

# Comparative study of self-concept of basketball and volleyball players

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## ABSTRACT

Self-concept is an important element in the professional developmental process for a sports person. In the present study, a comparative assessment of the self-concept dimension levels of men volleyball and basketball players was carried out. The data were collected by using a standard research instrument. The comparative assessment of the physical, educational dimension of self-concept showed no statistically significant difference in the means scores obtained from the basketball and volleyball representative groups. However, with respect to social, moral and intellectual dimensions, there was a significant difference in the test scores of volleyball and basketball players.

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**Key words :** Self-concept, Volleyball, Basketball, Physical and intellectual dimension

Self-concept is an important element in the growth and developmental process for individual human beings. Sports persons often need assistance in probing their inner selves to be able to move ahead in their lives. In addition to providing a framework for conceptualizing individual differences in behavioural styles and social adaptation, various models of self-concept suggest more normative directions for human growth and development. The particularity of one's cultural/personal history is pivotal in the emerging self-concept. One must look objectively at one's history, relate it, and calibrate it to the present experiences with which one is struggling in the effort to gain self-knowledge, which can help him/her in achieving exceptional heights in their professional carriers. Armed with an accurate self-concept, the individual can find self-actualization. As the sports person moves through life, he/she must face various role demands. Each person has some centre of ultimate concern that defines the centre of self and gives the organizing principle for all the various "callings." The task of bringing these diverse inner elements or roles into a cooperative, contributive relationship with each other is a major task of self-concept identification for every adult.

In the current millennium, new sports have been going further from the physical aspect to the mental or psychological aspect of competing. Psychology-a behavioural science has made its contribution for improving sports performance further (Alderman, 1974). Sports psychology is the scientific study of people and their behaviours in sport. The main job of a sports psychologist is to recognize how participation in sport

exercise and physical activity enhances a person's development. Sport and exercise psychologists have begun to research and provide information in the ways that psychological well-being and vigorous physical activities are related. Also, sport psychologists are beginning to consider exercise to be a therapeutic addition to healthy mental adjustment.

Previous research studies indicate a high relationship between the concept a person has of himself and his achievement in various spheres of life. The major premises underlying this information are that the manner in which a person sees himself is a product of how others view him and these perceptions are fine major products in his various achievement behaviours. That is, if you think you are good, and you perceive others as thinking you are good, then you will be good.

In the backdrop of advancement of scientific methods, techniques and tactics, every player of volleyball and basketball games requires certain specific physical, physiological and psychological qualities and all these qualities are highly required without which it is impossible to play efficiently (Bekiari *et al.*, 2006). An efficient player with good physique, fitness and mastery over all the skills but lacking in psychological qualities will be unable to play effectively for longer duration. Hence, the present study was undertaken to compare the self-concept levels of men volleyball and basketball players.

## METHODOLOGY

For the purpose of the study 100 men players of basketball and volleyball games were selected. The study

was further delimited to 50 men players each from basketball and volleyball games those represented Inter collegiat tournamet of Sant Gadgebab Amravati University, Amravati. The age of the subjects ranged between 18 and 25 years

#### Research instrument:

In the present study, self-concept levels were assessed by using 'self-concept questionnaire, developed by Saraswat (1989).

#### Statistical technique:

The data characteristics (descriptive statistics) such as mean, standard deviation, range, etc. were determined using SPSS 18.0 statistical package. To compare the self-concept levels amongst the men volleyball and basketball players, paired 't' test was employed. The significance level was chosen to be 0.05 (or equivalently, 5%) by keeping in view the consequences of such an error.

#### OBSERVATIONS AND DISCUSSION

The results are presented with the discussion about its possible implications with respect to various aspects. The results obtained in the present study are discussed in view of the context of study and the variables selected.

#### Self-concept of the men players participating in basketball and volleyball:

The development of the self-concept is a slow process and is primarily dependent on the external factors, such as those experienced in different domains of the life. In the present study, perception of men athletes or their attitude towards self was assessed using the standard Self-concept list (SCL). This test was used to understand the comprehensive perception of self, which is a collective function of various dimensions, such as physical, social, temperamental, educational, moral and intellectual dimensions. As the self-concept development is the function of external forces, and since the men athletes participating in different games experience relatively different environmental and societal conditions, the

collected data were separately analyzed for these two distinct groups' *i.e.*, men volleyball and basketball players.

#### Self concept – physical dimension:

Table 1 shows the results of the self-concept test for the physical dimension of the men basketball and volleyball players. The total variation in the test score was observed to be between 9 and 26. The mean scores of basketball players and volleyball players were  $16.8 \pm 3.23$  and  $17.4 \pm 3.41$ , respectively. The comparative assessment showed that there was no statistically significant difference in the means scores obtained from the representative groups. Investigations of physical self-concept among sportspersons have repeatedly shown that men have higher physical self-concept. Thus, the physical dimension of the self-concept provides valuable information that there was no difference in the perception of self on the physical dimension amongst the men participating in basketball and volleyball games.

