A Study of Self Concept and Anxiety among Arts and Science Senior College Students

Shruti Vijay Vaishnav

MA Psychology

ABSTRACT

The present study aimed to investigate the differences in moral self-concept, social self-concept, and anxiety levels among senior college students in the arts and science streams. It was hypothesized that significant differences would exist in these psychological dimensions between the two groups. The sample consisted of 100 senior college students, with 50 students from the arts stream and 50 from the science stream, all selected from Aurangabad City. The participants were aged between 18 and 22 years (M = 20.78, SD = 2.81), and a non-probability purposive sampling method was employed in their selection. To measure the relevant variables, two standardized psychological tools were utilized. The Self-Concept Questionnaire (SCQ), developed and standardized by Dr. Raj Kumar Saraswat, was used to assess moral and social self-concept. Additionally, the Anxiety Test, developed and standardized by A. K. P. Sinha and L. N. K. Sinha, evaluated anxiety levels among the participants. The results indicated significant differences between senior arts and science college students regarding moral self-concept, social self-concept, and anxiety levels. It was found that senior science college students had a significantly higher moral self-concept compared to senior arts college students. Conversely, senior arts college students demonstrated a significantly higher social self-concept than their science counterparts. Furthermore, senior science college students exhibited significantly lower anxiety levels than senior arts college students.

Keywords:- *Moral self-concept, Social self-concept, Anxiety, Senior college students, Arts and science students*

Introduction:

The adoption of a multidimensional approach to physical self-concept has contributed to the development of more effective measurement tools. The foundational work of Epstein (1973) and Shavelson et al. (1976) emphasized physical competence and appearance as key dimensions of self-concept. Expanding on this framework, Fox and Corbin (1989) identified four specific dimensions of physical self-concept: competence, appearance, physical condition, and strength. Additionally, they proposed a general physical self-worth dimension, which allowed for comparisons across different domains to enhance understanding and create a comprehensive self-perception model (Fox, 1990). Their instrument demonstrated that individual differences did not affect the structural integrity of the subscales. However, some scholars, such as Van de Vliet et al. (2002), Asçi et al. (1999), and Atienza et al. (2004), have questioned the potential overlap between competence in sports and physical condition, which could make it challenging to distinguish between these constructs.

Self-concept, as described by Markus and Wurf (1987), is associated with an individual's abilities and competencies in sports, particularly in managing the demands of training and competition (Brettschneider & Brandl-Bredenbeck, 1997; Gould & Damarjian, 1996; Gould et al., 1993). It is defined as a set of learned verbal labels that elicit emotions and guide behavior. Positive verbal reinforcement is expected to lead to successful performance, which is further reinforced by external validation, ultimately contributing to a strong self-

concept (Staats, 1996). A key objective of this study is to examine self-concept among artistic roller skaters and figure skaters and to compare self-concept across three categories of elite athletes: competitor type, mixed type, and training champion.

Cognitive anxiety is characterized by negative expectations and concerns about performance, whereas somatic anxiety refers to the physiological symptoms associated with stress, such as nervousness or tension. Cognitive anxiety is generally believed to have a negative linear relationship with performance, while somatic anxiety follows an inverted-U or curvilinear relationship. Over the past decade, researchers have expanded upon the Multidimensional Anxiety Theory (MAT) by incorporating an anxiety direction dimension alongside the traditional intensity dimension. Jones and Swain (1992) introduced the concept of anxiety direction, defining it as the athlete's interpretation of anxiety symptoms as either facilitative (positive) or debilitative (negative) concerning performance. Previous research suggests that anxiety direction may be a critical factor in distinguishing elite from non-elite athletes, with elite athletes exhibiting more positive perceptions of anxiety (Jones et al., 1994; Jones & Swain, 1995). Studies investigating state anxiety intensity and direction have also revealed gender differences, though findings remain inconclusive. Some researchers have reported variations in anxiety patterns and self-confidence based on gender (Jones & Cale, 1989; Jones et al., 1991). For example, Swain and Jones (1993) found that cognitive and somatic state anxiety increased significantly for both male and female athletes as competition approached, with female athletes reporting higher levels of somatic anxiety. Additionally, Wiggins (1998) found that female athletes exhibited higher cognitive anxiety intensity 24 hours before competition, though no significant differences in anxiety direction were observed.

