

DIFFERENCES IN SELF-CONCEPT AMONG GROUPS OF DANCERS,
ATHLETES, AND NON-MOVEMENT ORIENTED INDIVIDUALS

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ABSTRACT

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This study was conducted to investigate differences in self-concept, and various facets of self-concept, among female groups of athletes, dancers, and non-movement oriented individuals. The Tennessee Self Concept Scale (TSCS) was the instrument used to evaluate the following for each subject group: total self-concept; identity self; behavioral self; self satisfaction; physical self; moral-ethical self; personal self; social self; self-criticism; total variability; and distribution of scores.

The TSCS was administered to the following females from Sam Houston State University, Huntsville, Texas:

(1) forty athletes representing Sam Houston State University's women's traveling teams; (2) sixteen dancers representing the university's Performing Dance Group; and (3) twenty-seven students selected from academic classes at the university who had never been involved in sport and/or dance activities.

One way analysis of variance was the statistical method used to evaluate results. An F-ratio was calculated for each facet of self-concept to determine significance among the tested groups. In addition to statistical

calculations, results were subjectively evaluated by a trained psychologist. A mean score for each subject group for each facet of self-concept tested by the TSCS was graphically plotted. Each subject group was evaluated in relationship to (1) a normal population and (2) each other subject group.

Subjective results suggested minor differences in four areas: (1) the athlete group appeared to possess a higher concept of identity, as measured by the TSCS, than did the dancer group or the group of non-movers; (2) the athlete group exhibited a greater certainty about test responses, as measured by the TSCS, than did the dancers or non-movers; (3) the group of dancers appeared to possess a higher concept of social self; as measured by the TSCS, than did the athletes or non-movers; and (4) the dancers appeared to be more accepting of themselves, as measured by the TSCS, than did the athlete group or the group of non-movers.

Subjective results could not be supported statistically. Statistical results revealed no significant differences among subject groups for any facet of the self-concept measured by the TSCS. Therefore, it was concluded that: (1) there is no significant difference in self-concept or any facet of self-concept, as measured by the TSCS, among college aged female groups of athletes, dancers, and non-movement oriented

individuals; and (2) statistical methods show that minor differences in TSCS scores which would appear to be real differences when graphed and subjectively evaluated can not be considered real differences.

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CHAPTER I

INTRODUCTION

"The self-concept is more important than the real self in determining behavior" (Sawrey and Telford 51, p. 251). Carl Rogers (48) professes that to discover the self is a basic drive of man, and most authorities agree that the self-concept encompasses many variables that contribute to man's self-actualization process. In fact, some authorities consider the self-concept basic to the development of other adaptive and/or maladaptive behavioral patterns.

Research literature affords only occasional reference to the contributions of movement experience to one's self-concept. It has not yet been established if theoretical behavioral responses are learned responses. Specialists in sport psychology, however, project the theory that an athletic environment can contribute to positive and/or negative behavioral patterns, responses that might reflect in the concept one has of one's self.

Purpose of the Study

This study was designed in an attempt to investigate differences in self-concept among female groups of athletes,

dancers, and those who do not engage in movement oriented activities, as measured by the Tennessee Self Concept Scale (TSCS). Of specific concern were differences among groups on the scores received in the following categories: (1) total self-concept, (2) identity concept, (3) self satisfaction, (4) behavioral self, (5) physical self, (6) moral-ethical self, (7) personal self, (8) family self, (9) social self, (10) self criticism, (11) total variability, and (12) distribution score.

Need for the Study

With increasing interest in sport psychology, it seems appropriate to explore an element of personality that might be important to the athlete. Using movement as a medium for expression, the body becomes a means of attaining the purported objectives of education. Dorothy Allen proposes that "if we can create a more stable, positive body concept through positive experiences in body oriented activities, then we indirectly change the person (self)" (1, p. 41).

It seems possible that athletics could provide an environment that would contribute to development of the type of positive body image which results from achievement in an activity requiring body efficiency. Ellen Gerber suggests that "a very tall basketball player is more comfortable with his height than a tall fourth grade teacher

is" (18). Since body-concept appears to be directly related to self-concept, it logically follows that accomplishment within an athletic environment could direct feelings of adequacy toward the self, thus strengthening the self-concept and contributing to development of the total individual.

The majority of the research published relative to movement and self-concept is concentrated within the realm of athletics without regard for movement apart from a competitive environment. In order to avoid a similar limitation, the present study involved two movement environments, a competitive environment consisting of athletic activities and a creative environment constituting expressive dance oriented activities.

Subjects

This study involved eighty-three female students, ages eighteen through twenty-three, who were enrolled in Sam Houston State University, Huntsville, Texas, during the 1973-74 school term. Students selected as subjects must have met the criteria for group assignment. Each subject must have been, as defined for this study, a dancer, an athlete, or a non-mover.

Basic Assumptions

In a study of this type, it was necessary to assume that the following conditions existed:

1. All subjects responded honestly to all questions presented on the Tennessee Self Concept Scale.
2. Events immediately preceding test administration did not significantly influence responses.
3. Persons who indicated that they were non-movers had never voluntarily participated in a sport or a dance oriented activity.

Definition of Terminology

The following terminology is operationally defined for this study:

Athletic Team. Members of Sam Houston State University traveling teams selected by University faculty to compete in an athletic contest against similarly skilled women from other schools.

Dancer. A female member of Sam Houston State University's performing dance group who possesses a technical knowledge of expressive body movement and is thus selected to perform in the Sam Houston State University Dance Concert.

Athlete. A female student selected, by University faculty, because of her skill level, to participate on Sam Houston State University women's badminton, softball,

tennis, volleyball, and/or basketball teams.

Non-Mover. A female student who is not, or has never voluntarily been, involved in a dance or sport activity.

Self-Concept. The way in which one perceives one's self as measured by the Tennessee Self Concept Scale.

Tennessee Self Concept Scale. (TSCS). A non-projective questionnaire developed for evaluation of self-concept.

"P" Scores. Scores received on eight individual classifications related to self-concept.