#### Self concept – social dimension:

The data of Table 2 show the results of the self-concept test for the social dimension of the men participating in different games. The total variation in the score was observed to be between 9 and 29. The mean scores of basketball players and volleyball players were  $17.8 \pm 3.1$  and  $19.3 \pm 3.3$ , respectively. The comparative assessment showed that there was statistically significant ( $P < 0.05$ ) difference in the means scores obtained from the representative groups. The term social dimension has been interpreted in many ways. One popular definition says that it is attitudes, orientations or behaviours of an individual, which takes the interests, intentions or needs of other people into account. In sports, co-operation or co-operative characteristics between people form a very important trait for better sports performance. In the context of men sportsperson participating in different games, this aspect has high importance in a way as these players have to deal with many events where social interaction or leadership is necessary. In view of this, the results present a clear picture that with respect to their

**Table 1: Self- concept test – physical dimension scores**

Games	Mean	± SD	Min.	Max.	MD	t	P
Basketball	16.8	± 3.23	9	26	0.60	-0.681	Not Significant
Volleyball	17.4	± 3.41	11	25			

**Table 2: Self-concept test – social dimension scores**

Games	Mean	± SD	Min.	Max.	MD	t	P
Basketball	17.8	± 3.1	9	29	-1.50	-1.998	<0.05
Volleyball	19.3	± 3.3	10	27			

**Table 3: Self-concept test – temperamental dimension scores**

Games	Mean	± SD	Min.	Max.	MD	t	P
Basketball	16.6	± 2.9	8	25	-0.20	-0.161	Not-significant
Volleyball	16.8	± 3.1	9	25			

**Table 4: Self-concept test – educational dimension scores**

Games	Mean	± SD	Min.	Max.	MD	t	P
Basketball	15.8	± 3.1	8	31	0.90	1.180	Not-significant
Volleyball	14.9	± 3.3	9	25			

**Table 5: Self-concept test – moral dimension scores**

Games	Mean	± SD	Min.	Max.	MD	t	P
Basketball	17.5	± 3.4	8	29	3.7	2.097	<0.05
Volleyball	13.8	± 2.9	9	25			

participation in different games (basketball and volleyball), their social behaviour is different.

#### **Self concept – temperamental dimension:**

Table 3 shows the results of the temperamental dimension of self-concept test for the men basketball and volleyball players. The total variation in the score was observed to be between 8 and 25. The mean scores of basketball players and volleyball players were  $16.6 \pm 2.9$  and  $16.8 \pm 3.1$ , respectively. The comparative assessment showed that there was no statistically significant difference in the means scores obtained from the basketball and volleyball players. In the psychological study of personality, an individual's characteristic or habitual inclination or mode of emotional response can be termed as his or her temperament. As an individual develops, it is his or her temperament that helps to orient that development, influencing the growth of both intellect and character along particular lines. Hence, in view of the results obtained in the present study, it may be mentioned here that the temperament of men basketball and volleyball players was of a similar level.

#### **Self concept – educational dimension:**

The results of the self-concept test for the educational dimension of the men athletes participating in different games are presented in Table 4. The total variation in the test score was observed to be between 8 and 31. The mean scores of basketball players and volleyball players were  $15.8 \pm 3.1$  and  $14.9 \pm 3.3$ , respectively. The comparative assessment reveals that there was no statistically significant difference in the mean scores obtained from the basketball and volleyball players. Education is any process, either formal or informal, that shapes the potential of a maturing organism. Informal

education results from the constant effect of environment and its strength in shaping values and habits cannot be overestimated, especially in sports. In case of the population studied in the present investigation, all the men players (playing basketball and volleyball) consciously receive the education for achieving better performance. The results showed that the basketball and volleyball players were similarly inclined to receive and impart the knowledge in them through the learning or education process.

#### **Self concept – moral dimension:**

Table 5 shows the results of the self-concept test for the moral dimension of the men basketball and volleyball players. The total variation in the test score was observed to be between 8 and 29. The mean scores of basketball players and volleyball players were  $17.5 \pm 3.4$  and  $13.8 \pm 2.9$  respectively. The comparative assessment indicated statistically significant ( $P < 0.05$ ) difference in the mean scores obtained from basketball and volleyball players. A moral is a message conveyed or a lesson to be learned from a story or event. The moral may be left to the hearer, reader or viewer to determine for themselves, or may be explicitly encapsulated in a maxim. The moral understood from the various events present an ideal conditioning for learning through the experience. It is true especially in case of the sports persons as they are the individuals who are exposed to different situations during different sporting events. In view of the above results, it may be concluded that the men basketball and volleyball players have distinctly different moral levels of the self concept.

#### **Self concept – intellectual dimension:**

Table 6 shows the results of the self-concept test

**Table 6: Self-concept test – intellectual dimension scores**

Games	Mean	± SD	Min	Max	MD	t	P
Basketball	17.9	± 3.0	9	27			
Volleyball	19.1	± 4.1	13	31	-1.30	-2.178	<0.05

for the intellectual dimension of the basketball and volleyball players. The total variation in the test score was observed to be between 9 and 31. The mean scores of basketball players and volleyball players were  $17.9 \pm 3.0$  and  $19.1 \pm 4.1$ , respectively. The comparison of the mean scores obtained from basketball and volleyball players revealed statistically significant ( $P < 0.05$ ) difference. Intellectual health is the area of thoughts and our view on the world. This area is where human express their creativity, generate new ideas and ways of thinking, and cultivate their general outlook on life. This is the realm that governs decision-making and overall performance. The ability to think (intellectual ability) gives an individual to become more and more creative, besides he can also propose new ways of doing things. All in all, it seems that this ability especially in case of the men volleyball players was more than that observed in basketball players.

### Conclusions :

This study successfully determined the levels of self-concept amongst basketball and volleyball players. Based on the results, the study concludes that there existed a significant difference in the self-concept of the players of basketball and volleyball.

- In self-concept of physical dimension, it is concluded that there was no significant difference between physical dimension of volleyball and basketball players.
- For social dimension between the volleyball and basketball players, it was revealed that there was difference in their social behavior.

- Temperamental dimension from Table 3 it was revealed that there was no difference between temperamental dimension of basketball and volleyball player.
- From Table 4, it was revealed that there was no difference between volleyball players and basketball players in educational dimensions.
- Table 5 indicates that there was significantly high level of difference in moral level of the self-concept of basketball and volleyball players. Basketball player had high moral dimension than volleyball players.
- Table 6 indicates that intellectual dimension of volleyball players was higher than basketball players.

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