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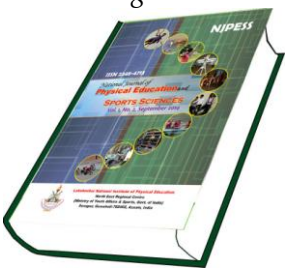

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Editorial

Epicenter Voyage of a Myth Institute-Lakshmibai National Institute of Physical Education
North East Regional Center

Lakshmibai National Institute of Physical Education, NERCis amongst the most admired centers of world-class education to foster academic excellence, physical fitness and research in sports committed to helping scholars, researchers and sports scientist leap into the 21st century. The present endeavor is a tribute to the holy symbol of Lakshmibai National Institute of Physical Education, NERC as the same was long precious aspiration. The journal shall symbolically signify the essence of quality research thereby appropriate in the ambition of the institute. The journal shall offer a much desired platform to publish quality research being undertaken in the whole world on the area in question. The journal shall bring the academicians and researchers from all over the globe to share their accumulated experiences and perceptions in order to realize new scientific and original innovation focused on aspects of the sports sciences and sports performance.

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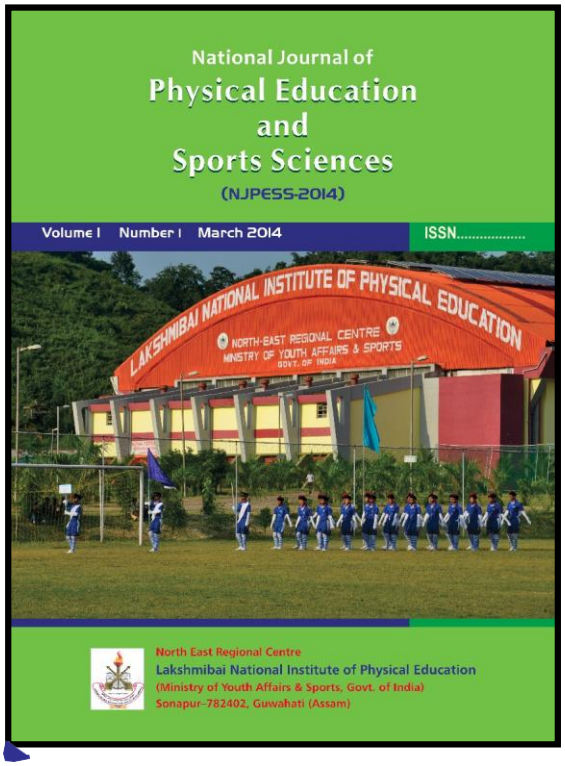

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Effect of Yogic Practice on Optimistic Pessimistic Attitude of College Going Students

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Abstract
The purpose of the study was to determine the effect of yogic practice on optimistic pessimistic attitude of college going students of subjects with the age range 17 to 25 years. For this 120 college going male subjects were drawn from Ramananda College, Bishnupur, Dist: Bankura (W.B). The subjects were divided into three treatment groups and one control group using random method. Group A was allotted Asanas treatment group consisted of 30 subjects, Group B was allotted Pranayama treatment group consisted of 30 subjects, Group C was allotted combination of Asana Pranayama treatment group consisted of 30 subjects and Group D control group consisted of 30 subjects. Pre post data were collected before and after intervention of yogic practice for 45 days by usingThe LOT-R test (Scheier& Carver, 1994) was administered to assess the optimism and pessimism status of the students. In the case optimistic attitude p-value for the F- statistic is 0.00 which is less than 0.05, so of it was significant and in the case of pessimistic attitude p-value for the F- statistic is 0.00 which is less than 0.05, so of it was significant. It was concluded that yogic practice improve the optimism attitude and decrease the pessimism attitude of college going students.

Keywords: *Asana, Pranayama, Asana & Pranayama, Optimistic Attitude, Pessimism Attitude*

INTRODUCTION

Regular practice of yoga enhances physical, emotional, intellectual, and spiritual health. The present work was taken up as data reported on the effect of yogic practice on optimistic pessimistic attitude of college going students the aim of the study is to learn whether there is any change in Optimistic Pessimism Attitude by the influence of yogic practice. Optimism is a mental attitude or world view. A common idiom used to illustrate optimism versus pessimism is a glass with water at the halfway point, where the optimist is said to see the glass as half full and the pessimist sees the glass as half empty. Pessimistic describes the state of mind of someone who always expects the worst. A pessimistic attitude isn't very hopeful, shows little optimism, and can be a downer for everyone else.

