THE RELATIONSHIP BETWEEN SELF-CONCEPT AND PERSONALITY AMONG SPORT SCIENCE STUDENTS OF HARAMAYA UNIVERSITY, ETHIOPIA

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Abstract

The aim of the study was to investigate the relationship between self-concept and personality among second year sport science students of Haramaya University. Data for this study were collected by administering a questionnaire of self-concept and questionnaire of dimensional personality test that were prepared by the researcher. The sample consisted of 46 students (40 males and 6 females). Pearson Coefficient-Moment Product Correlation was used to determine the relationship between variables. Results of the study revealed that there was a positive relationship between self-concept and personality type, in general.

Keywords: Self-concept, personality, sport science

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I. INTRODUCTION

Self-concept is an extremely popular construct within the field of psychology and has been related to virtually every other psychological concept or domain, including personality (Asadi, 2010). Success is not measured by how much one gains but of how satisfied one is with one's work (Daniel and King, 1995; Grandin, 2002). Hence, a person should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001). At present, the development of self concept among the students is worrying. Most students have low self concept and they are so passive and negative, that affects their academic achievements and off course their personality aspects too. According to Azizi *et al.* (2005), among the problems that teachers have to bear in school and university colleges is to instill positive behaviors, be it from aspects of academic behavior or non- academic behavior. The self-concept is an internal model that uses self-assessments in order to define one's self-schemas Features such as personality, skills and abilities, occupations and hobbies, physical characteristics, etc. are assessed and applied to self-schemas, which are ideas one has of oneself in a particular dimension (e.g., someone that considers themselves a geek will associate geek-like qualities and be an expert on those qualities). A collection of self-schemas make up one's overall self-concept. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. It is important to note that statements such as "I am tired" would not be part of someone's self-concept, since being tired is a temporary emotional state and therefore cannot become a part of a self-schema. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Various studies have examined the effects that success and failure can have on an individual's self-concept. Individuals often form their self-concept based on past experiences of success or failure, attributing the outcome to their own personal worth. By doing this, individuals can commit the fundamental attribution error. In this case, the error may arise when the person falsely believes that a specific aspect of who they are determined the positive or negative outcome. By attributing a negative outcome to oneself, self-concept can be unnecessarily harmed. However, attributing positive outcomes to oneself can increase self-concept. These attributions can even have an effect on self-perception, achievement behaviors in the future, and

expectancies. Austin and Vispoel (1998) found strong links between where an individual attributed success or failure and, specifically, musical self-concept.

There are also effects that have been studying by looking at how self-concept can influence success or failure and attributions of success and failure. In a study of university undergraduate students, self-esteem was studied by examining students' attributions for their success or failure after being given a word association test. Dutton and Brown (1997) found that self-esteem could predict participants' attribution of their success or failure in the word test.

In addition, aspects of personality and self concepts may affect the academic achievement of students themselves. According to Gadeyne *et al.* (2004) to develop the student's positive self concept, parents need to provide a harmonious household climate, full of happiness and have adequate necessities while teachers in schools also need to provide a contusive learning environment and be sensitive to the psychological needs of the students. According to Leung and his colleagues, (1998) school/college or university influence is very important in developing the student's personality as the process of socialization at home should be carried out further in schools. Thus, teachers have direct influence on a child's feelings, inspirations, and attitudes and hence influence their academic achievement. Tiller *et al*. (2003) stated that, how someone is to behave depends on his self concept, which is about what he thinks about himself, including strength, weakness and personality. He will use his self concept while judging whether he will succeed or fail in his effort. Self-concept will also influence his expectations, dreams and actions.

