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“A STUDY OF SELF-CONCEPT AND ADJUSTMENT AMONG SPORTSMAN NON-SPORTSMAN”

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Abstract:

Present study was framed to investigate the status of Self-concept among sportsman and non-sportsman college students by employing a sample of 200 subjects in which 100 subjects were sportsman playing at list district level. (50 Male and 50 female) and 100 were non-sportsman (50 Male and 50 female) with age ranging from 18 to 24 years located From Parbhani District were selected. Data collection following psychological test were used; Self-concept scale developed by Dr. R.K. Saraswat. NCERT New Delhi, and Bells adjustment inventory by Dr. Lalita Sharma was used. Adjustment is the main component part of human life. A factorial design was used; since there were two independent variables i.e. college students and Gender. A 2X2 factorial design was used to analyzing the data. It was found that the students from playing any games at list dist. Level or more have better self-concept than the non-sportsman students. And adjustment level found high from male students playing games regularly than female college students.

KEY WORD:

Self-concept and Adjustment.

INTRODUCTION:

The study of self-development is most significant and confusing as well in psychology. It is significant in the sense that conscious, thinking man has always been concerned with self-awareness, uniqueness and the purpose of his life. Humanists have given “self” such a central role in behavior that some of them i.e. Rogers, Maslow and Allport are considered as self theorists. Self-concept is one of the important components of personality which has received considerable research attention but its lacks developmental focus. Psychologists have been facing enormous difficulties regarding the content of self-concept and the methods of evaluating the self-concept. Self-concept is more a collection of selves rather than a static thing. It includes hundreds of self-perceptions in varying degrees of clarity and intensity that we have acquired in our experience, mostly with others. Because these self-perceptions exhibit a certain consistency of organizing pattern as a whole, we refer them collectively as self-concept. Self-concept begins when an individual is 'aware of being a separate entity' aware of being an actor, doer, or agent. At this time the individual can differentiate those events which are not self related. The self thus, becomes the object of one's knowing just as other environmental events can be objects of one's knowing.

Adjustment generally refers to the modification to compensate for the meet special conditions. In the dictionary the term adjustment means to fit, make suitable, adapt, arrange, modify, harmonies or make correspondence. Whenever we make an adjustment between two things adapt or modify one of both or both to correspond to each other. We modify our self according to seasons because we cannot modify the seasons.

According to Gates & Jersild, 'Adjustment is a continuous process in which a person varies his

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behavior to produce a more harmonious relationship between himself and his environment.' Examination of various definitions of adjustment reveals that adjustment can be interpreted as both process and the outcome of that process in the form of some attainment or achievement when a poor child studies under the street light because he has no lighting arrangement at home he is said to be in the process of adjustment that he attain in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the results of his adjustment to his self and his environment. In other words when adjustment is perceived as an achievement it means how the effectiveness with which an individual can function in changed circumstances and is, at such, related to his adequacy and regarded as an achievement that is accomplished as body or well (Lazarus 1976.)

AIM OF THE STUDY:

The aim of the present study is to compare the Self-concept and adjustment among Sportsman and non-sportsman college students.

OBJECTIVES OF THE STUDY:-

- To compare the status of self-concept among sportsman and non-sportsman college students.
- To compare the status of self-concept among male and female college students.
- To compare adjustment level of sportsman and non-sportsman college students.
- To compare the level of adjustment among male and female college students.

HYPOTHESES OF THE STUDY :

- There will be significant difference of self-concept among sportsman and non-sportsman college students.
- There will be significant difference of self-concept among male and female college students.
- There will be significant difference of adjustment among sportsman and non-sportsman college students.
- There will be significant difference of self-concept among male and female college students.

Method:
Variable:
Independent variable:

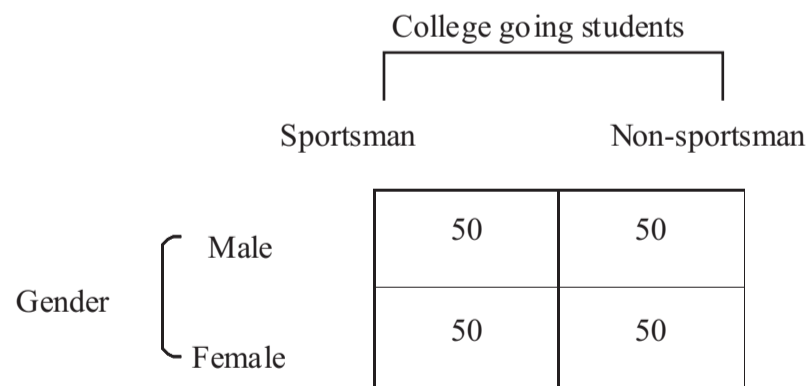
A) College going students:
i) Sportsman ii) Non-sportsman