1. Identity. What one perceives one's self to be.
2. Self Satisfaction. How one feels about one's self.
3. Behavior. How one perceives one's self to act.
4. Physical Self. How one perceives one's physical characteristics.
5. Moral-Ethical Self. How one feels toward one's spiritual self.
6. Personal Self. How adequate one feels as a person.
7. Family Self. How adequate one feels as a family member.
8. Social Self. How adequate one feels with other people.

The following terminology is theoretically defined.

Body Concept. One's perception of components that constitute one's physical stature, examples of which are body size, weight, anatomical structure, perceived appearance, sexuality, and health status.

Self Concept. One's perception of all components that constitute the self. Theoretically, self-concept is determined in part by the perceptions one assumes others to have toward the components of one's self. Components evaluated in this study include physical self, social self, personal self, family self, social self, identity self, behavioral self, and self satisfaction.

Movement Concept. One's perception of all components involved in the self when the individual is involved in movement.

CHAPTER II

REVIEW OF RELATED LITERATURE

Snygg and Combs (55) propose that adequacy is a need basic to man and that an individual tends to seek activity that will reinforce his feelings of adequacy. The authors conclude that "the quest may find expression in a wide variety of behaviors aimed, in one form or another, at the maintainance or enhancement of our perceptions of personal worth and value" (55, p. 46). The discovery and promotion of such expression has always been among the objectives of a strong educational system and especially within the realm of physical education.

The self is a phenomenon acquiring attention from both psychologists and educators. Jersild defines self as "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is" (27, p. 9). Studies by Ruth Byler (5) suggest that an interest in understanding the self emerges as early as the fourth grade when children exhibit consciousness of their appearances toward others.

Several researchers propose that one's self-concept can be enhanced through movement experiences. Though effect

Similarly, Sakers (50) found a significant relationship between motor ability and the actual-ideal self-concept of adolescent girls. Doudlah (11), in her research, suggested that the movement concept is directly influenced by the self-concept and the body concept.

The literature supports a direct relationship between body concept and self-concept. Consequently, Zion expresses the opinion of most authorities in her research conclusion that "the security one has in one's body is directly related to the security with which one faces one's self in the world (64, p. 494).

Ellen Gerber (18) speaks about the body in terms of its three perspectives: as perceived by others; as an object, a thing in the environment; as a subject, the body as self. In those terms, Gerber feels that "to apprehend one's environment is to experience the body as self" (18). Fraleigh expresses the experience of Gerber's discrepancy between the body and the self.

When I am sincerely my dance . . . I am not aware of each separate motion . . . I am my dance, freely myself and freely others. I am free to be as I chose to be Conversely, when I am not my dance, I feel the faces of my hands. My legs don't belong to me. Every motion is an effort . . . (16, p. 67).

According to George Mead (39), a reduction in discrepancy between the self as subject and self as object

through movement exploration, teaches communication skills to handicapped children. He maintains that a confidence in moving contributes to total self confidence and thus concept of self.

A cause and effect relationship between self-concept and performance of a movement activity has not been studied in depth by researchers. Lewis (36) investigated the effect of success in performing a motor skill on self-concept. He found no relationship between self-concept and improved free throw shooting in basketball. In exploring the effect of self-concept on learning, Lay (33) administered the Tennessee Self-Concept Scale (TSCS) to college aged non-swimmers before and after twenty class periods in a beginning swimming course. Results indicate increase in self-concept scores of subjects who achieved success and decrease in self-concept scores of subjects who did not successfully learn to swim.

In an investigation cited by Johnson (29, pp. 560-565), Johnston, Fretz, and Johnson tested seventy-four subjects, from ages four to seventeen, before and after participation in a prescribed neuromotor perceptual training program. Post-test results revealed a decrease in self-ideal self height discrepancy. Results suggested a more realistic concept of physical self with observational evaluations implying an increase in feelings of confidence toward the self.

self confident than either the recreational athletes or the non-athletes. Neumann concluded that "harmonious development of the personality comes about through sports participation" (61, p. 81).

Conversely, Burdeshaw (6) administered the Sixteen Factor Personality Questionnaire to swimmers and non-swimmers to examine the effect of experience in a movement activity on personality development. She found no significant differences in personality profiles between the two groups of female subjects.

Ogilvie and Tutko (43) tested Olympic participants and established that superior athletes appeared to possess fewer neurotic symptoms than the normal population. As reported by Vanek and Cratty (61, p. 31), Ikegami, a Japanese professor, conducted an extensive investigation of persons involved in athletics for a period of from one to nine years. He studied the personalities of fifteen hundred subjects and concluded that increased participation in athletics yields fewer inferiority feelings.

According to Snygg and Combs (55), the positive contributions of sport to the self might result from a feeling of adequacy in the athletic environment. The self theorists have hypothesized that one's behavior is controlled by one's phenomenal field, the total environment present at the time that an experience is encountered by the individual.

The phenomenal self, as part of the phenomenal field, consists of "all parts of the phenomenal field perceived by one to be characteristic of one's self" (15, p. 66). Thus, one's self-concept "includes those parts of the phenomenal field which the individual has differentiated as definities and fairly stable characteristics of himself" (15, p. 66).

Lecky (34) supports the theory of adequacy that Snygg and Combs (55) propose. According to Lecky, "to understand the individual we must study his choices" (34, p. 115). The self is the center of one's world, and that which one accepts as part of one's personality must be consistent with one's self-concept. If not, the individual will either reject it or reorganize his personality in order to accept that component of behavior. Hence, personality changes and resists change to protect one's self-concept.

Similarly, Carl Rogers' (48) concept of the fully functioning person views a healthy personality to be one in which one's feelings and attitudes are consistent with one's concept of self. Erich Fromm (17) believes the same but adds that to reach potentialities is also one of life's main objectives, and he concludes that personality development is the ultimate product of the searching process.

Perhaps Weiss suggested that movement activities do elicit feelings of adequacy that appear to be significant in man's quest for identity when he proposed that "young men are attracted by athletics because it offers them the

most promising means for becoming excellent" (63, p. 17). The relationship of movement to the physical sufficiency and recognition of the body that appears to be important in self-concept development is supported by Raymond Berry, a former football all-american: "the boy who competes in athletics long enough gains a real respect for the miraculous performance of the human body and its ability to do things that nobody thinks it can do" (60, p. 88).

