

The purpose of this study was to compare levels of self-concept between sportsman and non sportsman.

**Null Hypothesis:** H0-There is no significant difference in the self-concept of students with respect to sportsman and non sportsman, as measured by the Piers-Harris Children's Self Concept Scale.

**Alternative hypothesis**

H1- There is a significant difference in self concept score with respect to sportsman and non sportsman.

**Limitations**

- 1) Response given to the questionnaire was considered to be one of the limitations.
- 2) One final limitation may be truthfulness of the students in answering the survey questions. However, the Piers-Harris Self-Concept Scale has a certain measure of reliability.

**Delimitations**

- 1) The study was confined to 30 sportsman and 30 non sportsman adolescents.
- 2) The study was confined to students between VIII and X standard.
- 3) In case of the sportsman the study was delimited to students those who were a part of a team participating at the state level sports.
- 4) The study was confined to only schools from Dharwad city.

**Significance of the study**

- 1) This study will help to compare the self concept among students who are sportsman and students who are non sportsman.
- 2) This study will help teachers to know the self concept of the students and in turn helping those with low self concept to improve.
- 3) This study will also help the parents of the children whose self concept is on the lower side.
- 4) This study will help the teachers and parents to help the students those who are low in their self esteem and motivate them to take to sports or any physical activity.

**Methodology**

The purpose of this study was to compare the self concept between the sportsman and non sportsman adolescent students. For the purpose of this study, the participation of the students in extramurals which was being recorded by the physical education teacher of the respective schools was taken into account. Age of the subject was obtained from the school records. Participants were selected from University Public

high school, St Josephs, and Basel Mission schools from Dharwad city consisting of approximately 7<sup>th</sup> to 10<sup>th</sup> standard students. The students were randomly selected from the three schools. This study population comprised of 60 students. Each student received a consent form, which was signed by the parent or legal guardian before participation was allowed in this study. On this form, parents/guardians were asked to give written consent for their child’s participation. Students with written consent to participate were given the Piers-Harris Children’s Self- Concept Scale, to complete on a Sunday where all the students choosen for this research sat together. This instrument is comprised of 80 items and is designed to reflect a child’s overall self-concept, plus subscale scores (Behavioral Adjustment, Freedom from Anxiety, Happiness and Satisfaction, Intellectual and School Status, Physical Appearance and Attributes, and Popularity) that permit more detailed interpretation. The scale is composed of items written at the 2nd-grade reading level, each of which the child indicated whether or not the question pertained to them by circling yes or no. These cards and scales were collected by the researcher.

The age of the students was collected from the respective school records.

**Scoring:** Score of the subjects for the pieers self concept questionnaire was done by giving 1 point to every positive answer given to the questions asked.

**Statistical Technique:** To investigate the self concept of normal and obese adolescents the ‘t’ test was used and to examine the type of variance structure Levene’s Test for Equality of Variance is used. To know if the self concept is dependent on the type of individual the pearsons chi square test was used.

**Analysis of data and results of the study**

Statistical analysis of test data collected from sixty students 30 sportsman and 30 non sportsman on the scores of self concept.

**Objective 1:** The objective of the study is to examine weather there is any significant difference in the levels of self concept with respect to sportsman and non sportsman students.

**Here our Null Hypothesis was**

**H<sub>0</sub>:** There is no significant difference in self concept score with respect to sportsman and non sportsman student. And the corresponding Alternative Hypothesis was

**H<sub>1</sub>:** There is a significant difference in self concept score with respect to sportsman and non sportsman students.

Here in order to test the above null hypothesis, we use the

**Test for single mean (t test)**

**Table 1:** Group Statistics

Respondent Type	N	Mean	Std. Deviation	Std. Error Mean
<b>Self Concept Score</b>				
Sportsman	30	48.67	9.86	1.80
Non Sportsman	30	37.63	9.79	1.79

Table 2: Independent samples test

	Levenes test for equality of variance		t-test for equality of means						
	F	Sig	t	df	Sig (2 tailed)	Mean Diff	Std Error Dif	95% Confidence interval of the Difference Lower Upper	
Self concept Score Equal variances assumed	.259	.612	4.348	58	.000	11.03	2.54	5.95	16.11
Equal variances not assumed			4.348	57.997	.000	11.03	2.54	5.95	16.11

Before we apply the t test we have to examine what type of variance structure should be applied, we apply the Levene's Test for Equality of Variance.