Hypotheses: On the basis of evidence indicating positive effect of yogic practice on psychological well-being of an individual the following hypotheses are formulated.

H_1 There will be a significant effect of yogic Practice on optimistic pessimistic attitude of college going students.

METHODOLOGY

One hundred twenty (120) college going male students were selected randomly as subjects in the age group of 17 to 25 years from from Ramananda College, Bishnupur, Dist: Bankura (W.B) India. The subjects were divided into three treatment groups and one control group using random method. Group A was allotted Asanas treatment group consisted of 30 subjects, Group B was allotted Pranayama treatment group consisted of 30 subjects, Group C was allotted combination of Asana Pranayama treatment group consisted of 30 subjects and Group D control group consisted of 30 subjects. All the subjects those were selected for the study did not carry out the training programme for the entire training programme for twelve weeks.

Where;

A = Asana Group

B = Pranayama Group

C =Asana Pranayama Group

D = Control Group

Q1 = pre- test

X = yogic practice {Asana, Pranayama, and combination of Asana Pranayama practice(60 min. per day)}

Q2 = Post-test

TOOLS USED

The LOT-R test (Scheier & Carver, 1994) was administered to assess the optimism and pessimism status of the students.

RESULTS

Table 1: Descriptive Statistics of the Data Measured in the Post Testing Optimistic Attitude

Treatment Group	Mean	Std. Deviation	N
Asanas Group	7.93	2.42	30
Pranayama Group	8.26	2.13	30
Asana Pranayama Group	8.20	2.32	30
Control Group	5.36	2.47	30
Total	7.44	2.60	120

Table 2: Descriptive Statistics of the Data Measured in the Post-testing After Adjustment with the Initial Difference Optimistic Attitude

Treatment Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Asanas Group	7.91[a]	0.23	7.43	8.38
Pranayama Group	8.07[a]	0.23	7.60	8.55
Asana Pranayama Group	8.17[a]	0.23	7.70	8.64
Control Group	5.60[a]	0.23	5.12	6.07

Covariates appearing in the model are evaluated at the following values: pre Optimistic Attitude = 5.8667.

Table 3: Ancova Table for the Post-test Data on Optimistic Attitude

Source	Sum of Squares	DF	Mean Square	F	Sig. (p-value)
Pre behavior	478.20	1	478.20	281.25	0.00
Treatment Group	135.85	3	45.28	26.63	0.00
Error	195.53	115	1.70		
Corrected Total	809.59	119			

Table 4: Post HOC Comparison for the Group Means in Post-measurement Adjusted with the Initial Differences Optimistic Attitude

(I) Treatment Group	(J) Treatment Group	Mean Difference (I-J)	Sig.[a] (p-value)
Asanas Group	Pranayama Group	-0.16	0.61
	Asana Pranayama Group	-0.26	0.43
	Control Group	2.30*	0.00
Pranayama Group	Asanas Group	0.16	0.61
	Asana Pranayama Group	-0.09	0.77
	Control Group	2.47*	0.00
Asana Pranayama Group	Asanas Group	0.26	0.43
	Pranayama Group	0.09	0.77
	Control Group	2.57*	0.00
Control Group	Asanas Group	-2.30*	0.00
	Pranayama Group	-2.47*	0.00
	Asana Pranayama Group	-2.57*	0.00

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

* The mean difference is significant at the 0.05 level.

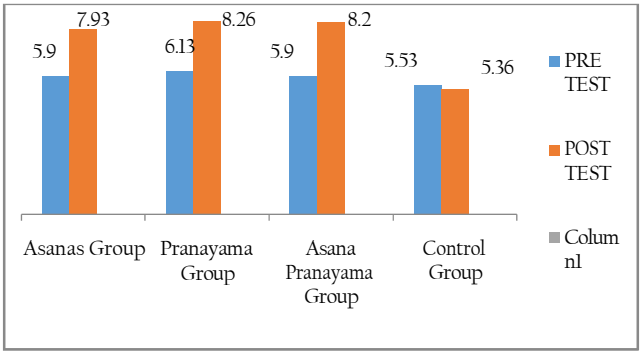

Fig. 1: Comparison of the Means on Optimistic Attitude of the Control Group and Three Experimental Groups

