



SELF-CONCEPT AND ANXIETY AMONG BOYS AND GIRLS COLLEGE STUDENTS: A COMPARATIVE STUDY

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INTRODUCTION :

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. Self-concept 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.

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.

Objective:

The objective of this study is to investigate the concept and anxiety among Boys and Girls college students

Hypothesis:

There is significantly difference between Boys and Girls college students' with reference to self concept and anxiety

Sampling:

Total 100 Boys and Girls College students were selected for study. Among them 50 subjects were Boys college students and 50 subject's Girls college students belonging to Jalna city. The age range of players were 18 to 22 years. Non-probability purposive sampling was used for sampling.

Tools

1) Self-Concept Scale (SCQ):

This scale was constructed and standardized 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'.

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 validity coefficient was found 0.62.

DATA COLLECTION & PROCESSING:

With the help of tools undertaken and samples used, data was collected and processed using statistical techniques like Medium, T test. It is further put in the table and analysis has been made accordingly.

Variable: Independent variable: Gender - a) Boys b) Girls

Dependent Variable: 1. Self Concept a)Moral b)Social 2. Anxiety

Statistical analysis and discussion

Table 1 : Mean, S.D. and T test

Dimension	Boys (N=50)			Girl's (N=50)			t-ratio	df	P
	Mean	SD	SE	Mean	SD	SE			
Moral	20.90	3.20	0.45	27.86	2.95	0.41	9.10**	98	0.01
Social	35.70	4.11	0.58	29.50	3.55	0.50	6.50**	98	.01
Anxiety	17.12	3.90	0.55	23.35	3.63	0.51	7.90**	98	.01

Table 1 reveals that, mean of self concept score of the Boys college students Mean was 20.90 and Girls college students Mean was 27.86 The difference between the two mean is highly significant ('t'= 9.10, df =98, P <



0.01) and it was found that the Girls college students had significantly high moral self concept than the Boys college students. Mean of social self concept score of the Boys college students Mean was 35.70 and Girls college students Mean was 29.50 The difference between the two mean is highly significant ($t' = 6.50$, $df = 98$, $P < 0.01$) and it was found that the Boys college students had significantly high social self concept than the Girls college students. Mean of anxiety score of the Boys college students Mean was 17.12 and Girls college students Mean was 23.35. The difference between the two mean is highly significant ($t' = 7.90$, $df = 98$, $P < 0.01$) and it was found that the Girls college students had significantly high anxiety than the Boys students of the college.

CONCLUSIONS:

- 1) Girls college students had significantly high moral self concept than the Boys college students.
- 2) Boys college students had significantly high social self concept than the Girls college students.
- 3) Girls college students had significantly high anxiety than the Boys college students.

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