

STUDY OF SELF ESTEEM AND SELF CONCEPT OF SPORTS MEN OF ANANTNAG DISTRICT OF JAMMU AND KASHMIR STATE**Mudasir Bashir**

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Abstract:

The present study was undertaken to measure the Self esteem and self concept of sports men. For the study the population was all the sports men studying in the secondary schools of Anantnag district of Jammu and Kashmir State. For the present study, 80 subjects were selected purposively from the 6 secondary schools of Anantnag district of Kashmir. All subjects were selected with the help of purposive sampling technique. Only male sports men were selected. This was a survey study under Descriptive research. For the collection of data the researcher administered the Rosenberg's Self Esteem Scale, and Dr. Saraswats self concept questionnaire. Data of Self Esteem and self concept of sports men was compared by using t-test and the result were analyzed and interpretations were drawn. The level of significance was kept at 0.05 to test the hypothesis.

Key Words: Self Esteem, Self Concept, Physical Dimensions, Social Dimensions, Self Awareness, Empathy & Self Motivation

Introduction:

Sports psychology is an area, which attempts to apply psychological factors and principles of learning, performance and associated human behavior in the whole field of sports. In this modern era of competition the psychological preparation of a team is as much important as teaching the different skills of a game on the scientific lines. The teams are prepared not only to play but to win the games. And for winning the games it is not only proficiency in the skills which brings victory with which they play and perform best in the competition. The study of the psychological characteristics of sports persons is being given due attention by sports psychologists. All those interested in the development of sports are keenly analyzing the psychological profiles, which are used for selection and preparation of sports person for competition. Horn (1992) describing the nature of sports psychology is a difficult task because so many different perspectives on the field exist. Not only there are differences in definition of the term but there are also in the role that sports psychologists are presumed to play. Sports psychology is primarily interested in the analysis of behavior of sportsmen. Sportsmen are those who go onto play fields and play some games with the aim of higher competition in that particular game.

Self Esteem:

Self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent", "I am worthy") and emotions such as triumph, despair, pride and shame. 'The self-concept is *what we think* about the self; self-esteem, the positive or negative evaluation of the self, is *how we feel* about it'. A person's self-concept consists of the beliefs one has about oneself, one's self-perception, or, as Hamlyn (1983: 241) expresses it, "the picture of oneself". Baumeister (1997) described self-concept as totally perception which people hold about him/herself (p. 681). It is not the "facts" about one-self but rather what one believes to be true about one-self (Sarah Mercer, p. 14). Early researchers used self-concept as a descriptive construct, such as 'I am an athlete' (Rosenberg 1979).

Positive Self-Esteem:

People with a healthy level of self-esteem:

- ✓ Firmly believe in certain values and principles, and are ready to defend them even when finding opposition, feeling secure enough to modify them in light of experience.
- ✓ Are able to act according to what they think to be the best choice, trusting their own judgment, and not feeling guilty when others don't like their choice.
- ✓ Do not lose time worrying excessively about what happened in the past, nor about what could happen in the future. They learn from the past and plan for the future, but live in the present intensely.
- ✓ Fully trust in their capacity to solve problems, not hesitating after failures and difficulties. They ask others for help when they need it.
- ✓ Consider themselves equal in dignity to others, rather than inferior or superior, while accepting differences in certain talents, personal prestige or financial standing.
- ✓ Take for granted that they are an interesting and valuable person for others, at least for those with whom they have a friendship.
- ✓ Resist manipulation, collaborate with others only if it seems appropriate and convenient.
- ✓ Admit and accept different internal feelings and drives, either positive or negative, revealing those drives to others only when they choose.
- ✓ Are able to enjoy a great variety of activities.
- ✓ Are sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at others' expense.