For female college students, participation in extracurricular activities serves as a means of social connection and support (Tomlinson-Clarke & Clarke, 1994). Given the importance of fostering student engagement, administrators should ensure that female students are adequately represented in both leadership roles and developmental opportunities. Tomlinson-Clarke and Clarke (1994) emphasized that rather than the sheer number of extracurricular involvements, the key factor influencing social adjustment among female students is their association with a supportive group. Furthermore, Taylor (1995) proposed that participation in college athletics may impact student-athletes' self-esteem. In a study examining male and female athletes at a Division II institution, Taylor found that while research has primarily focused on the effects of attending college on self-esteem, less attention has been given to the specific factors contributing to self-esteem development during the college experience. Understanding these influences can provide valuable insights into promoting student well-being and personal growth.

Objective of the Study:

1. To Investigate the moral, social self concept and anxiety among senior arts and science college students

Hypothesis:

1) There will be significantly difference between senior arts and science college students' dimension of moral, social self concept and anxiety

Sample:

Total 100 senior arts and Science College students were selected study among them 50 subjects were senior arts college students and 50 subject's senior science college students belonging to Aurangabad city. The age range of players were 18 to 22 years (M =20.78, SD = 2.81). Non-probability purposive sampling was used.

Tools

1) 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.

2) SINHA'S COMPREHENSIVE ANXIETY TEST (SCAT)

This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. The test consisted of 90 Items. The subjects were required to respond to each item in terms of 'YES' OR 'NO'. The reliability coefficient of the test was found 0.92 with Spearman Brown formula. The validity coefficient was found 0.62.

Variable:

Independent variable: **Types of Faculty**   a) Arts   b) Science

Dependent Variable: 1. Self Concept

           a) Physical

           b) Social

           c) Temperamental

           d) Educational

           e) Moral

           f) Intellectual

      2. Anxiety

Statistical Analysis:-

t value used for present study.

Statistical analysis and discussion

't' showing the significance of difference between the senior arts and science college students respect to moral and social Self concept and anxiety.

Dimension	Art's (N =50)			Science (N = 50)			t- ratio	df	p
	Mean	SD	SE	Mean	SD	SE			
Moral	22.69	3.20	0.45	28.39	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
Anxiety	18.52	3.90	0.55	24.63	3.63	0.51	8.08**	98	< .01

0.01= 2.62, 0.05= 1.98

Mean of moral self concept score of the senior arts college students Mean was 22.69 and senior science college students Mean was 28.39 The difference between the two mean is highly significant ('t'= 9.26, df =98, P < 0.01) and it was found that the senior science college students had significantly high physical self concept than the senior arts college students.

Mean of social self concept score of the senior arts college students Mean was 31.08 and senior science college 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 senior arts college students had significantly high physical self concept than the senior science college students.

Mean of anxiety score of the senior arts college students Mean was 18.52 and senior science college students Mean was 24.63 The difference between the two mean is highly significant ('t'= 8.08, df =98, P < 0.01) and it was found that the senior science college students had significantly high physical anxiety than the senior arts college students.

Conclusions:

1) Senior science college students had significantly higher moral self-concept than the senior arts college students.
2) Senior arts college students had significantly higher moral self-concept than the senior science college students.
3) Senior science college students had significantly higher moral self-concept than the senior arts college students.

References:

Jones, G., & Swain, A. (1992). Intensity and direction as dimensions of competitive stateanxiety and relationships with competitiveness. *Perceptual and Motor Skills, 74,* 467-72.

Markus, H. & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review Psychology, 38,* 299-337.

Pascarella, E. T. & Smart, J. C. (1991). Impact of intercollegiate athletic participation for african american and caucasian men: Some further evidence. Journal of College Student Development, 32, 123-130.

Taylor, D. L. (1995). A comparison of college athletic participants and nonparticipants on self-esteem. Journal of College Student Development, 35(5), 444-451.

Tomlinson-Clarke, S. & Clarke, D. (1994). Predicting social adjustment and academic achievement for college women with and without precollege leadership. Journal of College Student Development, 35(3), 120-124.

Wiggins, M. S. (1998). Anxiety intensity and direction: Pre performance temporal patterns and expectations in athletes. *Journal of Applied Sport Psychology, 10,* 201-211.