#### Under this test, the null hypothesis is

**H<sub>0</sub>:** The two samples assume equal variance.

#### And therefore the alternative hypothesis is

**H<sub>1</sub>:** The two samples assume unequal variance.

Now at 5% level of significance value, we observe that the p-value is greater than the level of significance value i.e. (0.612 > 0.05), thus we can Accept H<sub>0</sub>. This means we have to assume that two samples assume equal variance. Under this assumption we observe the p-value for t test is less than the level of significance (5%), i.e. 0.000 < 0.05, thus we can reject H<sub>0</sub> at 5% level of significance.

#### Conclusion

There is a significant difference in self concept score with respect to sportsman and non sportsman students.

**Objective 2:** To study if there exists a relationship between Self Concept Score and Types of Individuals (sportsman and nonsportsman).

#### Here our Null Hypothesis will be

**H<sub>0</sub>:** Self Concept Score is Independent of type of respondent.

And the corresponding Alternative Hypothesis will be,

**H<sub>1</sub>:** Self Concept Score is Dependent of type of respondent.

Here in order to test the above null hypothesis, we would use the Chi-Square test.

Table 3: Respondent type \* level of self concept score cross tabulation count

	Level of Self Concept Score			Total
	Low	Medium	High	
<b>Respondent Type ---</b>	<b>1</b>	<b>28</b>	<b>1</b>	<b>30</b>
Sportsman Non	6	23	1	30
Sportsman Total	7	51	2	30

Table 4: Chi square tests

	Value	df	Asymp. Sig (2 - sided)
Pearson Chi square	4.062 <sup>a</sup>	2	.131
Likelihood Ratio	4.453	2	.108
Linear by linear association	2.864	1	.091
N of valid cases	60		

a. 4 cells (66.7 %) have expected count less than 5. The minimum expected count is 1.00

Here the Chi-Square test is a one tailed test, hence the p-value for the data will be 0.131/2=0.0655. Now we observe that the

p-value is greater than the level of significance (5%), i.e. 0.0655 > 0.05, hence we can accept H<sub>0</sub> at 5% level of significance.

**Conclusion:** Self Concept Score is Independent of type of respondent. But at 10% level of significance we observe that the p-value is less than the level of significance, i.e. 0.0655 < 0.10, hence we can reject H<sub>0</sub> at 5% level of significance.

**Conclusion:** Self Concept Score is Dependent of type of respondent

#### Discussion of findings

The result of the study showed that there is a significant difference between the self concept level of students those who are sportsman to that of students those who are non sportsman at .05 level of confidence. The result also showed that the self concept is dependent on the type of respondent. The results of this study are in keeping with those of previous studies that have separately examined the effect of gender (Marsh, 1989; Harter, 1988), puberty (Blyth *et al.*, 1981; Brooks-Gunn, 1984; Alsaker, 1992; Folk, Pedersen, & Cullari, 1993), Male students in general have greater self-esteem than do female students.

The relationship of sports participation to aspects of self-concept warrants further attention. Students those who are non sportsman considered their athletic abilities to be poor. The introduction into schools of exercise programs suitable for post pubertal students may help this group improve their self-concept in addition to their general health and fitness. This suggests that they may also benefit psychologically and physically from an appropriate fitness program.

#### Summary, recommendations and conclusions

The purpose of the study was to compare the level of self concept of students those who were sportsman and students those who are non sportsman who volunteered to the study. The students selected to the study were between those studying in the 7<sup>th</sup> standard and 10<sup>th</sup> standards. The Piers Harris self concept questionnaire was administered to all the students to know the level of self concept they had. The data was treated by "t" test procedure for each of the measure at .05 level of confidence. The result of the study showed that the mean score of self concept of students who are sportsman is higher than that of students who are non sportsman. The result also showed that the self concept is dependent on the type of respondent.

#### Conclusions

In view of the limitations this study states that the following conclusion may be drawn from the result presented in the previous chapter. The self concept level of the students who are sportsman is higher than those of the students who are non sportsman and it is dependent on the type of respondent.

### Recommendations

On the basis of the result and conclusion of the study the following recommendations are made-

- 1) Since the study did not divide the subjects as girls and boys there is a scope to test if there is any change in the self concept of girls and boys.
- 2) As the result revealed that the obese have a low level of self concept a study can be undertaken to plan a 6 weeks exercise programme for the students who are non sportsman and see if there is any change in their level of self concept.
- 3) As this study did not differentiate the children on the basis of economic status there is a scope for conducting a research on finding if differences exist between students those who are sportsman and non sportsman coming from a economically low class family and economically high family on the levels of self concept.

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