

スキー実習による自己概念の変容

— 有効な介入方略の検討 —

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(2004年1月31日 受付)

Change in Self-Concept through Ski Classes: An Examination of Effective Intervention Strategy

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Abstract

This study examined the effects of ego-involvement and skill development during a ski class on self-concept change. The subjects were college students, who were assigned to ego-involvement ($n=40$) and control ($n=38$) groups. All the subjects participated in an intensive 4-day ski course. To promote ego-involvement in the course, the subjects in the ego-involvement group were given opportunities to self-analyze their experiences, thoughts, and feelings during the ski course. Before and after the course, all the subjects were given a self-concept test that included four subscales: inferiority feeling, desire for improvement, self-esteem, and self-acceptance. At the end of the course, the subjects were asked to rate the degree to which their skiing skills had improved, and were divided into high and low skill development groups. Analyses of covariance, with ego-involvement and skill development as the independent variables and pretest scores as the covariate, showed that the ego-involvement group scored significantly lower on the inferiority feeling scale and higher on the improvement scale and total self-concept measure than did the control group. Analyses of covariance also showed that for the ego-involvement group, the scores on the improvement scale and total self-concept measure tended to increase with the skill development rating. These results suggest that sports programs that promote ego-involvement and develop sports skills improve self-concept efficiently.

Key words: self-concept, ego-involvement, sports skill development