A Study of Self Concept & Anxiety of College Students

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ABSTRACT

Purpose the present study was to investigate the moral, social self concept and anxiety among senior arts and science college students. **Hypothesis** of the study was 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 Jalna 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): was constructed and standardize by Dr. Raj Kumar Saraswat. 2. Anxiety test by A.K.P. Sinha and L.N.K. Sinha was constructed and standardize. **Conclusions**: 1. senior science college students had significantly high moral self concept than the senior arts college students. 2. Senior arts college students had significantly high moral self concept than the senior science college students. 3. Senior science college students had significantly high moral self concept than the senior arts college students.

Introduction:

The adoption of a multidimensional perspective on the physical self-concept contributed to the development of measures that could more effectively measure physical self-concept. The work of Epstein (1973) and Shavelson et al. (1976) was important because it highlighted physical competence and appearance as principal dimensions of self-concept. Fox and Corbin (1989) proposed four specific physical dimensions that consisted of competence, appearance, physical condition and strength, as well as a general physical self-worth dimension that permitted the comparison among different domains to increase our understanding and create a domain of general self-perception (Fox, 1990). In their instrument, individual differences did not affect the structure of the subscales. With reference to the relations established between each one of the dimensions proposed in the Physical self Perception Profile (PSPP), authors such as Van de Vliet, Onghena, Fox, Van Coppenolle, David, Pieters, and Peusken (2002), Asçi, Asçi, and Zorba (1999) and Atienza, Balaguer, Moreno, and Fox (2004) raise the possibility of an excessive overlapping between the dimensions of competence in sport and physical condition, making it difficult to differentiate between them.

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). One purpose of this study is to describe self-concept reported by artistic roller and figure skaters and to compare self-concept among the three types of elite athletes (competitor type, mixed type and training champion).

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.

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).

Purpose of the Study:

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

Hypothesis:

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 Jalna 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.

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: **Types of Faculty** a) Arts b) Science
Dependent Variable:
1. Self Concept
- Physical
- Social
- Temperamental
- Educational
- Moral
- Intellectual
2. Anxiety

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	Arts (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.

Conclusion:
1) Senior science college students had significantly high moral self concept than the senior arts college students.
2) Senior arts college students had significantly high moral self concept than the senior science college students.
3) Senior science college students had significantly high moral self concept than the senior arts college students.

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