



“Effect of Gender on Anxiety and Self Concept Among School Players”

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ABSTRACT

*An Aim of the present study was to find out the self concept and anxiety of Boys' and girls' school players. Total 100 school players were selected study among them 50 subjects were boy's school players and 50 subject's girl's school players 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' school players' dimension of self concept and anxiety. Sports Anxiety Test (SAT) was constructed and standardize by Dr. Quadri Syed Javeed. Self-Concept Scale (SCQ): was constructed and standardize by Dr. Raj Kumar Saraswat. **Conclusions:** Boys' school players have significantly high physical, social, and intellectual self concept than the girls' school players. Second there was no significant difference between boys' school players and girl's school players dimension on temperamental and educational self concept. Girls' school players have significantly high moral self concept and anxiety than the boys' school players.*

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 debilitating (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). 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.

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).

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). 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:

- To find out the self concept of Boys' and girls' school players.
- To examine the anxiety of Boys' and girls' school players.

Hypotheses:

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

Sample:

Total 100 school players were selected for the study among them 50 subjects were boy's school players and 50 subject's girl's school players 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

Sports Anxiety Test (SAT)

This scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item ‘YES’ ‘NO’ type alternatives. Reliability of the test was found by test retest method, and it was found to be .89 for the anxiety measure. Validity The test was also validated by correlating the scores obtained on this test with the scored obtained by the subject on Dr. Ravikant and Dr. V N Mishra (2003) Sports Competition Anxiety Inventory. The Concurrent Validity coefficient obtained is 84 which is significant beyond .01 levels.

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. 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 | |
| | | • Physical | |
| | | • Social | |
| | | • Temperamental | |
| | | • Educational | |
| | | • Moral | |
| | | • Intellectual | |
| | | 2. Anxiety | |



Statistical analysis and discussion:

‘t’ showing the significance of difference between the boys’ and girls’ school players 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’ school players Mean was 28.39 and girls’ school players 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’ school players have significantly high physical self concept than the girls’ school players.

Mean of social self concept score of the boys’ school players Mean was 31.08 and girls’ school players 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’ school players have significantly high social self concept than the girls’ school players. Mean of temperamental self concept score of the boys’ school players Mean was 30.26 and girls’ school players 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’ school players and girl’s school players dimension on temperamental self concept.

Mean of educational self concept score of the boys’ school players Mean was 33.63 and girls’ school players 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’ school players and girl’s school players dimension on educational self concept. Mean of moral self concept score of the boys’ school players Mean was 26.97 and girls’ school players 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’ school players have significantly high moral self concept than the boys’ school players. Mean of intellectual self concept score of the boys’ school players Mean was 29.63 and girls’ school players 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’ school players have significantly high intellectual self concept than the girls’ school players. Mean of anxiety score of the boys’ school players Mean was 18.49 and girls’ school players 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’ school players have significantly high anxiety than the girls’ school players.



Conclusion:

- Boys' school players have significantly high physical self concept than the girls' school players.
- Boys' school players have significantly high social self concept than the girls' school players.
- There was no significant difference between boys' school players and girl's school players dimension on temperamental self concept.
- There was no significant difference between boys' school players and girl's school players dimension on educational self concept.
- Girls' school players have significantly high moral self concept than the boys' school players.
- Boys' school players have significantly high intellectual self concept than the girls' school players.
- Girls' school players have significantly high anxiety than the boys' school players.

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