# A Comparative Study Among Boys & Girls High School Students with Respect to Anxiety and Self Concept

## DR. S. L. TRIBHUVAN

Department of Psychology
Shri Bankatswami Mahavidyala,
Beed 431122. (MS)

## ABSTRACT

An Aim of the present study was to find out the self concept and anxiety of Boys' and girls' High school students. Total 100 High school students were selected study among them 50 subjects were boy's High school students and 50 subject's girl's High school students belonging to Aurangabad and Jalna district. The age range of players were 13 to 19 years (M =17.56, SD = 4.34). Non-probability purposive sampling was used. **Hypothesis** of the study was there will be significantly difference between Boys' and girls' High school students' dimension of self concept and anxiety **Sinha's Comprehensive Anxiety Test (SCAT):** This test has been constructed by A.K.P.Sinha (Raipur) and L.N.K.Sinha (Patna). Self-Concept Scale (SCQ): was constructed and standardize by Dr. Raj Kumar Saraswat. **Conclusions**: Boys' High school students have significantly high physical, social, and intellectual self concept than the girls' High school students. Second there was no significant difference between boys' High school students and girl's High school students dimension on temperamental and educational self concept. Girls' High school students have significantly high moral self concept and anxiety than the boys' High school students.

**Introduction:**

Cognitive anxiety is defined as the negative expectation and concern an individual has about performing, while somatic anxiety is defined as bodily symptoms or feelings associated with stress, such as nervousness or tension. In addition, cognitive anxiety is theorized to have a negative linear relationship with performance, while somatic anxiety is theorized to have an inverted-u or curvilinear relationship. Within the past 10 to 12 years, investigators have expanded upon the MAT model by including an anxiety direction dimension to go along with the original intensity dimension. Jones and Swain (1992) first introduced the concept of *anxiety direction*, and operationally defined it as the athlete's facilitative (i.e., positive) and debilitative (i.e., negative) interpretation of the anxiety symptoms related to performance. Past research indicates that the direction of anxiety may be the most important dimension when comparing elite versus non elite performers, with elite athletes having more positive anxiety perceptions (e.g., Jones, Hanton, & Swain, 1994; Jones & Swain, 1995). Research investigating state anxiety intensity and direction has demonstrated gender differences, although results have been equivocal. For instance, some researchers have reported gender differences when examining temporal patterns of anxiety and self-confidence (e.g., Jones & Cale, 1989; Jones, Swain, & Cale, 1991). In a study focusing on the frequency of *state anxiety* (i.e., how often the individual experiences anxiety symptoms

prior to a specific competition), Swain and Jones (1993) reported cognitive and somatic state anxiety symptoms increased significantly for both males and females as the competition approached. Females reported higher state somatic anxiety scores than males. Wiggins (1998) reported gender differences investigating anxiety across time, with females reporting higher cognitive anxiety intensity 24 hours prior to competition, but found no anxiety direction differences.

Self-concept (Markus & Wurf, 1987) has been shown to be related to sports performance abilities and competencies, including the ability to deal with the respective demands in training and competition (Brettschneider & Brandl-Bredenbeck, 1997; Gould & Damarjian, 1996; Gould, Finch & Jackson, 1993). Self-concept has been defined to consist of learned verbal labels about one that elicit emotions and direct or control behavior. Positive verbal labels are expected to lead to successful performance that is reinforced by others, which, in turn, reinforces positive self-concept (Staats, 1996).          For female college students being involved in student activities provides a way for students to connect with others, providing support (Tomlinson-Clarke & Clarke, 1994). The importance of finding a way to enhance the college student involvement of women is of great concern. Administrators need to be sure that female students are well represented on campus, not only in leadership positions, but also in roles that allow for their complete development as a college student. "The number of co curricular involvements may not be the critical variable linked to adjustment for this group of women students, but rather being "associated" with a group is related to social adjustment" (Tomlinson-Clarke & Clarke, 1994, p. 123). Taylor (1995) proposes that participation in college athletics may affect the student-athlete's self-esteem.  In the study Taylor surveyed male and female athletes from a Division II institution.  The research thus far on college student increases in self-esteem focus mainly on going to college, but not on factors that contribute while attending.  Much of the research on the development of self-esteem in college students has focused on the effects of attending college in general (Taylor, 1995).

**Aim of the Study:**
1.      To find out the self concept of Boys' and girls High school students.
2.      To examine the anxiety of Boys' and girls' High school students.

**Hypotheses:**
1)      Boys' High school students will be significantly high physical self concept than the girls' High school students.
2)      Boys' High school students will be significantly high social self concept than the girls' High school students.
3)      There will be significantly difference between boy's and girl's High school students with respect to temperamental self concept.
4)      There will be significantly difference between boy's and girl's High school students with respect to educational self concept.
5)      Girls' High school students will be significantly high moral self concept than the boys' High school students.
6)      There will be significantly difference between boy's and girl's High school students with respect to intellectual self concept.
7)      Girls' High school students will be significantly high anxiety than the boy' High school students.

**Sample:**

Total 100 High school students were selected for the study among them 50 subjects were boy's High school students and 50 subject's girl's High school students belonging to Aurangabad and Jalna district. The age range of players were 13 to 19 years (M =17.56, SD = 4.34). Non-probability purposive sampling was used.