According to Mead (39), one's adequacy is determined by society's "significant others". Mead proposed that a person is a product of society; that the self is not present at birth; that the self emerges through social experience; that "one becomes a self in so far as one can take the attitude of another and act toward himself as others act" (39, p. 171). Mead further believes that a person is composed of many selves, each self behaving in accordance with the situation or experience encountered by the individual.

Malumphy (37) investigated motivations for female participation in competitive golf and tennis activities. She found that of the one hundred and eighty subjects questioned, ninety-three per cent of the subjects' fathers and eighty-three per cent of their mothers (significant others) encouraged their daughters' participation in the competitive activities. Further, one third of the golfers

and forty-six per cent of the tennis players indicated that their dating opportunities were enhanced through competition. In a study by Jersild (27), eighty per cent of his tested subjects, ranging in ages from fourth grade through college, evaluated themselves in terms of how they were perceived by others.

Coleman (9), Biddulph (3), and McGraw and Tolbert (38) found significant relationships between social status and athletic ability among junior high and high school boys. In contrast, Olson (45) reported no relationship between social status and motor ability of primary aged children subjected to a supplemental physical education program.

The positive contribution of sport and activity to one's character has been professed since adoption of the objectives of physical education. Educators in the field have since assumed the responsibility of encouraging "carry over value" is currently being challenged by psychologists who have worked closely with superior athletes. Many authorities are now implying that sport is of little value to personality development.

Ogilvie and Tutko (44) suggest that athletes are basically insecure and possess the need to be superior, to defeat others. As quoted by Vanek and Cratty, Steinbach believes that "athletic participation is a form of compensation evidenced by individuals who lack a well

integrated personality" (61, p. 81), and Ogilvie and Tutko report that "competition doesn't seem to build character . . . that competition doesn't even require much more than a minimally integrated personality" (43, p. 62). In Vanek and Cratty's reference to a study by Hosek (61, p. 84), it was concluded, from his work with track athletes, that the athletes were not satisfied with their lives and exhibited more neurotic symptoms than non-athletes.

Arnold Beisser (2), a psychiatrist who works extensively with athletes, considers participation in athletics necessary to the psychological homeostasis of the action-oriented athlete. He believes that in many cases, "participation serves as an integrating personality force, and when deprived of this, psychiatric symptoms appear" (2, p. x). Through analysis, Beisser "learned that the action oriented athlete tends to equate emotional disorder with physical disability" (2, p. ix) and that:

Studying athletes who crossed the threshold from psychiatric health to psychiatric illness, sports have been found to be of central importance in the changes which occurred - when a signal event indicated the end of their satisfying role in sports (2, p. 228).

Vanek and Cratty refer to a study by Svoboda (61, p. 81) which proposed that the personality undergoes, as a result of competition, both positive and negative personality changes, depending upon amounts of stress a person can endure. Neal (41) and Slusher (54) consider

the importance of movement to exist as potential for personality integration:

Within each sport situation man does not achieve existence but the potential for existence. He is endowed with the capability of movement and of action - all of which brings him closer or further from fulfillment of personal being. The direction is left up to man . . . (54, p. 56).

Contradictory philosophies view participation in movement activities to exist as integrating personality forces and as compensatory endeavors; as mentally exhilarating experiences and as conditioned responses to habitual stimuli; as experiences through which one may seek identity and as means by which one can withdraw from the reality of life. In considering all of the reviewed research, the literature appears to reflect one basic thesis, " . . . The thing that is really at stake in our play situations is the self . . . our self-concept . . . the mastery of the self" (Neal 41, p. 20).

Summary

Two trends exist in the literature: (1) Participation in movement activities does appear to affect self-concept and components relative to self-concept; and (2) the "superior" athlete appears to be most affected by participation in a competitive activity. Implications for the effect of movement experience on self-concept is

restricted to the athlete due to the fact that there is little or no experimental research relative to other movement activities, such as dance.

Since it is an area that has not yet been studied extensively, it is difficult to formulate conclusions beyond theoretical applications. Uncertainties and inconsistencies in the literature reflect the need for further research in this area.

CHAPTER III

METHODOLOGY

The self-concept is a facet of one's personality that, according to Cratty (7, p. 16), is relatively stable by late adolescence. Not readily observable, the self-concept is not always easily evaluated. Projective and non-projective scales are available to the psychologist for testing purposes. However, since the self-concept is a component of behavior that is not yet fully understood, true validity of many of the evaluative tools is questionable.

Choice of Instrument for Measurement of Self-Concept

Of the several methods available for assessing self-concept, evaluation by the Tennessee Self Concept Scale (TSCS) appeared to be the most appropriate for this study. The test was economical, available to the researcher, suitable for effective administration, did not require scoring by a trained psychologist, and had relatively high validity and reliability reported.

Four components of validity were established in constructing the TSCS: predictive validity, concurrent validity, content validity, and construct validity. Validity for each of the test's categories was not established. It has been substantiated through research and application to self-concept theory. Validity is evidenced by recognition of the following factors: (12, p. 17-28).

1. All psychiatrists were in agreement in retention and classification of all descriptive items appearing on the TSCS.

2. Administration of the TSCS indicated that, as expected, "groups that differ on psychological dimensions should differ in self-concept" (12, p. 17); there was a difference between psychiatric patients and non-psychiatric patients; there was a difference between delinquents and non-delinquents.

3. Administration of the TSCS to psychiatric patients and non-psychiatric patients yielded score differences at the .001 level of significance for every score but self criticism, total variability, and distribution.

4. The TSCS discriminates among different types of people.

5. Most scores yielded by the TSCS are highly correlated with the Minnesota Multiphasic Personality Inventory and the Edwards Personal Preference Schedule.

false; mostly false; partly false and partly true; mostly true; completely true. The scale can be administered to persons within the age range of twelve to sixty-eight who have an educational background beyond the sixth grade level.