INTERPRETATION OF FINDINGS

The values of the means and standard deviations for the data on Optimistic Attitude in the different Groups during the post testing is shown in the Table 1. Further, adjusted means and standard deviation for the data on Optimistic Attitude of different Groups during post testing have been shown in Table 2. This may be noted that these values are different from that of the unadjusted values shown in Table 1. The advantage of using the ANCOVA is that the differences in the post-testing means are compensated for the initial difference in the scores. In other words, it may be said that the effect of covariate is eliminated in comparing the effectiveness of the treatment Groups during post-test. Table 3 shows the F–value for comparing the adjusted means of the four treatment Groups (Asanas Group, Pranayama Group, Asanas Parnayama Group and Control Group) during post-testing. Since p-value for the F- statistic is 0.00 which is less than 0.05, so of it is significant. Thus, the null hypothesis of no difference among the adjusted post-means for the data on Optimistic Attitude in four treatment Groups may be rejected at 5% level. Since F-statistic is significant, post hoc comparison has been made for the adjusted means of the four treatment Groups which is shown in Table 4. It may be noted here that p-value for the mean difference between Asanas Group and Control Group is 0.00, Pranayama Group and Control Group is 0.00, Asana Pranayama Group and Control Group is 0.00, all these p-values are less than 0.05 and hence they are significant at 5% level. Thus, the following conclusions can be drawn:

- There is a significant difference between the adjusted means of the Asanas Group and Control Group on the data of psychological variable Optimistic Attitude during post-test.
- There is a significant difference between the adjusted means of the Pranayama Group and Control Group on the data of psychological variable Optimistic Attitude during post-test.
- There is a significant difference between the adjusted means of the Asana Pranayama Group and Control Group on the data of psychological variable Optimistic Attitude during post-test.

In order to find as to which treatment is best, one can see the adjusted means values of different treatment Groups during post-testing given in Table 2. Clubbing these adjusted means with the three conclusions mentioned above. Hence, it may be inferred that asana, Pranayama and Asana Pranayama are equally effective in increasing the Optimistic Attitude among the subjects in comparison to that of the Control Group. To Control Optimistic Attitude all the treatments proved to be effective as among all the Groups after treatment Optimistic Attitude has shown upwards trends but Asan Pranayama together was most effective as difference between pre and post test was 2.3 for experimental Group which induces Pranayama difference between pre and post test was 2.13 in case of experimental Group which was under gone Asanas training was less effective. Still difference between pre and post test was 2.03.Which can be seen clearly in graphical representation that is Fig. 1.

Table 5: Descriptive Statistics of the Data Measured in the Post Testing Pessimistic Attitude

Treatment Group	Mean	Std. Deviation	N
Asanas Group	4.83	1.89	30
Pranayama Group	4.73	2.01	30
Asana Pranayama Group	5.43	1.61	30
Control Group	7.50	2.41	30
Total	5.62	2.27	120

Table 6: Descriptive Statistics of the Data Measured in the Post-testing After Adjustment with the Initial Difference Pessimistic Attitude

Treatment Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Asanas Group	5.05[a]	0.25	4.55	5.55
Pranayama Group	4.62[a]	0.25	4.12	5.12
Asana Pranayama Group	5.63[a]	0.25	5.13	6.13
Control Group	7.18[a]	0.25	6.68	7.69

Covariates appearing in the model are evaluated at the following values: pre Pessimistic Attitude = 6.5333.

Table 7: Ancova Table for the Post-test Data on Pessimistic Attitude

Source	Sum of Squares	DF	Mean Square	F	SIG. (p-value)
Pre Pessimistic Attitude	284.52	1	284.52	149.29	0.00
Treatment Group	112.43	3	37.47	19.66	0.00
Error	219.16	115	1.90		
Corrected Total	616.12	119			

Table 8: Post HOC Comparison for the Group Means in Post-measurement Adjusted with the Initial Differences Pessimistic Attitude

(I) Treatment Group	(J) Treatment Group	Mean Difference (I-J)	SIG.[a] (p-value)
Asanas Group	Pranayama Group	0.42	0.23
	Asana Pranayama Group	-0.58	0.10
	Control Group	-2.13*	0.00
Pranayama Group	Asanas Group	-0.42	0.23
	Asana Pranayama Group	-1.01*	0.00
	Control Group	-2.56*	0.00
Asana Pranayama Group	AsanaGroup	0.58	0.10
	Pranayama Group	1.01*	0.00
	Control Group	-1.55*	0.00
Control Group	AsanaGroup	2.13*	0.00
	Pranayama Group	2.56*	0.00
	Asana Pranayama Group	1.55*	0.00

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

*The mean difference is significant at the 0.05 level.