**Tools**

**1)    Sinha's Comprehensive Anxiety Test (SCAT):**

This test has been constructed by A.K.P.Sinha (Raipur) and L.N.K.Sinha (Patna). Sinha's Comprehensive Anxiety Test (SCAT) measures the level of anxiety. It has 90 items measuring different aspects of anxiety. The answers were taken by 'Yes' or 'No' responses. The 'yes' response indicates the proneness for anxiety. The total score obtained in the scale may vary between 0 - 90. The obtained raw scores are converted into percentiles separately for males and females interpretation is carried out. The test retest reliability of the test is 0.85 and reliability coefficient is 0.92. and the validity is 0.62 significant beyond.001 level of significance.

**2)    Self-Concept Scale (SCQ):**

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree', Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

**Procedures of data collection**

For data collection permission has been taken from respective sources than the subjects have been selected for data collection. Personal data sheet (PDS) has been given for the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses will keep confidential and the information will be used for research purpose only.

**Variable:**

**Independent variable:    Gender**    a) Boys'    b) Girls'

**Dependent Variable:**

1. Self Concept

a)    Physical

b)    Social

c)    Temperamental

d)    Educational

e)    Moral

f)    Intellectual

2.  Anxiety

## Statistical analysis and discussion

### 't' showing the significance of difference between the boys' and girls' High school students respect to Self concept and anxiety.

| Dimension | Boys' (N =50) | | | Girls' (N = 50) | | | t- ratio | df | p |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | SE | Mean | SD | SE | | | |
| Physical | 28.39 | 3.20 | 0.45 | 22.69 | 2.95 | 0.41 | 9.26 | 98 | < .01 |
| Social | 31.08 | 4.11 | 0.58 | 25.95 | 3.55 | 0.50 | 6.67 | 98 | < .01 |
| Temperamental | 30.26 | 3.10 | 0.43 | 31.02 | 4.84 | 0.68 | 0.93 | 98 | NS |
| Educational | 33.63 | 2.87 | 0.40 | 34.16 | 2.50 | 0.35 | 0.98 | 98 | NS |
| Moral | 26.97 | 4.69 | 0.66 | 32.67 | 4.15 | 0.58 | 6.43 | 98 | < .01 |
| Intellectual | 29.63 | 3.78 | 0.53 | 26.55 | 3.06 | 0.43 | 4.47 | 98 | < .01 |
| Anxiety | 18.49 | 3.90 | 0.55 | 24.58 | 3.63 | 0.51 | 8.08 | 98 | < .01 |

***0.01= 2.62,   0.05= 1.98***

Mean of Physical self concept score of the boys' High school students Mean was 28.39 and girls' High school students Mean was 22.69 The difference between the two mean is highly significant ('t'= 9.26, df =98, P < 0.01) and it was found that the Boys' High school students have significantly high physical self concept than the girls' High school students. Mean of social self concept score of the boys' High school students Mean was 31.08 and girls' High school students Mean was 25.95 The difference between the two mean is highly significant ('t'= 6.67, df =98, P < 0.01) and it was found that the Boys' High school students have significantly high social self concept than the girls' High school students.

Mean of temperamental self concept score of the boys' High school students Mean was 30.26 and girls' High school students Mean was 31.02. And ('t'= 0.93, df =98, NS) and it was found that there was no significant difference between two mean and boys' High school students and girl's High school students dimension on temperamental self concept. Mean of educational self concept score of the boys' High school students Mean was 33.63 and girls' High school students Mean was 34.16 and ('t'= 0.98, df =98, P NS) and it was found that the there was no significant difference between two mean and boys' High school students and girl's High school students dimension on educational self concept.

Mean of moral self concept score of the boys' High school students Mean was 26.97 and girls' High school students Mean was 32.67 The difference between the two mean is highly significant ('t'= 6.43, df =98, P < 0.01) and it was found that the girls' High school students have significantly high moral self concept than the boys' High school students.

Mean of intellectual self concept score of the boys' High school students Mean was 29.63 and girls' High school students Mean was 26.55 The difference between the two mean is highly significant ('t'= 4.47, df =98, P < 0.01) and it was found that the Boys' High school students have significantly high intellectual self concept than the girls' High school students.

Mean of anxiety score of the boys' High school students Mean was 18.49 and girls' High school students Mean was 24.58 The difference between the two mean is

highly significant ('t'= 8.08, df =98, P < 0.01) and it was found that the Boys' High school students have significantly high anxiety than the girls' High school students.

**Conclusion:**

1) Boys' High school students have significantly high physical self concept than the girls' High school students.

2) Boys' High school students have significantly high social self concept than the girls' High school students.

3) There was no significant difference between boys' High school students and girl's High school students dimension on temperamental self concept.

4) There was no significant difference between boys' High school students and girl's High school students dimension on educational self concept.

5) Girls' High school students have significantly high moral self concept than the boys' High school students.

6) Boys' High school students have significantly high intellectual self concept than the girls' High school students.

7) Girls' High school students have significantly high anxiety than the boys' High school students.

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