Low Self-Esteem:

Low self-esteem can be caused by various factors such as a person's physical appearance, social status, or peer pressure. For example, living with little or no money and being unemployed can cause a person to feel worthless since they may be unable to provide for their family and contribute to society. Another factor contributing to low self-esteem is peer pressure. Whether it is a coworker, classmate, or friend their opinion on a person's outer appearance, weight, or intelligence level can lower one's self esteem. Another big issue that affects self-esteem today is weight issues, which can be tied to verbal abuse and even bullying in school. It was found in various studies that a low self esteem occasionally leads to suicidal behavior. These behaviors include

isolating oneself from others, feeling a sense of rejection and detachment, alienation, along with an increased dissatisfaction with current social relationships. Also, a lack of social support from peers or family tends to create stress on an individual, which then becomes a matter of being unable to adjust to the current situation, thus developing suicidal thoughts. Other studies show that low self-esteem is not only detrimental to one's life but also to one's lifestyle. Drug abuse and forms of delinquency are common side effects of low self-esteem. Moreover, a person with low self-esteem may show some of the following symptoms:

- ✓ *Heavy self-criticism*, tending to create a habitual state of dissatisfaction with oneself.
- ✓ *Hypersensitivity to criticism*, which makes oneself feel easily attacked and experience obstinate resentment against critics.
- ✓ *Chronic indecision*, not so much because of lack of information, but from an exaggerated fear of making a mistake.
- ✓ *Excessive will to please*: being unwilling to say "no", out of fear of displeasing the petitioner.
- ✓ *Perfectionism*, or self-demand to do everything attempted "perfectly" without a single mistake, which can lead to frustration when perfection is not achieved.
- ✓ *Neurotic guilt*: one is condemned for behaviors which not always are objectively bad, exaggerates the magnitude of mistakes or offenses and complains about them indefinitely, never reaching full forgiveness.
- ✓ *Floating hostility*, irritability out in the open, always on the verge of exploding even for unimportant things; an attitude characteristic of somebody who feels bad about everything, who is disappointed or unsatisfied with everything.
- ✓ *Defensive tendencies*, a general negative (one is pessimistic about everything: life, future, and, above all, oneself) and a general lack of will to enjoy life.

Envy can also derive from a sense of low self-esteem that results from an upward social comparison threatening a person's self image. Individuals with low self-esteem may have feelings of insignificance.

Importance of Self Esteem:

Abraham Maslow states that psychological health is not possible unless the essential core of the person is fundamentally accepted, loved and respected by others and by her or his self. Self-esteem allows people to face life with more confidence, benevolence and optimism, and thus easily reach their goals and self-actualize. It allows oneself to be more *ambitious*, but not with respect to possessions or success, but with respect to what one can experience emotionally, creatively and spiritually. To develop self-esteem is to widen the capacity to be happy; self-esteem allows people to be convinced they deserve happiness. Understanding this is fundamental, and universally beneficial, since the development of positive self-esteem increases the capacity to treat other people with respect, benevolence and goodwill, thus favoring rich interpersonal relationships and avoiding destructive ones. For Erich Fromm, love of others and love of our selves are not alternatives. On the contrary, an attitude of love toward themselves will be found in all those who are capable of loving others. Self-esteem allows creativity at the workplace, and is a specially critical condition for teaching professions. José-Vicente Bonnet reminds us that the importance of self-esteem is obvious when one realizes that the opposite of it is not the esteem of others, but self-rejection, a characteristic of that state of great unhappiness that we call "depression". The Yogyakarta Principles, a document on international human rights law addresses the discriminatory attitude towards peoples that makes their self-esteem low to be subject to human rights violation including human trafficking. and World Health Organization recommends in "Preventing Suicide" published in 2000 that strengthening students' self-esteem is important to protect children and adolescents against mental distress and despondency, enabling them to cope adequately with difficult and stressful life situations.

Self-Concept:

Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non academics), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept. The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

The Self-concept and Its Implications:

On the present account, an individual's self-concept is conceived as that individual's summary formulation of his or her status. (Osorio, 1978; 1998). This conception differs significantly from traditional ones in which the self-concept is universally considered to be a kind of organized informational summary of perceived facts about oneself, including such things as one's traits, values, social roles, interests, physical characteristics, and personal history (James, 1890; Syngé & Combs, 1949; Rogers, 1959; Wylie, 1968; Kihlstrom & Klein, 1994; Baumeister, 1995). For this reason, and because the notion of "status" will be unfamiliar to most readers, this section will be devoted to explaining the present conception. Returning from chess pieces to persons, the status dynamic view maintains that the self-concept is most usefully identified, not with an organized summary of myriad perceived facts about oneself, but with one's summary formulation of one's status. That is to say, it is one's overall conception of one's place or position in relation to all of the elements in one's world, including oneself. In a simple and humorous, yet illuminating, illustration of this notion, cartoon character Charlie Brown once lamented that he was unable to initiate a relationship with a little girl on the playground because "I'm a nothing and she's a something." He then went on to relate that, if he were a "something," or she a "nothing," he could pursue her, but that, since "nothings" cannot hope to succeed with "some things," he