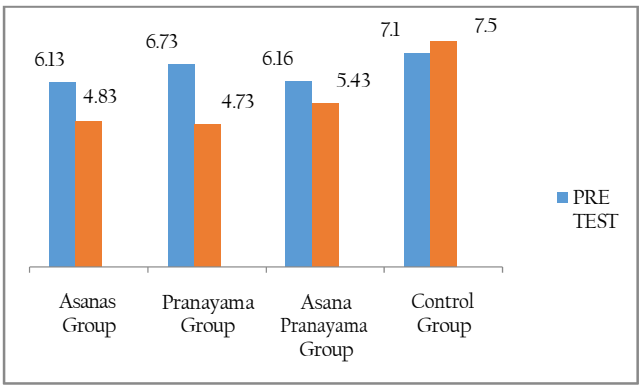

Fig. 2: Comparison of the Means on Pessimistic Attitude of the Control Group and Three Experimental Groups

INTERPRETATION OF FINDINGS

The values of the means and standard deviations for the data on Pessimistic Attitude in the different Groups during the post testing is shown in the Table 5. Further, adjusted means and standard deviation for the data on Pessimistic Attitude of different Groups during post testing have been shown in Table 6. This may be noted that these values are

different from that of the unadjusted values shown in Table 5. The advantage of using the ANCOVA is that the differences in the post-testing means are compensated for the initial difference in the scores. In other words, it may be said that the effect of covariate is eliminated in comparing the effectiveness of the treatment Groups during post-test. Table 7 shows the F–value for comparing the adjusted means of the four treatment Groups (Asanas Group, Pranayama Group, Asana Parnayama Group and Control Group) during post-testing. Since p-value for the F- statistic is 0.00 which is less than 0.05, so of it is significant. Thus, the null hypothesis of no difference among the adjusted post-means for the data on Pessimistic Attitude in four treatment Groups may be rejected at 5% level. Since F-statistic is significant, post hoc comparison has been made for the adjusted means of the four treatment Groups which is shown in table 8. It may be noted here that p-value for the mean difference between Asanas Group and Control Group is 0.00, Pranayama Group and Control Group is 0.00, Asana Pranayama Group and Control Group is 0.00, Asana Pranayama Group and the Pranayama Group is 0.00 all these p-values are less than 0.05 and hence they are significant at 5% level. Thus, the following conclusions can be drawn:

- There is a significant difference between the adjusted means of the Asanas Group and Control Group on the data of psychological variable Pessimistic Attitude during post-test.
- There is a significant difference between the adjusted means of the Pranayama Group and Control Group on the data of psychological variable Pessimistic Attitude during post-test.
- There is a significant difference between the adjusted means of the Asana Pranayama Group and Control Group on the data of psychological variable Pessimistic Attitude during post-test.
- There is a significant difference between the adjusted means of the Asana Pranayama Group and Pranayama Group on the data of psychological variable Pessimistic Attitude during post-test.

In order to find as to which treatment is best, one can see the adjusted means values of different treatment Groups during post-testing given in Table 6. Clubbing these adjusted means with the three conclusions mentioned above. Hence, it may be inferred that Asanas, Pranayama and Asana Pranayama are equally effective in increasing the Pessimistic Attitude among the subjects in comparison to that of the Control Group. To Control Pessimistic Attitude all the treatments proved to be effective as among all the Groups after treatment Pessimistic Attitude has shown upwards trends but Pranayama was most effective as difference between pre and post test was 2 for experimental Group which induces Asanas difference between pre and post test was 1.3 in case of experimental Group which was under gone Asana Pranayama together training was less effective. Still difference between pre and post test was 0.73.Which can be seen clearly in graphical representation that is Fig. 2.

DISCUSSION

Optimistic Attitude

Table 3 was referred back into the result section. It could be seen from the table that there was a significant difference in case of optimistic attitude after administrating the different training programme namely Asana, Pranayama and combination of Asana Pranayama. The post hoc test (Table 4) revealed that optimistic attitude was significantly improved in Asana Pranayama among the three experimental programme followed by Pranayama programme and Asana programme Groups. The effectiveness of Asana Pranayama programme in comparison to other training programme may be due to the reason that Asana Pranayama programme increase self-awareness of an individual regarding self and others. Therefore, proposed hypothesis has been accepted in case of optimistic attitude.

