

A STUDY OF SELF-CONCEPT OF INDIAN FEMALE WRESTLERS

Dr. Ravinder Singh Malik*

ABSTRACT

The individual belief about himself/herself including the person's attributes and who and what the self is. Self-concept is our individual understanding of who we are, including all of our feelings and thoughts about how we see ourselves socially, personally, and physically. Our understanding of our behaviour, our capacities, and our unique qualities are also part of our self-concept. Early childhood and adolescence are when our self-concept grows the fastest, but it continues to form and evolve as we get to know ourselves better throughout time. Self-concept is the overall perception we have of ourselves, including our physical, emotional, social, spiritual, and other characteristics (Neill, 2005). Based on the knowledge we have about ourselves, we develop and govern our self-concept as we age. It can be divided into these particular elements because it has multiple dimensions. It involves being aware of one's own tendencies, ideas, preferences, and habits, as well as one's interests, talents, and weak points. Self-concept is an all-encompassing construct that self-esteem is one of, according to Carl Rogers, the creator of client-centered therapy (McLeod, 2008). Self-concept is a more comprehensive evaluation of the self, largely based on how a person sees themselves, values themselves, thinks about themselves, and feels about themselves. This research paper is based on the individual belief about himself/herself including the person's attributes and who and what the self is.

Keywords: Self-concept, Physical, Emotional, Social, Spiritual. Knowledge, Values.

SELF-CONCEPT:-

According to Kane (1968), it should be noted that it is the success that develops the positive self-concept and in physical education especially in development or improving physical fitness, there is a large repletion of activities for experiencing success and thus enhancing self-concept.

Rilay (1983) has conducted a research on the outer-relationship between self-concept and physical performance from the perspective of symbolic interaction theory and result show a significant positive relationship between self-concept and physical performance.

Schultz (1973) has conducted a research on self-concept by using resenterg's self- esteem scale. He has not found any significant difference between the positive and the negative self-concept group on their performance of a grass task. However, there was an observable trend for the positive self- concept group to achieve higher scores during the performance of the motor task.

Bunnel (1978) has started that the Basketball players had a significant higher positive self-concept than non-players.

*** PGT, Physical Education, Education Department Haryana**

Saraswat and Gaur (1981) described self-concept as the Individuals way of looking at himself, it also signifies his way of thinking, feeling and Behaving.

Ibrahim and Morrison (1976) have given a concise definition of self-concept as a composite of numerous self-perception encompassing the values, attitudes and beliefs toward one self in relation to environment.

Self-concept is the sum total of the views which an individual has of himself or herself. It is unique set at perceptions, ideas and attitudes one has of himself or herself. Self-concept is totality of attitudes, judgments and values at an individual reality to his behavior, abilities and qualities. Self-concept embraces awareness of these variables and their evaluation. For the purpose of this study, self-concept means those perceptions, beliefs, attitudes and feelings which the individual views as part of characteristic of himself.

Among the socio-psychological factors, self-concept is an important variable that has attracted considerable research attention. More recently, a body of research is beginning to emerge that indicates a positive relationship between the concept of a person and his achievement in life. The self-concept awareness that the child develops in the process of interaction with people and environment leads to comparing himself with his peers in competition and also the feeling of confidence and courage as a result at success failure in his endeavours.

The innovation of terms 'self' can be traced as early as in our ancient Vedic literature and also as early as the discussion of human personality found place in the literature. But it gained impetus in 1937 with Allport, since than there has been many approaches to explain the term 'self' with different perceptive. Self-concept is the means by which we create our image and identity (Chauhan, 1978). Therefore, self-concept is the core at the personality pattern. It determines the kind of adjustment the person will make. A change in the self-concept will bring change in the entire personality; changing one's self-concept requires tremendous insight. This means that a person must be able to see himself as he actually is, not as he would like to be or as others perceive him.

An operational definition for this study given by Saraswat Gaur (1981) reads. "The self-concept is an individual's way of looking at himself." It also signifies his way of thinking feeling and behaving. Although self-concept is highly complex, most of the researches done to date have concerned themselves with two dimensions of self-concept. These dimensions are: (a) positive negative self-concept, (b) perceived self and ideal self-discrepancies. It has been suggested that self-description reflects a self-concept which has direct effect on behavior. Sports Psychological aspects play an important role in the improvement and development of his performance. Very few studies have been conducted on an athlete's self-concept. It has been revealed that person with good self-concept are less anxious, generally better adjusted or more effective for groups. A currently popular hypothesis that human behavior in any particular context is largely determined by one's perception of one self, and not the actual situation as it is "As the person understands why he needs to behave as he does and how his behavior affects others. He will be in a better position to change his behavior. The study of self-concept is very important from the educational and performance point of view."

SELF-CONCEPT QUESTIONNAIRE

Self- Concept Questionnaire (SCQ) Adults form constructed by **Raj Kumar Sarswat (1984)** was used to measure the physical, social, temperamental, educational, moral and intellectual aspects of self-concept of the subject.