According to Azizi *et al.* (2005), any man has a picture or perception of himself. This includes looks and appearance, physical health, ability, weaknesses, and his behavior. Self concept is also defined as how one evaluates or judges himself that is either in a positive or negative way. Shek *et al*. (1998), described self concept is how one understands himself as an individual who has a set of unique or special characteristics. This brings up a sense of how individuals think and build an impression on them. Their beliefs and opinions are based on their sensitivity and self awareness about their strength and weakness. In addition, according to Strage and Brandt (1999) self concept can be classified into two major types that are positive self concept and negative self

concept. The positive self concept is about a circumstance or situation in which an individual is confident and sure of him, have good interests, be objective and not too sensitive. This individual may accept the criticism from others and may able to give views and opinions if the circumstances are not logical or rational. On the contrary, a negative self concept is when an individual has too subjective nature. Accordingly, any individual will certainly be sensitive. According to Azizi *et al.* (2005), this type of individual will always have no satisfaction, no happiness, will easily sulk and be displeased. Such individuals are often criticized by their parents, teachers, friends or anyone around them. This will cause the individual concerned to have low confidence. This resulted in the individual as having inferiority complex, passive, dreary, and will not socialize with other students. In forming someone's self concept, there are factors that might influence it. Azizi and Jaafar (2006), stated, the establishment of one's self concepts is built by the person's nature, maturity, and his natural surroundings. The model that can be looked upon through experience in the buildup of self concepts are parents, adults, peers and one's own self. self concept is important in determining someone's personality. There are three important components in forming self concept that is self-awareness, self-acceptance which means the reciprocal feelings between him and others, and his judgment due to the acceptance of others. Dornbusch *et al.* (1987) stated that, there are opinions which stated that students who are an extrovert acquire better performance compared to introvert students, and vice versa. Thus, the personality and self concept are seen as having a relationship. But the question is

What is the type of self concept of a student? What is the relationship between self concept and personality? Accordingly, this study had been focus to all these problems, to see the relationship between self concept and personality.

Statement of the Problems

According to researchers, when they observed teaching and learning, it is obvious that some students have positive self concept. They are actively involved in the learning process. While some students are quite passive and quiet. This situation occurs because their action is influenced by the students' self concept. The establishment of self concept depends on various factors such as family background, friends, and colleagues. All this factors are related to one another.

Furthermore, the self concept is affected by their family, personal and social background. Thus, in this study, researchers had tried to examine the self concept dimensional such as family, social and personal impact and whether there is a significant relationship between the dimensions of self concept with the personality of the students. Other than viewing the self concept of a student, researchers also want to see the personality of students, whether it can be classified as extrovert or introvert and neurotic or emotionally stable.

Objective

This study was conducted to identify the relationship between self concept dimensions and personality of the students.

Specific objectives of this study were:

1. To identify the existed type of self concept, such as positive Self concept or negative self concept among students.

2. To identify the type of personality among students.

3. To identify whether there is a significant relationship between Self concept and the students' personality.

II. METHOD

1. Participants

The participants were randomly selected from male and female students enrolled in IInd year sport science students. All students were adults. Participants consisted of 46 students studying in sport science department.

2. Materials

To investigate the relationship between self-concept and personality the questionnaire were used. For self concept and for dimensional personality the standardize questionnaire were used. The questionnaire was divided into odd and even numbers, forty eight items for self concept and for dimensional personality sixty items were taken to see the measurement as well as to see the relationship in between self concept and personality. Then the Correlation between the two was computed.

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326

3.   Procedure

Data collection was done in two parts including the questionnaire for self concept and personality. The students were given 60 minutes to for fulfilling the questionnaire. The researcher herself administered the Questionnaires. She explained to the respondents the purpose and the procedures of the questionnaires and the test. The participants were assured that their responses would be kept confidential and would not affect their marks. The researcher also made the students aware of the fact that that their participation would help all other students to understand the self concept and personality. In short, all required information was given to the participants before administering the instruments, information like how to answer the questions and the test. Data collected from the questionnaires were analyzed using the Statistical Package for Social Science (SPSS). To answer research questions Pearson Product Moment Correlation was used to identify the strength and the direction of the relationship between variables.