The TSCS was constructed to evaluate one's perceptions of one's self from both internal and external frames of reference. The internal frame of reference represents what one sees when one looks at one's self (Fitts 15, p. 14). It refers to one's perceptions of who one is, degree of satisfaction with one's self perception, and how one behaves in relationship to the satisfaction of one's identity concept. The following categories constitute one's concept of self from an internal frame of reference (15, p. 42).

1. Identity: statements concerned with whom the individual thinks he is.

2. Self Satisfaction: statements concerning how one feels about one's self.

3. Behavior: statements pertaining to how one perceives what one does or how one acts.

The external frame of reference refers to how one perceives one's subselves that are external in nature. The following categories constitute one's concept of self from an external frame of reference (15, p. 42-43).

1. Physical Self: statements pertaining to how one perceives one's physical characteristics, sexuality, health, and appearance.

2. Moral-Ethical Self: statements pertaining to how one perceives one's moral, ethical, and religious characteristics.

3. Personal Self: statements describing how one feels about one's personal worth, self respect, and self confidence.

4. Family Self: statements describing how one feels about one's adequacy as a family member.

5. Social Self: statements pertaining to one's feeling of adequacy in one's personal relationships.

Thus, the TSCS was constructed as a two dimensional 3 x 5 scheme. The three categories constituting the internal frame of reference represent one dimension and the five categories constituting the external frame of reference represent the second dimension. The possible fifteen intersecting categories represent possible interpretations for all facets of one's self-concept tested by the TSCS.

In addition to the above frames of reference, the TSCS also yields the following types of scores: (1) a self criticism score indicates a level of defensiveness; (2) a variability score indicates the inconsistency from one area of perception to another; (3) a distribution score reflects the certainty with which one perceives one's self; (4) a score reflecting total self-concept.

The researcher, in this study, was interested in the three subject group scores for the following factors:

total self-concept; identity self; self satisfaction; behavioral self; physical self; moral-ethical self; personal self; family self; social self; self criticism; total variability; and distribution score.

The TSCS answer sheet (see Appendix A) was constructed so that each response was recorded as a point value in the category applicable to that question. In scoring the questionnaire, points were totaled for each factor and converted to T-scores which were graphically plotted.

An extreme high or low score for any one concept area indicated a self perception that deviated from the normal population. A deviation in the self criticism score indicated a lack of defenses. An extremely high variability score indicated lack of unity in one's personality. An extreme distribution score suggested the presence of a disturbed personality.

Selection of Subjects

The eighty three subjects participating in the study were female students enrolled in Sam Houston State University, Huntsville, Texas, during the 1973-74 school year. Each subject was defined as an athlete, a dancer, or a non-mover as follows:

An athlete was a female student who had been selected by University faculty to compete on the Sam Houston State University women's softball, badminton, tennis,

volleyball, and/or basketball teams. Subjects must have participated in competitive athletics prior to the 1973-74 term. The athlete group consisted of forty subjects, all available female athletes at the university.

A dancer was a female member of the Sam Houston State University performing dance group who had been selected by university faculty to perform in the university dance concert. Subjects must have been exposed to such an experience prior to the 1973-74 school year. The sixteen available female dancers were used in this study.

A non-mover was a female student who had never voluntarily participated in sport or dance activities. Subjects in this category were chosen from students enrolled in physics, history, philosophy, psychology, and mathematics classes at the university.

Qualification of each subject as a non-mover was determined by a questionnaire (see Appendix B) devised by the researcher. The questionnaire was constructed to ascertain whether the potential subject had or was participating in voluntary movement activities as defined for this study. The researcher selected classes taught by professors who indicated an interest in the study and were willing to co-operate. Of the two hundred and twenty women who completed the questionnaire, twenty-seven qualified as subjects for the study.

Procedure

The TSCS was administered to all subjects during scheduled class periods. In testing non-movers, at least three persons completed the questionnaire at the same time which prevented the researcher from inadvertently identifying the subjects' questionnaires. In the case where less than three persons in a class qualified to complete the questionnaire, the questionnaire was not administered at all. Members of Sam Houston's softball, volleyball, basketball, badminton, and tennis teams completed the questionnaire at the beginning of the practice season before being subjected to competition. Persons involved in more than one inter-collegiate sport were requested to complete the questionnaire only once. Subjects were not aware of the specific intent of the study.

Preceding the administration of the TSCS, each potential non-mover subject was requested to complete a questionnaire devised by the researcher (see Appendix B) to ascertain that each individual would qualify as a subject for the appropriate subject group. All potential subjects were further questioned by the researcher to insure appropriate classification as a subject. It was not necessary for the dancers and athletes to complete the devised questionnaire since they were classified by definition. Nor was it necessary to individually question the athletes since they were all female activity oriented

individuals who had previous experience in the activity in which they were involved.

During administration of the TSCS, the researcher explained the necessity for accurate responses and provided directions for test completion (see Appendix C). In each case, the test administrator explained the procedure, left the room, and returned to collect the scales after all subjects had finished. No one, other than the subjects, was present in the room at the time of test administration.

Evaluation of Results

The TSCS yielded twelve raw scores for each subject, one score for each of the following factors: total self-concept; identity self; self satisfaction; behavioral self; physical self; moral-ethical self; personal self; family self; social self; self criticism; total variability; and distribution score. A mean score for each subject group was calculated for each factor. The mean scores thus calculated were evaluated both subjectively and statistically as follows.

Subjective evaluation of results. The mean score for each factor for each subject group was plotted on a TSCS graph (see Appendix D). The plotted scores represented graphic illustrations of the mean self-concept profile of each subject group. Each profile was analyzed by a psychologist and evaluated in terms of the profile of a normal population and the profile of the other subject

groups. In addition to the total profile, mean scores for each subject group were evaluated for each of the factors.

Statistical evaluation of results. One Way Analysis of Variance was the statistical procedure used to determine significant differences. An F-ratio was calculated on the scores obtained in total self-concept, identity self, self satisfaction, behavioral self, physical self, moral-ethical self, personal self, family self, social self, self criticism, total variability, and distribution of scores. Thus, it could be ascertained if the three subject groups differed significantly on any score or distribution of scores. Had significance been found, a t-test for independent groups would have been employed to pinpoint the significance.