could not act. In this example, Charlie provides us with a simplified illustration of the self-concept as a summary formulation of one's status ("nothing" existing in a world comprised of "something's" and "nothings"); and illustrates how what is fundamental about self-concepts is not that they are informational summaries of myriad facts about oneself, but that they place one somewhere in the scheme of things.

Self-concept Delimits One's Behavioral Possibilities:

A person's self-concept, by virtue of it being a summary formulation of his or her status, is in the bargain a summary formulation of his or her perceived behavioral possibilities, and of the limits on these (Osorio, 1978, 1982; Roberts, 1985). To pursue our chess analogy, when we have given a summary formulation of the status of a given knight by virtue both of its being a knight and its location vis-a-vis other pieces in an actual game, we have simultaneously formulated everything that this piece can do and cannot do at this point in the game. When Charlie Brown makes a summary appraisal of his own status as that of a "nothing in a world of something's," we see that he has simultaneously appraised his behavioral possibilities and the limits on these. One's self-concept sets limits on one's behavioral possibilities in several ways. The first of these, as captured in Charlie Brown's lament, is that, by virtue of one's self-assigned-status, one may appraise oneself as ineligible for many forms of valued life participation. When one considers certain commonly encountered, global, self-assigned statuses such as "unlovable," "irrational," "inadequate," "incompetent," "worthless," or "inferior," one can easily see that, by virtue of their ascription, persons have declared themselves ineligible for various forms of participation in life. To believe oneself "unlovable," for example, is to appraise oneself as ineligible for the love of another person. To believe oneself "irrational" is to appraise oneself as ineligible to render logical, well-grounded judgments and decisions, a perceived ineligibility that is vast in its behavioral implications. A second limitation imposed by a person's self-concept is captured well in the expression: "I could never do that and still be me." Here, individuals are bound by self-concept in such a way that, being who they take themselves to be, the action in question is unthinkable as something they would or could do. In their minds, it would so violate who they are that, should they do it, they could no longer take themselves to be the same person, but would be forced to see themselves as a different (and usually distinctly lesser) person (Osorio, 1976; cf. Rogers, 1959). In general, this constraint serves as a force for social good insofar as for most people antisocial acts such as child abuse or murder are "unthinkable" or "something I just could never do." However, at other times, this constraint proves debilitating in people's lives because crucially needed actions have become for them such unthinkable (e.g., leaving a destructive relationship, or defending their rights in an assertive and forceful manner).

Psychotherapy - Changing Self-Concepts:

In the status dynamic approach to helping persons alter their self-concepts, change is fundamentally about enabling clients to move out of the limiting, self-assigned statuses that are the source of their problems, and assigning themselves new statuses that convey far more behavior potential. To accomplish this objective, the fundamental general strategy of status dynamic therapists is to create a two-person community with their clients, assign certain statuses to them, and treat them with the utmost consistency as persons who have those statuses (Bergner, 1999). In essence, while they might employ traditional means such as cognitive restructuring, insight conveyance, or behavior rehearsal, their primary means of achieving change is that of actually placing clients in relational positions that are incompatible with the ones articulated in their self-concepts. Since this conception of psychotherapy is a relatively novel one, the following examples, two fictional and one real, will hopefully serve to orient the reader to it. First, in the film classic "It's a Wonderful Life," the protagonist, George Bailey, holds a conception of himself as a "complete failure in life." George's "therapist" (and guardian angel), Clarence, has a rather different view. Appraising George as an invaluable positive contributor to his family, friends, and community, Clarence sets out to bring about a change in his self-concept. He does so, not by conventional therapeutic means, but by magically placing George in a new relational position, that of visitor to his small town community as it would have been had he never been born--an infinitely poorer place where people's lives are far more wretched.