IV. RESULTS AND DISCUSSIONS

TABLE 1

Correlations between Self Concept and Personality

Self concept and Personality	Pearson Correlation	.345(**)
	Sig. (2-tailed)	.008
	N	46

The correlation between self-esteem and extroversion, as shown in Table1 was r = .345. This level of Pearson Coefficient of Correlation indicated that the correlation was significant at the 0.01 level. This means that there was relationship between the two variables. When a student is having positive self concept he must be having a good personality. The above mentioned results of the present study revealed that self-concept is positively correlated with personality. This means that when student's self-concept increases his/her personality also increase. This result is consistent with studies reported by Azizi Yahaya and his friends in 2009 they studies the relationship between self concept personality and the academic achievement.

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327

The result of their study showed that there is positive relation between these three that is self concept personality and academic achievement. Therefore, according to that study suggestions were made to increase the student's self-concept and the tendency of their positive personality in order to enhance their academic achievement.

V. CONCLUSION

Self-concept is found to be an important affective factor. It plays a considerable role in developing good personality. If the person does not have positive self concept his personality will affect so to develop a good personality in students one should always try to develop a positive self concept among their students.
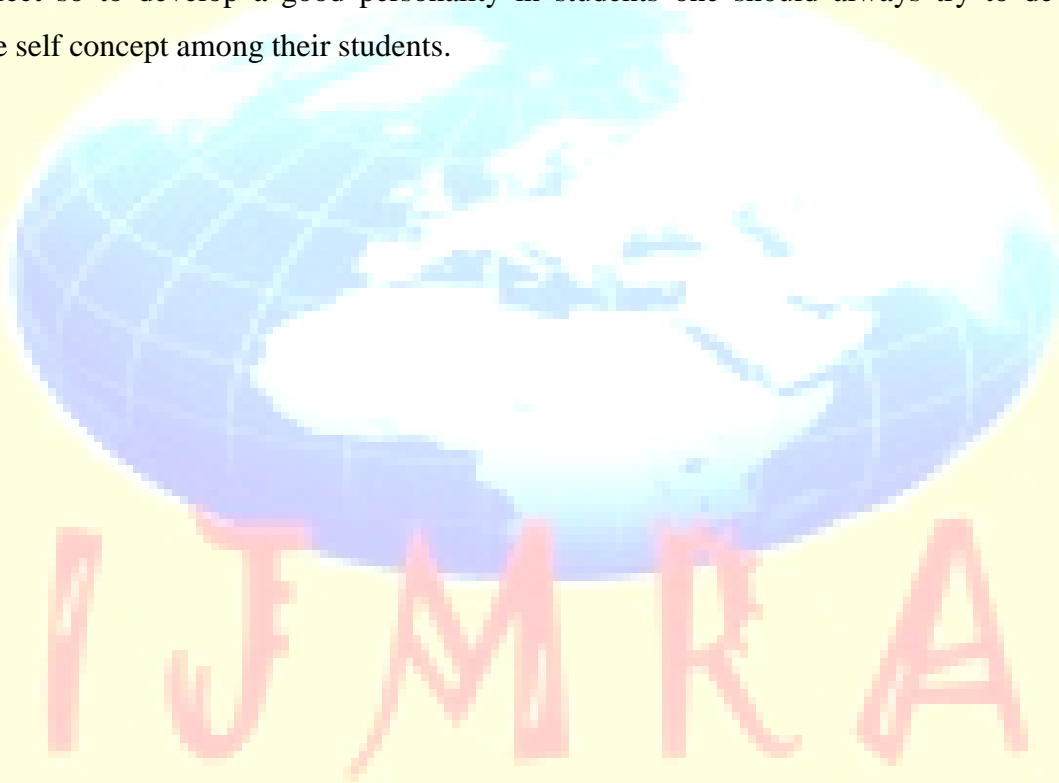
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329

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