Pessimistic Attitude

Table 7 was referred back into the result section. It could be seen from the table that there was a significant difference in case of Pessimistic Attitude after administrating the different training programme namely Asana, Pranayama and combination of Asana Pranayama. The post hoc test (Table 8) revealed that Pessimistic Attitude was significantly improved in Pranayama among the three experimental programme followed by Asana programme and Asana Pranayama programme Groups. The effectiveness of Pranayama programme in comparison to other training programme may be due to the reason that Pranayama programme decrease Pessimistic Attitude of an individual. Therefore, proposed hypothesis has been accepted in case of Pessimistic Attitude.

CONCLUSION

1. Asanas, Pranayama and combination of Asana Pranayama also improve the optimism attitude of college going students.
2. Asanas, Pranayama and combination of Asana Pranayama also decrease the pessimism attitude of college going students.

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A Comparative Study on Self Concept of Runner, Thrower & Jumper for Effective Performance

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Abstract

The purpose of the study is to find out the Self Concept among Male Runner, Thrower and Jumper. The sample for the study consists of male 150 Runner, 150 Thrower and 150 Jumper those who have participated in the Inter State Athletics Competition of Gujarat state. Self concept test were administered of Dr. (Miss) Mukta Rani Rastogi. The test consisted of 51 Items. The subjects were required to respond to each item in terms of 'Strongly Agree, Agree, disagree and strongly disagree'. Reliability of the scale by sp lit-half method following spearman brown prophecy formula was found to be.87 and highly reliable in this test. To compare Male Runner, Thrower and Jumper on their Self Concept, one way analysis of variance was employed. DATA were analyzed by using S.P.S.S (Statistical package of Social Sciences). Mean of self concept score of the Runner Mean is 153.38, Thrower Mean is 164.54 and Jumper mean is 173.82. The difference between the three means is highly significant (F = 82.69, df =449, P < 0.01) It is clear that first result Thrower have significantly high self concept than the Runner. Second Jumper have significantly high self concept than the Runner. Third Jumper have significantly high self concept than the Jumper. HSD (0.05) = 0.62; HSD(0.01)=0.77.

INTRODUCTION

Sport Psychology is the scientific study of people and their behaviours in sport. The role of a sport psychologist is to recognize how participation in sport exercise and physical activity enhances a person's development. The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. He is the winners who have strong belief of success and who overcome psychological stress, fear, and feelings of restlessness, fatigue, concentration problems. Track and Field dominated the ancient Greek athletic festivals, and was also popular in Rome, but declined in the Middle Ages. In England track was revived sporadically between the 12th and 19th centuries. Track & field events are the main attraction in the modern Olympics started in the year 1896.

Mohsenpour (2002) studied self concept among male athletes of individual and team sports and concluded that there was no significant difference between somatic factor of group and individual examinable items but athletes of major group obtained lower cognitive grades than individual athletes (Mohsenpour, 2002).

In competitive sports Psychologist preparation of an athlete or a team is as much important as technique of the different skills of the game on a specific line. In modern competitive sports, the athletes and teams are prepared not only to play the game and for winning the game it is not only the proficiency in the skills, which bring victory but more important is the mental preparation. The spirit and attitudes of the athletes with which they play and perform the best in the competition (Singh, 1992).

METHODOLOGY

Objective of the Study

The purpose of the study is to find out the Self Concept among Male Runner, Thrower and Jumper.

Subjects

The sample for the study consists of male 150 Runner, 150 Thrower and 150 Jumper those who have participated in the Inter State Athletics Competition of Gujarat state.

Questionnaire Used

Self concept test were administered of Dr. (Miss) Mukta Rani Rastogi. The test consisted of 51 Items. The subjects were required to respond to each item in terms of 'Strongly Agree, Agree, disagree and strongly disagree'. Reliability of the scale by split-half method following spearman brown prophecy formula was found to be.87 and highly reliable in this test.

Statistical Technique

To compare Male Runner, Thrower and Jumper on their Self Concept, one way analysis of variance was employed. DATA were analyzed by using S.P.S.S (Statistical package of Social Sciences).

DISCUSSION

Table 1: Comparsion of Mean Score of Runner, Thrower & Jumper of Self Concept

Dimension	Group	Runner	Thrower	Jumper	Total
Self Concept	Mean	153.38	164.54	173.82	163.91
	S. D.	20.50	11.05	5.25	16.09
	S. E	1.67	0.90	0.42	0.75
	N	150	150	150	450

Table 2: LSD Test for Mean Comparison on Self Concept among Runner, Thrower & Jumper

Source	Ss	df	MS	F	P
Between Groups	31424.13	2	15712.06	82.69	<.01
Error	84936.65	447	190.01		
Total	116360.79	449			

Based on the results above, we could report the results of the study as follows: from the one way anova summary and graph it is seen that Mean of self concept score of the Runner Mean is 153.38, Thrower Mean is 164.54 and Jumper mean is 173.82. The difference between the three means is highly significant ($F = 82.69$, $df = 449$, $P < 0.01$) It is clear that first result Thrower have significantly high self concept than the Runner. Second Jumper have significantly high self concept than the Runner. Third Jumper have significantly high self concept than the Jumper. HSD (0.05) = 0.62; HSD(0.01)=0.77.