The self-concept questionnaire provide six separate dimensions of self-concept, viz. physical, social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score. The operational definitions of the self-concept measured are:

- Physical : Individuals view of their body, heath, physical appearance and strength.
- Social : Individual sense of worth in social interactions.
- Temperamental :Individual view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
- Educational : Individuals view of themselves in relation to the school teachers and extra-curricular activities.
- Moral : Individual estimation of their moral worth, right and wrong activities.
- Intellectual : Individuals awareness of their intelligence and capacity of problem solving and judgments.

RELIABILITY

Reliability of the inventory was found by test-retest method and it was found to be .91 for the total self-concept. Reliability co-efficient of its various dimensions varies from .67 to .88. The following table shows the test-retest reliability of each dimension.

Test-retest reliability of the self-concept inventory

Code No.	Self-Concept dimension	No. of Items	Reliability co-efficient
A	Physical	8	.77
B	Social	8	.83
C	Temperamental	8	.79
D	Educational	8	.88
E	Moral	8	.67
F	Intellectual	8	.79
	Total Self concept	48	.91

Self-Concept dimension along with their numbers

Self-Concept dimension	No. of Items	Reliability co-efficient
Physical	A	2,3,9,20,22,27,29,31
Social	B	1,8,21,37,40,43,46,48
Temperamental	C	4,10,14,16,19,23,24,28
Educational	D	5,13,15,17,25,26,30,32
Moral	E	6,34,35,41,42,44,45,47
Intellectual	F	7,11,12,18,33,36,38,39

METHOD OF SCORING

The respondent is provide with five alternatives to give his responses ranging from most acceptable to least acceptable description of his self-concept. The responses were arranged in such a way that the scoring system for all the eight items will remain the same i.e. 5, 4,3,2,1 whether the items are positive or negative. The summated score of all the forty eight items provided the total self-concept score of an individual. A high score on this individual indicates a higher self- concept, while a low score shows low self-concept. Transfer the score of each item on the front page against that item. Now add all the score eight items given in that column, this will give the score for that particular dimension of self-concept.

S. No.	Variable	National Medalist		National Non-Medalist		MD	SEDM	t
		Mean	SD	Mean	SD			
1	Physical self-concept	33.75	1.29	32.75	1.29	1.00	0.35	2.89** 2.86
2	Social Self-concept	32.18	1.7	31.18	1.7	1.00*	0.45	2.2* 2.22
3	Temperamental Self-Concept	33.79	1.47	32.79	1.47	1.00*	0.39	2.53* 2.56
4	Educational Self-concept	28.5	2.36	27.89	2.38	0.61	0.36	0.95* 1.69
5	Moral Self-concept	28.61	1.62	27.36	1.77	1.25*	0.45	2.76** 2.78
6	Intellectual Self-Concept	32.11	1.45	30.93	1.44	1.18*	0.39	3.05** 3.03
7	Total Self-Concept	188.92	3.34	182.89	3.32	6.03*	0.89	6.77** 6.78

*P<.05

**<.01

Table- shows comparative results of National Medalist and Non-Medalist female wrestlers on physical Self-concept, Social self- concept, Temperamental self-concept, Educational self-concept, Moral self-concept and Intellectual self-concept. On Physical self-concept the National Medalist wrestlers scored 33.75 as man score and National Non-Medalist wrestlers have recorded 32.75 as mean score. On Social self-concept the National Medalist female wrestlers have registered 32.18 as mean score. On Temperamental self-concept the National Medalist wrestlers scored 33.79 as mean score and Non-Medalist wrestlers have recorded 32.79 as mean score. On Educational self-concept the National Medalist wrestlers have recorded 28.5 as mean score and Non-Medalist wrestlers have scored 27.89 as mean score. On Moral self-concept the National Medalist wrestlers have registered 28.61 as mean score and Non-Medalist wrestlers have recorded 27.36 as mean score. On Intellectual self-concept the National Medalist wrestlers registered 32.11 as mean score and Non-Medalist wrestlers have recorded 30.93 as mean score. On total self-concept the National Medalist female wrestler have showed 188.92 as mean score and Non-Medalist female wrestler have registered 182.89 as mean score.

The statistically significant difference has been found between National Medalist and Non-Medalist female wrester at .01 and .05 level of confidence. At .01 level of confidence the statistical significant difference has been found between National Medalist and Non-Medalist on Physical, Moral, Intelligence and Total self-concept with t=2.89, 2.76, 3.05

and 6.77 respectively. At .05 level of confidence the statistical significant difference has been found between National Medalist and Non-Medalist female wrestlers on Social self-concept, Temperamental self-concept with $t=2.2, 2.53$ respectively. There is no significant difference between National Medalist and Non-Medalist female wrestler on educational self-concept with $t=0.95$.

CONCLUSION

On Self-concept the National Medalist female wrestlers with higher score also differed significantly with national Non-Medalist female wrestlers except on educational Self-concept. The National Medalist female wrestlers' higher score on all the levels of self-concept have also registered better levels self-concept as compared to National Non-Medalist female wrestlers. Which shows that achievement in sports is directly proportional to Self-concept. Higher self-concept is created by self-confidence. The higher the achievement greater the self-confidence thus leading to higher self-concept as compared to the loser.

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