CHAPTER IV

RESULTS

Two methods were employed in evaluating data obtained from the Tennessee Self Concept Scale (TSCS). Results were statistically treated by means of one-way analysis of variance. An F-ratio was calculated for each TSCS score to determine significant differences among the groups. Graphic representations of self-concept profiles for each subject group were interpreted by a psychologist in an attempt to obtain a subjective evaluation of the data.

Statistical Results

The TSCS consists of nine individual "p" scores. Each score is an evaluation of one's concept of a specific facet of one's personality. In addition, variability scores measure the consistency among the areas of self perception. A distribution score indicates the certainty with which one perceives one's self. A self criticism score measures one's level of defensiveness. Subjects were scored on all facets of the TSCS, nine "p" scores, total

variability, self-criticism, and distribution of responses.

Table I presents a summary of the mean scores for each subject group for each TSCS score.

TABLE I
MEAN RAW SCORES OF EACH SUBJECT GROUP
FOR EACH SCORE RECEIVED ON TSCS

Score	Mean of Athlete Group	Mean of Dancer Group	Mean of Non-Mover Group
Total Self-Concept	341.95	343.25	338.37
Identity Self	127.70	121.00	126.22
Self Satisfaction	102.00	104.18	101.62
Behavioral Self	112.10	110.81	110.51
Physical Self	68.65	68.06	66.74
Moral-Ethical Self	69.10	68.81	68.51
Personal Self	64.87	64.37	64.33
Family Self	70.35	71.62	70.92
Social Self	68.97	70.37	67.85
Total Variability	53.40	51.00	49.51
Distribution	122.52	113.62	112.22
Self Criticism	38.17	37.06	37.51

Statistical procedures were employed to test each of the following null hypotheses. Each hypothesis relates to each score received on the TSCS.

Total self-concept from the TSCS represents a measure of self esteem. In relationship to this measure, the following null hypothesis was tested.

Hypothesis I. There is no significant difference in total self-concept among the female groups of athletes, dancers, and non-movers.

An analysis of variance used to test the difference in total self-concept among the female groups of athletes, dancers, and non-movers yielded an F-ratio of .15 which was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table II). Thus, the null hypothesis was accepted.

TABLE II

ANALYSIS OF VARIANCE FOR TOTAL SELF-CONCEPT OF
GROUPS OF ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	301.92	2	150.96	.15
Within Groups	75533.08	80	944.16	
Total	75835	82		

Identity concept, as measured by the TSCS, refers to one's perception of who one is. In relationship to this measure, the following null hypothesis was tested.

Hypothesis II. There is no significant difference in identity concept among groups of female athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in identity concept among the female groups of athletes, dancers, and non-movers. The F-ratio obtained, $F = .54$, was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table III). Thus, the null hypothesis was accepted.

TABLE III
ANALYSIS OF VARIANCE FOR IDENTITY CONCEPT AMONG
GROUPS OF ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	516.50	2	258.25	.54
Within Groups	37787.07	80	472.33	
Total	38303.57	82		

Behavioral self, as measured by the TSCS, refers to how one perceives one's self to act. In relationship to this measure, the following null hypothesis was tested.

Hypothesis III. There is no significant difference in concept of behavioral self among female groups of athletes, dancers, and non-movers.

An analysis of variance used to test the difference in concept of behavioral self among the female groups of athletes, dancers, and non-movers yielded an F-ratio of .16 which was less than the $F \geq 19.5$ needed for significance at the .05 level of confidence (see Table IV). Thus, the null hypothesis was accepted.

TABLE IV

ANALYSIS OF VARIANCE FOR CONCEPT OF BEHAVIOR AMONG
GROUPS OF ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	72.73	2	36.36	.16
Within Groups	17126.74	80	214.08	
Total	17199.47	82		

Self satisfaction, as measured by the TSCS, refers to how one feels about one's self. In relationship to this measure, the following null hypothesis was tested.

Hypothesis IV. There is no significant difference in concept of self satisfaction among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in concept of self satisfaction among the female groups of athletes, dancers, and non-movers. The F-ratio, .16 was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table V). Thus, the null hypothesis was accepted.

TABLE V

ANALYSIS OF VARIANCE FOR CONCEPT OF SELF SATISFACTION
AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	46.21	2	23.10	.16
Within Groups	9592.79	80	119.90	
Total	9639	82		

Physical self, as measured by the TSCS, refers to the way in which one perceives one's physical characteristics. In relationship to this measure, the following null hypothesis was tested.

Hypothesis V. There is no significant difference in concept of physical self among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in concept of self satisfaction among the female groups of athletes, dancers, and non-movers. The F-ratio, 2.07, was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table VI). Thus, the null hypothesis was accepted.

TABLE VI

ANALYSIS OF VARIANCE FOR CONCEPT OF PHYSICAL SELF
AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	194.87	2	97.43	2.07
Within Groups	3748.13	80	46.85	
Total	3943	82		

Moral-ethical self, as measured by the TSCS, refers to how one feels toward one's spiritual self. In relationship to this measure, the following null hypothesis was tested.

Hypothesis VI. There is no significant difference in concept of moral-ethical self among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in concept of moral-ethical self among the female groups of athletes, dancers, and non-movers. The F-ratio, $F = .03$, was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table VII). Thus, the null hypothesis was accepted.

TABLE VII

ANALYSIS OF VARIANCE FOR CONCEPT OF MORAL-ETHICAL
SELF AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Score	F
Between Groups	5.48	2	2.74	.03
Within Groups	5536.79	80	69.20	
Total	5542.27	82		

Personal self, as measured by the TSCS, refers to how adequate one feels as a person. In relationship to this measure, the following null hypothesis was tested.

Hypothesis VII. There is no significant difference in concept of personal self among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in concept of personal self among the female groups of athletes, dancers, and non-movers. The F-ratio of .07, was less than the $F \geq 19.5$ which was needed for significance of the .05 level of confidence (see Table VIII). Thus, the null hypothesis was accepted.

TABLE VIII

ANALYSIS OF VARIANCE FOR CONCEPT OF PERSONAL SELF
AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	5.75	2	2.87	.07
Within Groups	3272.13	80	40.90	
Total	3277.88	82		

Family self, as measured by the TSCS, refers to how adequate one feels as a family member. In relationship to this measure, the following null hypothesis was tested.