Need and Importance of the Study:

- ✓ This study will help to increase the awareness about the Self Esteem and Self Concept status among Sports men.
- ✓ This research will provide base for the further research in the same field.

Tools for Data Collection:

Variables	Tools
Self Esteem	Self esteem Scale (Dr. Morris Rosenberg)
Self concept	Dr. Saraswat self concept questionnaire

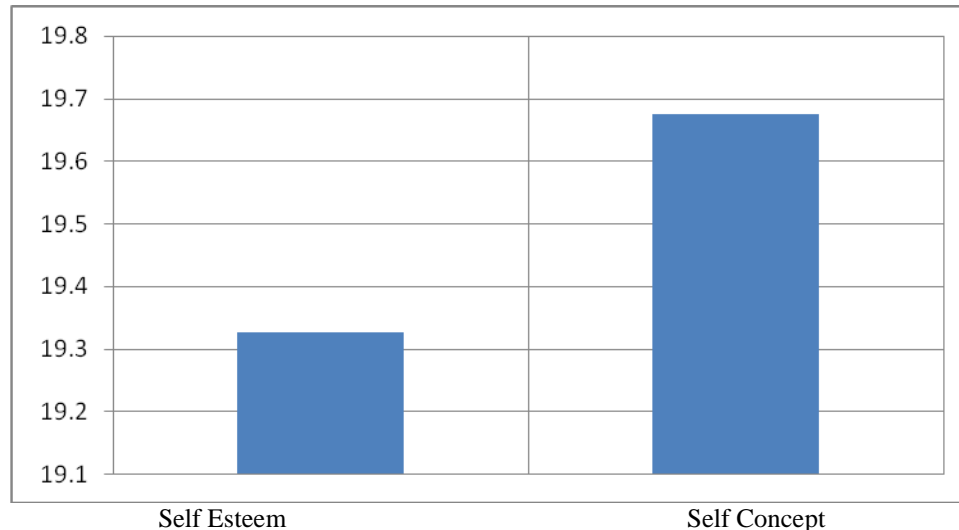
For the collection of data the researcher administered the Self esteem Scale of Dr. Morris Rosenbergs and Dr. Saraswats self concept questionnaire.

Descriptive statistics of Self Esteem and self concept of Sports men.				
Anantnag	Mean	N	Std. Deviation	Std. Error Mean
Self Esteem	19.3250	40	2.94729	0.46601
Self Concept	19.6750	40	3.98965	0.63082

Relationship of Self Esteem and self concept of Sports men

Sports men	N	Correlation	Sig.
	80	0.171	0.293

Table shows the coefficients of correlation of Self Esteem and Self Concept of Sports men Anantnag is positive ($p=0.171$) and statistically not significant at 0.05 level ($p=0.293$). This helps to interpret that Self Esteem and Self Concept of Sports men Anantnag are associated with each other. It was hypothesized that there will be relationship between Self Esteem and Self Concept of Sports men Anantnag. As the coefficient of correlation of Self Esteem and Self Concept of Sports men Anantnag is positive but not significant, thus this hypothesis is accepted.

Sports Men:**Discussion of the Findings:**

It was observed from the finding that in self esteem and all its sub scales, like Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations and Altruistic Behavior it shows that Sports men Anantnag have low degree of self esteem as compared to self concept. From the finding of self Concept of Sportsmen, Significant differences were found between Self concept and in all its dimensions of Self Concept like physical, Social, Temperamental, Educational, Moral and Intellectual. Therefore the research hypothesis, there is significant difference between the Self concept and self esteem of Sportsmen in sub scales i.e. physical, Social, Temperamental, Educational, Moral and Intellectual is accepted. The mean scores of Sportsmen Self Concept dimensions physical, Social, Temperamental and Moral shows that Sportsmen have high degree of self concept than self esteem While the mean scores of Sportsmen Self esteem dimension, educational and intellectual shows that Sportsmen have high degree of Self Esteem than Self concept. In the Present Study, we observed that Sportsmen got good results in Self Concept Dimensions physical, Social, Temperamental and Moral. While Sportsmen got good results in Self Esteem dimension educational and intellectual.

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