B) Gender
Dependent variable:

- i) Self-concept
- ii) Adjustment

Design:

2 X 2 balance factorial design was used.



SAMPLE:

According to the purpose of present study 200 samples has selected. Total sample selected random sampling method. There are 100 girls and 100 boys included. All sample selected from various colleges in Parbhani District. All players playing at list District levels, state levels or national level games. The subjects were from age range 18 to 24. Elements of the sample were drawing from urban area and middle class family.

TOOLS

The following psychological tools were used for data collection.

1. Self-concept inventory:

This scale developed by Dr. Mukta Rani Rastogi. The reliability of the scale by split-half method following spearman brown prophecy formula was found to be .87 content validity of the scale by nine-point rating scale following Thurston's method of equal appearing intervals.

2. Bells Adjustment Inventory:

Indian adaption of Bells adjustment inventory developed by Lalita Sharma. The reliability of the inventory calculated by split-half method and test-retest method was found respectively .097 and .027.

RESULT AND DISCUSSION

Table No. 1
Two way ANOVA of self-concept among College students.

Source	SS	df	Mean Square	F
College students	1250.921	1	1250.921	4.02*
Gender	541.120	1	541.120	1.73
College students X Gender	1015.120	1	1015.120	3.24
Error	61260.840	196	312.55	
Total	5484960.000	200		
Corrected Total	92632.000	199		

Significant level (1,196) at the 0.01level=6.76 Significant level (1, 196) at the 0.01level=3.89.

In the above table the main effect of college students F value was found 4.02 which is significant on 0.05 Level. The significant F value denotes the college students from sportsman and non-sportsman differ significant about Self-concept.

Another main effect of Gender F value is 1.73 which is not significant on 0.05 and 0.01 Level. The F value denotes the Female college students differs not significant than Male college students about Self-concept. And the interaction effect between college students and Gender F value is 3.24 which is not significant. The F value denotes the college students differs not significant than Sex about Self-concept.

The related study done by Alfermann D., University of Giessen, Germany, The consequences of sport and exercise for mental health have become an important topic of sport psychology in the last years. In my contribution I will concentrate on two aspects of mental health, namely self-concept and mood states. In correlation and experimental studies with adults we have analyzed the relationship between several dimensions of self-concept, psychological well-being and amount and intensity of physical exercise. The results show, for example, that noncompetitive sports, like aerobic exercise, tend to increase positive mood states, and that self-concept is positively correlated with physical exercise. The psychological implications are discussed.

According to hypothesis one that is “There will be significant difference of self-concept among sportsman and non-sportsman college students” is accepted. The second hypotheses in the study that is “There will be significant difference of self-concept among male and female college students” is rejected.

Table no. 2

Two way ANOVA of Adjustment among college students.

Source	SS	df	Mean Square	F
College students	1118.645	1	1118.645	3.008
Gender	2443.005	1	2443.005	6.570*
College studentsX Gender	2.205	1	2.205	.006
Error	72886.020	196	371.867	
Total	1258403.000	200		
Corrected Total	76449.875	199		

Significant level (1,196) at the 0.01level =6.76.

Significant level (1, 196) at the 0.01level=3.89.

The table above shows the significant difference the level of adjustment among sportsman and non-sportsman college students. Result of the 'F' test comparisons of groups formed on the basis college students and gender present in the table no. 2 while the sportsman and non-sportsman college students are compared on the level of adjustment the 'F' ration is 3.08 which is not significant at any level.

Another main effect of Gender F value is 6.570 which is significant on 0.05 and 0.01 Level. The F value denotes the Female college students differs significant than Male college students about their adjustment level. And the interaction effect between college students and Gender F value is .06 which is not significant. The F value denotes the college students differs not significant than Sex about Adjustment.

CONCLUSION:

1. There is significant difference of self-concept among sportsman and non-sportsman college students.
2. There is no significant difference of self-concept among male and female college students.
3. There is no significant difference of adjustment among sportsman and non-sportsman college students.
4. There is significant difference of self-concept among male and female college students.

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