Hypothesis VIII. There is no significant difference in concept of family self among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in concept of family self among the female groups of athletes, dancers, and non-movers. The F-ratio of .07 was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table IX). Thus, the null hypothesis was accepted.

TABLE IX

ANALYSIS OF VARIANCE FOR CONCEPT OF FAMILY SELF
AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	19.39	2	9.69	.07
Within Groups	9786.71	80	122.33	
Total	9806.10	82		

The variability score present in the TSCS refers to one's consistency or inconsistency of self perceptions from one area to another (12, p. 3). The total variability score reflects personality unity and integration (12, p. 3). In relationship to this measure, the following null hypothesis was tested.

Hypothesis X. There is no significant difference in total variability among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in the total variability scores among the female groups of athletes, dancers, and non-movers. The F-ratio of 1.22 was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table XI). Thus, the null hypothesis was accepted.

TABLE XI
ANALYSIS OF VARIANCE FOR TOTAL VARIABILITY
AMONG ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	251.87	2	125.93	1.22
Within Groups	8253.35	80	103.16	
Total	8505.22	82		

The distribution score, as yielded by the TSCS, reflects the certainty with which one evaluates one's self perceptions (12, p. 3). In relationship to this measure, the following null hypothesis was tested.

Hypothesis XI. There is no significant difference in distribution of responses among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in distribution of responses among the female groups of athletes, dancers, and non-movers. The F-ratio of 1.50 was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table XII). Thus, the null hypothesis was accepted.

TABLE XII

ANALYSIS OF VARIANCE FOR THE DISTRIBUTION SCORES
FOR ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	1998.59	2	999.29	1.50
Within Groups	53122.40	80	664.03	
Total	55120.99	82		

The self criticism score, yielded by the TSCS, refers to an individual's defensiveness. A high self criticism score suggests the presence of healthy defenses. A low self criticism score reflects unhealthy defensiveness (12, p. 3). In relationship to this measure, the following null hypothesis was tested.

Hypothesis XII. There is no significant difference in self criticism scores among female groups of athletes, dancers, and non-movers.

An analysis of variance was used to test the difference in self criticism scores among the female groups of athletes, dancers, and non-movers. The F-ratio of $-.24$, was less than the $F \geq 19.5$ which was needed for significance at the .05 level of confidence (see Table XIII). Thus, the null hypothesis was accepted.

TABLE XIII

ANALYSIS OF VARIANCE FOR THE SELF CRITICISM SCORES
FOR ATHLETES, DANCERS, AND NON-MOVERS

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	16.22	2	8.11	-.24
Within Groups	-2669.31	80	33.36	
Total	-1047.31	82		

Subjective Evaluation of Results Obtained from the TSCS

TSCS results were evaluated by a psychologist without knowledge of statistical results. His subjective evaluation suggested that the profile of each subject group was "average" in terms of self perceptions. In comparison, all three subject groups possessed similar perceptions on seven of the twelve evaluated TSCS scores: total self-concept; self-satisfaction; behavioral self; physical self; moral-ethical self; personal self; and family self.

The subjective evaluation performed by the psychologist suggested that some differences did exist among the groups. For instance, the athletes, as a group, appeared to possess more positive perceptions of self identity than did the other two groups. The dancer group appeared to be more accepting of themselves than either the athlete group or the non-mover group and likewise appeared to possess a higher concept of social self than did the athlete group or the non-mover group.

The variability score of the athlete group was greater than that of the dancers or the non-movers. The higher score suggests that the athlete group possessed a greater degree of certainty about their self perceptions than the dancer group or the non-mover group.

Subjective results evolved from evaluation of the percentile graphic representation of the TSCS. Results appear in Appendix D of this paper.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the difference in self-concept among female groups of athletes, dancers, and non-movement oriented individuals. The researcher attempted to ascertain if persons involved in different kinds of movement oriented activities possessed different self-concepts and further if persons involved in movement activities possessed self-concepts different from persons who do not engage in movement activities.

Subjects and Procedures

Eighty-three subjects were selected for the study from females enrolled in Sam Houston State University, Huntsville, Texas, during the 1973-74 school year. Each female was classified as a subject in one of three groups: an athlete group, a dancer group, or a non-mover group. Classification of subjects was based on present and previous experience with their athletic and dance activities. Such experience was determined by questionnaire and direct questioning by the researcher. The total number of subjects involved in the study was eighty three; (1) forty

athletes; (2) sixteen dancers; and (3) twenty-seven non-movers.

The Tennessee Self Concept Scale (TSCS) was administered to all subjects. The TSCS is a one-hundred item, non-projective questionnaire that evaluates one's concept of identity, self-satisfaction, behavior, physical self, moral-ethical self, family self, personal self, and social self. In addition, it yields a total self-concept score, a self criticism score, a variability score, and a distribution score suggesting certainty of one's self evaluations.

Evaluation of Results

Subjective results were interpreted from the mean profile of each subject group. James A. Johnson, Ph.D., Director of University Counseling Services, Sam Houston State University, clinically interpreted all TSCS results without knowledge of the statistical results. Subjective interpretations of the graphic representation of the data suggested:

1. The mean profile of each subject group, as measured by the TSCS, was average in comparison with the profile of a normal population.

2. The athlete group, as measured by the TSCS, possessed a higher identity concept than the group of dancers or the group of non-movers.

3. The dancers, as a group, appeared to be more accepting of themselves as measured by the TSCS, than the group of athletes or the group of non-movers.

4. The athletes, as a group, appeared to be more certain of their self evaluations, as measured by the TSCS, than the group of dancers or the group of non-movers.

5. The dancers, as a group, appeared to possess a higher concept of social self, as measured by the TSCS, than did the group of athletes or the group of non-movers.

Results of the TSCS were evaluated subjectively and statistically. Statistically, a one-way analysis of variance was used to test each hypothesis. As no significant differences were found among the groups for any score obtained on the TSCS, all null-hypotheses were accepted.