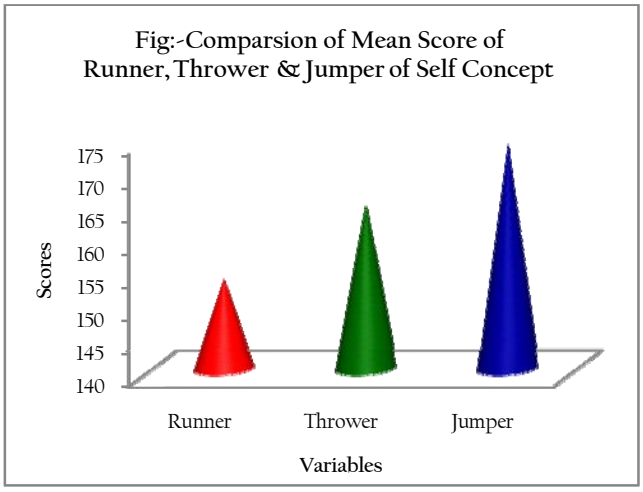

Fig. 1: Comparsion of Mean Score of Runner, Thrower & Jumper of Self Concept

CONCLUSION

1. Thrower has significantly high Self Concept than the Runner.
2. Jumper has significantly high Self Concept than the Runner.
3. Jumper has significantly high Self Concept than the Thrower.

DISCUSSION OF FINDINGS

It is concluded Thrower are having comparatively high Self Concept than the Runner, Jumper have significantly high Self Concept than the Runner and Thrower. Because they set goals and aims to give level best performance to win the Competition, where as the Runner concentrate on technique at the start & finish and muscle power to give the high level of performance. It is recommended that for all sports persons must be trained to having Self Concept to achieve high excellence in sports. The Coaches must prepare the athletes to thinks about or perceives themselves positively before and during competition.

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Case Study: The Social Microscope as a Research Method

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Abstract
This study was aimed to determine the approach to take a case study. Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. (Yin, 1984, p. 23).Many well-known case study researchers such as Robert E. Stake, Helen Simons, and Robert K. Yin have written about case study research and suggested techniques for organizing and conducting the research successfully.

INTRODUCTION

The case study is a complete analysis and report on the status of a particular individual, subject, school, institution, playground, community, or city with a view to ensure possible improvement of status of the case under investigation. Case study is a diagnostic study; it probes deeply and analyses the inter action between the factors that explain present status of the ones that influence change or growth. It is essentially a qualitative approach to ascertaining truth of the matter. The status of 'case' to be studied is in some way exceptional in the sense that its contribution to the field is extraordinarily great. The results and findings of the case study are also unique. Rightly called as "the social microscope".

METHODOLOGY

Case study research draws upon their work and proposes six steps that should be used:

- Determine and define the research questions
- Select the cases and determine data gathering and analysis techniques
- Prepare to collect the data
- Collect data in the field
- Evaluate and analyze the data
- Prepare the report

Step 1: Determine and Define the Research Questions

The researcher investigates the object of the case study in depth using a variety of data gathering methods to produce evidence that leads to understanding of the case and answers the research questions. Case study research generally answers one or more questions which begin with "how" or "why." The questions are targeted to a limited number of events or conditions and their inter-relationship.

Step 2: Select the Cases and Determine Data Gathering and Analysis Techniques

During the design phase of case study research, the researcher determines what approaches to use in selecting single or multiple real-life cases to examine in depth and which instruments and data gathering approaches to use. When using multiple cases, each case is treated as a single case. Each cases conclusions can then be used as information contributing to the whole study, but each case remains a single case.

Step 3: Prepare to Collect the Data

Because case study research generates a large amount of data from multiple sources, systematic organization of the data is important to prevent the researcher from becoming overwhelmed by the amount of data and to prevent the researcher from losing sight of the original research purpose and questions. Advance preparation assists in handling large amounts of data in a documented and systematic fashion. Researchers prepare databases to assist with categorizing, sorting, storing, and retrieving data for analysis.

