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Relationship Between Self-concept and Psychological Skills Among Sports Children

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Abstract

During the early elementary school years, the children life will be with parents, peers and playmates, schools' mates and others. In this expanded environment children know, and they know about their capabilities and begin to form a stable self-concept and feelings of self-worth. Self-concept consists of what we believe about ourselves. So, when children enter the world of sports at a time in their development when they are seeking information about their abilities. Most of the people are believe that 50-90% of performances are depending on mental skills. Mental skills are especially important when facing an opponent with similar physical abilities. Psychological factors can explain why sports participants performance can vary from day to day, without changes in physical condition (Weinberg & Gould, 2011). A study shows that sports participation enhances the self-concept. Vincent (1976) found that athletes had higher self-concept compared to non-athletes. Keeping above points in views the aim of the study is to know the relationship between self-concept and psychological skills among sports children. A sample of 60 children who have been participating in competitive sports were selected using convenient sampling technique. Dr. S.P. Ahulwalia (1969) children self-concept scale and Mahoney et al., psychological skill inventory for sports (PSIS-R-5) was used to measure the self-concept and psychological skills of the sports children along with detailed information schedule. The obtained results were discussed in this paper.

Keywords: Sports children, Self-concept, Psychological skills.

Introduction

Sports participation will start from childhood. Initially children join Sports for fun, enjoyment and this is the primary motivation to join Sports. Sports participation will enhance physical, social and psychological characters of the children. Children who participate in sports have shown improved academic achievement, higher self-esteem, fewer behavioral problems, and healthier psychological adjustment. Who are participated in sports they will be join to achieve something? So, there are good reasons to try to succeed and to be a good athlete. Success brings feelings of happy, competence, self-pride, admiration and status from peers, and approval from important other people, such as parents and coaches. Who has inferior of themselves they feel shame and inferiority, lowered respect and status among their peers, and the reactions from disappointed from parents and coaches? At the very first practice or tryout, they compare with their peers in this prized activity. Sports participation will enhance the children physical, social and psychological characters. For some children these physical, social and psychological developments will be more. Those we called as Talented. Sports participation promotes the positive impact on children's physical and mental health. Talent is ironic, and talent development process is seldom understood, and this often results in inappropriate practices (Gould & Carson, 2004). Gould, Dieffenbach, and Moffett (2002) studied the development of psychological talent in Olympic champions. A battery of psychological inventories was also administered to the athletes. It was found that the athletes were characterized mental toughness, sorts of intelligence, competitiveness, set of achieve goal, optimism and adaptive perfectionism. Results show that influences the athlete psychological development. Katsikas *et al.* (2009:35) reported in the study founded that compare to non-talented athlete talented athletes are better. Vikram singh and Onima reddy (2006), studied on subjects 450 female tribal were randomly selected. Self-concept scale

developed by Dr. Mukta Rani Rastogi was used. The obtained results show that, in relation to self-concept showed higher level of self-concept in sports achievers in comparison to non achievers, and non-participants female tribal. Researchers indicates the self-concept is a variable with more potential to reflect positive psychological outcomes (Sonstroem & Morgan, 1988). Salokum (1994) study results showed that Trained participants had higher self-concept scores and further, a positive relationship was found between gains in sports skill and increases self-concept scores. Keeping above points in view present study try to explore whether participation in sports effect on children self-concept.

Methodology

Problem:

To study the relationship between Self-concept and Psychological skills among Sports children.

Aim:

Aim of the study is to explore the relationship between the self-concept and psychological skills among sports children.

Objectives:

The objective of the study is as follows:

1. To study the Self-concept and Psychological skills among Sports children.
2. To study the relationship between Self-concept and Psychological skills among Sports children.

Hypothesis:

Based on previous studies the following hypothesis was formed:

1. There is a significant relationship between Self-concept and Psychological skills among Sports children.

Operational Definitions:

1. **Sports children:** children who are actively participating in competitive sports with minimum 2 years.
2. **Self-concept:** Self-concept can be distinguished from awareness, based on the fact that self-concept refers to the extent to which knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions.
3. **Psychological Skills:** The psychological skills are mental image, handling the stress, coping with the stress.

Research Design:

The present research used non-experimental research design.

Sample:

The subject for the current study consists of 60 children and 60 Sports children i.e. actively participating in competitive sports. Subjects were taken from different sports organizations, Schools and Sports clubs situated in different parts of Karnataka.

The inclusive criteria for sports children:

1. Actively participating in competitive sports.
2. School going children.
3. Age ranges from 9 to 14 years.

The Exclusion Criteria:

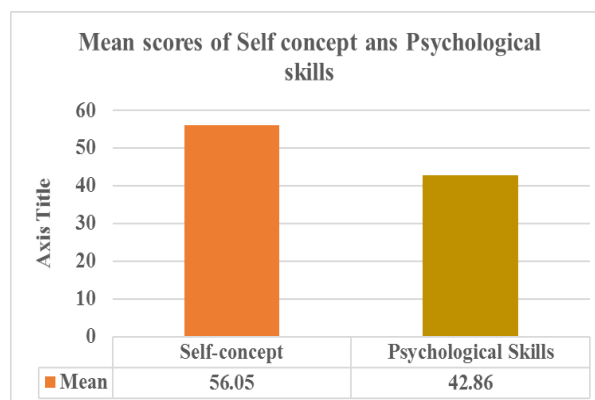
1. Age range of above 14 years.

Materials:

1. Information schedule: This children age, socio economic status, education, level of participation in sports, Type of sports, years of participation and other demographic details.
2. Children self-concept scale consist of 80-items in all with "yes" or "No" responses. It includes 16 li items to detect the children and adolescents have filled it accurately or not. It is a verbal paper – pencil test. A high score on the scale is presumed to indicate a favorable self-concept. Higher the score better self-concept.
3. The psychological skill inventory for sports. Developed by Mahoney et al in 1987. This is subjected to psychometric measurement. It contains 44 items and it as 8 sub scale. This is 5-point Lickert scale. 6 domains are respectively, Motivation (8 items), Confidence (8 items), Anxiety control (8 items), Mental preparation (6 items), Team emphasis (7 items) and Concentration (9 Items). The options will range from 1 to 5, 1 is never and 5 is almost always. Items worded negatively (indicating a problem or concern) are transformed by reverse coding format. In this high score on each scale correspondence to the psychological skill being present to a large.

Procedure:

Consent was obtained from each participant as well as from sports organizations and schools for the study. Socio-demographic details of the participant were a collected using information schedule. The questionnaire was given to the subjects and instructed the children to read the items carefully and to tick the appropriate option. But majority of the subjects were unable to understand the items. So, researcher administrated the questionnaire personally for each participant and explained each items. After filling the questionnaire, the response was collected back for further analysis.



Graph 1: mean score self-concept and psychological skills among of sports children.

Table 1 shows the children mean scores of self-concept and psychological skills. To find out is there any relationship between the self-concept a psychological skills Pearson Product movement correlation was calculated. The obtained 'r' value is 0.768. The obtained r value shows that there is a significant relationship between Self-concept and

Psychological skills among sports children and it is significant at 0.01 level. The obtained result is supporting Vikram singh and Onima reddy (2006), study results show that, in relation to self-concept and psychological skills among sports children. The probable reasons may be that the sports participation is not made any impact on development of self-concept among children and especially in young age children find difficult to introspect then self with sports participation as influence on development of self-concept. But in the present study relationship between self-concept and psychological skills are exists.

Conclusion:

The self-concept and psychological skills shown that there is a significant relationship among sports children.

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