Conclusions

The psychologist interpreting subjective results suggested a difference among subject groups in the four instances discussed on page 47. However, there appears to be some problem in accepting the subjective evaluation since the statistical results obtained from the study suggest no significant differences between the groups.

Due to the conflict of results obtained by the subjective evaluation and, due to the strength of the statistics indicating acceptance of the null hypotheses,

the following are concluded:

1. There is no difference in self-concept or any facet of self-concept, as measured by the TSCS, among college aged female groups of athletes, dancers, and non-movers.
2. Statistical methods show that minor differences in TSCS scores which would appear to be real differences when graphed and subjectively evaluated are not necessarily true differences. Therefore, subjectively viewed differences between groups that are not relatively large should not be considered differences at all.

Discussion of Results

Statistical results of the study indicate that there is no difference in self-concept among female groups of athletes, dancers, and non-movement oriented individuals. Subjective results suggest that all subject groups possess a normal self-concept profile as measured by the TSCS. Thus, the results of this study support the theory that college aged movement oriented females do not differ in concept of self from college aged non-movement oriented individuals.

The majority of reported research relative to self-concept and movement suggests the following: (1) movement experiences in childhood and early adolescence appear to have some effect on the development of one's self-concept;

and (2) athletes appear, in many cases, to possess a lower self-concept and are thus not as well adjusted as the non-athlete population. Due to the fact that a college aged sample was tested in this study, results are not applicable to case number one. However, the sample tested does make this study's results applicable to the second suggestion.

Statistical results of the study, however, do not support previous research conclusions that athletes possess self-concepts lower than those of non-athletes. Consequently, early movement experience is not precluded as a possible influence on the individual in arriving at the stable self-concept of late adolescence.

Aside from theory applicable to the original concerns of this study, it is interesting to note differences between this study's research conclusions and theories proposed by some sport psychologists. Society responds negatively to athletic competition for women. Some theorists suggest that because of social mores, the female athlete suffers greater identity conflict than does the female non-athlete (37, 41, 53, 61). Yet, results of this study indicate that the female athlete's self-concept is not significantly different from that of the female non-movement oriented individual. Nor does the self-concept of the female athlete differ from the self-concept of the dancer who does, in fact, engage in activities accepted and promoted by society.

One might also theorize that perhaps the self-concept of the female athlete and the female dancer might differ from that of the non-movement oriented female if the female movers were to achieve recognition for their talents. At this time women do not participate in athletics to the degree of their male counterparts, nor have they received the spectator adulation afforded male athletes. Neither have dancers reached a comparable stage in performance. If in the future female movers become acclaimed for their movement talents, perhaps a difference in self-concept between movers and non-movement oriented individuals would appear.

Summary

Results indicate that for the college aged female, movement experiences do not contribute to a change in self-concept. Theories proposed by psychologists that suggest a stabilization of self-concept by late adolescence, support that conclusion. Though subjective results suggest minor differences among subject groups in four facets of self-concept, statistical results indicate that subjectively viewed differences among groups that are not relatively large should not be considered differences at all.

Both the statistical and subjective evaluations indicate that the athlete, like the dancer and non-mover, are average in terms of self-concept. Results of the study do not preclude the possibility that movement type experiences do affect self-concept but at an earlier age before

self-concept has stabilized.

Recommendations

A longitudinal study needs to be conducted to determine if participation in movement activity contributes to self-concept development. Such investigation should be conducted before the adolescent period when females appear to become more aware of societal demands. The study should be designed to investigate effects of the competitive factor and the non-competitive components present in movement and their possible relationships to self-concept development.

APPENDIX A

CLINICAL FORM OF THE TENNESSEE SELF CONCEPT SCALE ANSWER
SHEET AS PUBLISHED BY COUNSELOR RECORDINGS AND TESTS
NASHVILLE, TENNESSEE

53

ITEM NO.	PAGES 5 AND 6	ITEM NO.	PAGES 3 AND 4	ITEM NO.	PAGES 1 AND 2
13	1 2 3 4 5	7	1 2 3 4 5	1	1 2 3 4 5
14	1 2 3 4 5	8	1 2 3 4 5	2	1 2 3 4 5
15	1 2 3 4 5	9	1 2 3 4 5	3	1 2 3 4 5
16	1 2 3 4 5	10	1 2 3 4 5	4	1 2 3 4 5
17	1 2 3 4 5	11	1 2 3 4 5	5	1 2 3 4 5
18	1 2 3 4 5	12	1 2 3 4 5	6	1 2 3 4 5
31	1 2 3 4 5	25	1 2 3 4 5	19	1 2 3 4 5
32	1 2 3 4 5	26	1 2 3 4 5	20	1 2 3 4 5
33	1 2 3 4 5	27	1 2 3 4 5	21	1 2 3 4 5
34	1 2 3 4 5	28	1 2 3 4 5	22	1 2 3 4 5
35	1 2 3 4 5	29	1 2 3 4 5	23	1 2 3 4 5
36	1 2 3 4 5	30	1 2 3 4 5	24	1 2 3 4 5
49	1 2 3 4 5	43	1 2 3 4 5	37	1 2 3 4 5
50	1 2 3 4 5	44	1 2 3 4 5	38	1 2 3 4 5
51	1 2 3 4 5	45	1 2 3 4 5	39	1 2 3 4 5
52	1 2 3 4 5	46	1 2 3 4 5	40	1 2 3 4 5
53	1 2 3 4 5	47	1 2 3 4 5	41	1 2 3 4 5
54	1 2 3 4 5	48	1 2 3 4 5	42	1 2 3 4 5
67	1 2 3 4 5	61	1 2 3 4 5	55	1 2 3 4 5
68	1 2 3 4 5	62	1 2 3 4 5	56	1 2 3 4 5
69	1 2 3 4 5	63	1 2 3 4 5	57	1 2 3 4 5
70	1 2 3 4 5	64	1 2 3 4 5	58	1 2 3 4 5
71	1 2 3 4 5	65	1 2 3 4 5	59	1 2 3 4 5
72	1 2 3 4 5	66	1 2 3 4 5	60	1 2 3 4 5
85	1 2 3 4 5	79	1 2 3 4 5	73	1 2 3 4 5
86	1 2 3 4 5	80	1 2 3 4 5	74	1 2 3 4 5
87	1 2 3 4 5	81	1 2 3 4 5	75	1 2 3 4 5
88	1 2 3 4 5	82	1 2 3 4 5	76	1 2 3 4 5
89	1 2 3 4 5	83	1 2 3 4 5	77	1 2 3 4 5
90	1 2 3 4 5	84	1 2 3 4 5	78	1 2 3 4 5
99	1 2 3 4 5	95	1 2 3 4 5	91	1 2 3 4 5
100	1 2 3 4 5	96	1 2 3 4 5	92	1 2 3 4 5
		97	1 2 3 4 5	93	1 2 3 4 5
		98	1 2 3 4 5	94	1 2 3 4 5