Step 4: Collect Data in the Field

The researcher must collect and store multiple sources of evidence comprehensively and systematically, in formats that can be referenced and sorted so that converging lines of inquiry and patterns can be uncovered. Researchers carefully observe the object of the case study and identify causal factors associated with the observed phenomenon. Renegotiation of arrangements with the objects of the study or addition of questions to interviews may be necessary as the study progresses. Case study research is flexible, but when changes are made, they are documented systematically.

Step 5: Evaluate and Analyze the Data

The researcher examines raw data using many interpretations in order to find linkages between the research object and the outcomes with reference to the original research questions. Throughout the evaluation and analysis process, the researcher remains open to new opportunities and insights. The case study method, with its use of multiple data collection methods and analysis techniques, provides researchers with opportunities to triangulate data in order to strengthen the research findings and conclusions.

Step 6: Prepare the Report

Techniques for composing the report can include handling each case as a separate chapter or treating the case as a chronological recounting. Some researchers report the case study as a story. During the report preparation process, researchers critically examine the document looking for ways the report is incomplete. The researcher uses representative audience groups to review and comment on the draft document. Based on the comments, the researcher rewrites and makes revisions. Some case study researchers suggest that the document review audience include a journalist and some suggest that the documents should be reviewed by the participants in the study.

DISCUSSION

Case studies are complex because they generally multiple sources of data, may include multiple cases with in a study, and produce large amount of data for analysis. Researchers from many disciplines use the case study method to build upon theory, to produce new theory, to dispute or challenge theory, to explain a situation, to provide a basis to apply solution to situations, to explore, or to describe an object or phenomenon.

CONCLUSION

The advantage of the case study method is its applicability to real-life, contemporary, human situations and its public accessibility through written reports. Case study results relate directly to the common reader everyday experience and facilitate an understanding of complex real-life situation.

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An Analysis of Self-concept between Male and Female International Weightlifters of 12th South Asian Games

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Abstract
The purpose of the study was comparison of self-concept between male and female Weightlifters. The subject for this study was 12th South Asian Games 2016, which was organised by India in Guwahati (Assam). Total42 (fourty two) India, Bangladesh, Nepal male Weightlifters, 21 players of male and 21 player of Female were (19-30 years of age) selected. The selected variable was self-concept. The obtained data were analyzed by applying independent 't' test in order to comparison of self-concept differential between male and female Weghtlifters. The level of significant was set at 0.05. The self-concept Questionnaire developed by Robson(1989) was selected for this study. There was no significant difference of self-concept between male and female Weightlifters because the calculated value 1.705 is less than the table value 2.021at 0.05 level of significance.
Keywords: *Self-concept, Male and Female Weightlifters*

INTRODUCTION

Self-esteem can be defined as the sense of contentment and self-acceptance that results from a person's appraisal of one's own worth, attractiveness, competence, and ability to satisfy one's aspirations (Robson, 1989).

Self-concept has been referred by Lowe (1961) as ones attitude towards self, and by, Paderson (1965) as an organized configuration, of perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself. The self, which maintains a distinct characteristic individuality oridentity of a person, is the foundation for the formation of personality, achievement motivation and functioning of creativity. The self-concept, which refers to the cluster of the most personal meanings a person alludes to his \her 'self' is not a finished product at birth. It is not an actualized reality at birth but an open book of innumerable potentialities. It is something, which develops, and how it develops and what its constituent attitudes depend upon the family and the psychological environment where the individual is borne and brought up. (Gells 1974)

The self is the totality of our impressions, thoughts and feelings such that we have a continuing conscious sense of being. Rogers defines the self as an organized, consistent, concept gestalt composed of perceptions of the characteristics of the 'I' or 'Me' and the perceptions of the relationships of the 'I' or 'Me' to others and to various aspects of life, together with the values attached to these perceptions. Self-concept is the sum total of all an individual can call his own, including both physical and mental data. It is a composite of ideas, feelings and attitudes a person has about himself. It includes ones self esteem sense of personal worth, and one's sense of who or what one would like to be or one's ideal self.

REVIEW OF RELATED LITERATURE

Upon reviewing the literature on self concept, mental toughness consistently emerged as one of the most important psychological characteristics of sport. The association between self-esteem and psychiatric disorders such as eating disorders has been demonstrated innumerous studies. In a series of community-based case control studies, low self-esteem was shown to be a significant risk factor for both bulimia nervosa (Fairburn, Welch, Doll, Davies, & O'Connor, 1997) and anorexia nervosa (Fairburn, Cooper, Doll, & Welch, 1999). Prospective research on risk factors for eating disorders among schoolgirls (e.g., Button, Sonuga Barke, Davies, & Thompson, 1996; Calam & Waller, 1998) and in the general population (e.g., Ghaderi & Scott, 2001) has also shown that low self-esteem constitutes a risk factor for developing eating disorders or unhealthy eating attitudes

(Wood, Waller, & Gowers, 1994). There is also extensive empirical data on the presence of low self-esteem in dieting disordered patients (Griffits *et al*., 1991), as well as in other psychiatric disorders such as depression (e.g., de-Man, Gutierrez, & Sterk, 2001), psychosis (e.g., Krabbendam *et al*., 2002), suicidality (e.g., Vilhjalmsson, Krisjansdottir, & Sveinbjarnardottir, 1998.

CRITERION MEASURES

The SCQ is a self-report scale measuring self-esteem (Robson, 1989).was also selected for this study, because it is most reliable, valid and suitable test to measure self-concept of sportsman.

PROCEDURE

Total 42 (India, Bangladesh, Nepal) male and female Weightlifters (19-30 years of age) selected from South Asian Games-2016 which was organised by India in Guwahati (Assam). The selected variable was Mental Toughness, self-esteem. After obtaining approval for the human subjects protocol from the tournament organizer, prospective team coaches were contacted about taken the data.

MEASURES

Self-Concept Questionnaire (SCQ)

The SCQ is a self-report scale measuring self-esteem (Robson, 1989). It consists of 30 items (e.g., "I have control over my life," "I feel emotionally mature," "I can like myself even if others don't"). The items are based on seven components of self-esteem, according to theoretical and empirical information reviewed by Robson (1988). The scoring is performed on an eight-point scale, ranging from completely disagree to completely agree.

HYPOTHESIS

It was hypothesized that there may be significant difference in self-concept between male and female Weightlifters

STATISTICAL TECHNIQUE

The obtained data were analysed by applying independent 't' test in order to comparison of Mental Toughness differential between male and female Weightlifters. The level of significant was set at 0.05.

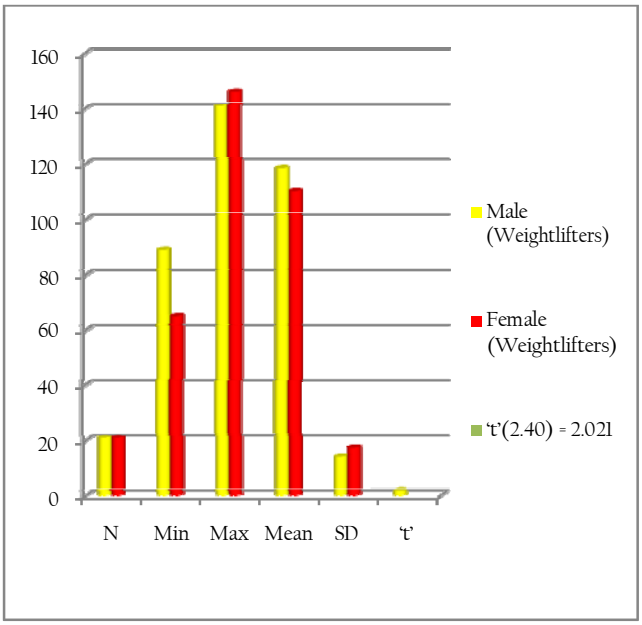
RESULTS

Table 1: Significance of Difference between Male and Female Weightlifters on Self-concept in Numbers

Team	N	Min	Max	Mean	SD	't'
Male (Weightlifters)	21	89	141	118.2857	14.03974	1.705
Female (Weightlifters)	21	65	146	110.0000	17.29162	

$t'_{(2.40)} = 2.021$

From the above Table-1, It is revealed that there was no significant difference in case of self-concept test as calculated 't'value [1.705] was less than tabulated 't'value [2.00] at 0.05 level of significance. Thus it may be concluded that there was no significant difference between male and female Weightlifters related to self-concept test, in which mean self-concept test is significantly higher for male and female Weightlifters at 0.05 level of significance.



DISCUSSION OF FINDING

The insignificant difference in self-concept between male and female Weightlifter may be due to the reason that the players were almost of the same level of fitness level, or having a equal amount of training and experience which must have been a probable cause for this.

CONCLUSION

Within the limitation of the study the following conclusion may be drawn:

1. There is no significant difference in case of self-concept between male and female Weightlifters of 12th South Asian Games.

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