NAME		SCHOOL GRADE		SEX	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME
				<input type="checkbox"/> M <input type="checkbox"/> F					

FILLED BY:

 COUNSELOR RECORDINGS AND TESTS
 BOX 6184, ACKLEN STA.
 KNOXVILLE, TENN. 37212

SCORE SHEET

Counseling Form
Tennessee Self Concept Scale

NAME	SCHOOL GRADE	SEX	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME
		<input type="checkbox"/> M <input type="checkbox"/> F					

HOW THE INDIVIDUAL PERCEIVES HIMSELF

N TERMS OF:	COLUMN A PHYSICAL SELF	COLUMN B MORAL-ETHICAL SELF	COLUMN C PERSONAL SELF	COLUMN D FAMILY SELF	COLUMN E SOCIAL SELF	SELF CRITICISM	ROW TOTALS
ROW 1.	P-1 P-2 P-3 N-4 N-5 N-6 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-19P-20P-21 N-22N-23N-24 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-37P-38P-39 N-40N-41N-42 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-55P-56P-57 N-58N-59N-60 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-73P-74P-75 N-76N-77N-78 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	91 92 93 94	POSITIVE P
ROW 2.	P-7 P-8 P-9 N-10 N-11 N-12 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-25P-26P-27N-28N-29N-30 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-43P-44P-45 N-46N-47N-48 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-61P-62P-63 N-64N-65N-66 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-79P-80P-81 N-82N-83N-84 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	95 96 97 98	
SELF SATISFACTION HOW HE ACCEPTS HIMSELF	P	P	P	P	P		
ROW 3.	P-13 P-14 P-15 N-16 N-17 N-18 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-31P-32P-33 N-34N-35N-36 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-49P-50P-51 N-52N-53N-54 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-67P-68P-69 N-70N-71N-72 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	P-85P-86P-87 N-88N-89N-90 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5	99 100	SC =
BEHAVIOR HOW HE ACTS	P	P	P	P	P		
COLUMN TOTALS	TOTAL POSITIVE (ΣP) _____					Total Positive or P →	
V. (Range of Scores)							

DISTRIBUTION OF RESPONSES

NUMBER OF 5S 4S 3S 2S 1S

Col. Tot. V. →

Row V	
Tot	

APPENDIX B

QUESTIONNAIRE TO DETERMINE QUALIFICATION
OF SUBJECTS AS NON-MOVERS

QUESTIONNAIRE

Instructions: Read each statement carefully and check the appropriate blank.

True

False

_____ _____ I have never before voluntarily participated in athletics either independently or sponsored by a school, college, recreation association, or any other organization.

_____ _____ I have never before voluntarily participated in dance oriented activities either independently, affiliated with a school, college, fine arts association, or professional organization.

_____ Age

_____ Sex

APPENDIX C

DIRECTIONS FOR ADMINISTRATION OF THE TENNESSEE
SELF CONCEPT SCALE

I am conducting a study in order to complete my master's thesis. I appreciate your co-operation in responding to this questionnaire. Please be honest; I assure you that there is no way of identifying individual responses. I am interested only in group responses, therefore, please do not sign your name on any part of the questionnaire booklet or the answer sheet. Please do not write on the questionnaire booklet. Open your booklet and read the instructions as I read them (see Appendix B). In the space provided for your name, please mark dancer or that which applies . . . Notice that on the answer sheet you will answer every other one beginning with the right hand column. You will first answer #1, then #3, then #5, etc., skipping each grey space. You will turn the page to the questionnaire booklet and fill in the grey areas that you have skipped. Are there any questions? Do not forget to record the time that you started and finished the test. Thanks again.

APPENDIX D

MEAN SELF CONCEPT PROFILES FOR ATHLETES, DANCERS, AND
NON-MOVERS AS REPRESENTED ON GRAPH PROVIDED ON THE
ANSWER SHEET OF THE CLINICAL FORM OF TENNESSEE
SELF CONCEPT SCALE AS PUBLISHED BY
COUNSELOR RECORDINGS AND TESTS,
NASHVILLE, TENNESSEE

PROFILE SHEET

Counseling Form

Tennessee Self Concept Scale

Non Movers
Athletes
Dancers

T SCORE	PERCENTILE SCORES	SELF CRITI- CISM	POSITIVE SCORES (SELF ESTEEM)										VARIABILITY			D	T SCORE
			TOTAL	ROW 1	ROW 2	ROW 3	COL. A	COL. B	COL. C	COL. D	COL. E	TOTAL	COL. TOTAL	ROW TOTAL			
90	99.99	50	450	150	150	150	90	90	90	90	90	90	90	90	90	90	90
80	99.9	40	440	140	140	140	85	85	85	85	85	85	85	85	85	85	80
70	99	30	430	130	130	130	80	80	80	80	80	80	80	80	80	80	70
60	95	20	420	120	120	120	75	75	75	75	75	75	75	75	75	75	60
50	90	10	410	110	110	110	70	70	70	70	70	70	70	70	70	70	50
40	80	0	400	100	100	100	65	65	65	65	65	65	65	65	65	65	40
30	5	0	390	90	90	90	60	60	60	60	60	60	60	60	60	60	30
20	0.1	0	380	80	80	80	55	55	55	55	55	55	55	55	55	55	20
10	0.01	0	370	70	70	70	50	50	50	50	50	50	50	50	50	50	10

Non Movers
Athletes
Dancers

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