CHAPTER - V
SUMMARY AND CONCLUSIONS

SUMMARY

Application of psychology which is known as sports psychology is gaining popularity for its application in the competitive sports world to achieve excellence. It is believed that there are anatomical and physiological limitations, it is only through application of sports psychology that the barriers of these limitations can be overcome. There are unlimited dimensions of sports psychology which influence the athletes for their sports performance. For example motivation, aggression, perception, sports intelligence, anxiety, personality etc. play a significant role in sports performance. A number of psychologists, sports scientists have already conducted extensive research in these areas.

Anxiety is the subjective feeling of apprehension and heightened psychological arousal which affects the activities of the student whether academic or sports.

In medical terminology, anxiety is defined as apprehension of danger by restlessness. A variety of physiological reaction such as increase heart rate, rapid shallow breathing, sweating, muscle tension and drawing of mouth is associated with anxiety. There are different varieties of anxiety such as state anxiety, trait anxiety, manifest anxiety, chronic anxiety. Spielberger (1966) was the first anxiety theorist to distinguish between state and trait anxiety. Barton (1970) and Martens (1971) also supported this concept.
Since anxiety is a complex physiological phenomenon as per as personality trait, its assessment in various situations is not only complicated but also brought with problems of data interpretation. The present researcher feels that because of high competition in the academic side of the students, they are prone to the academic anxiety which not only influence their academic field but other activities including sports etc.

School teachers realise the affect that early adolescent represents a period of turmoil and anxiety in terms of self-concept. At this time the individual tends to experience low self-esteem, high self-consciousness and feeling of instability. Sports and self-concept also have been recognized as a psycho-physical phenomenon which means the involvement of both mind and body. The self-concept influences the behaviour of adolescent. It may either put the young person in a series of problem or help him through smoothly. A number of sports psychologists has given different definitions according to their own wisdom. However, the common concept of all the definition is related to the judgement and values of an individual relating to the behaviour and qualities.

Sarswat (1984) has given six dimensions of self-concept with their optional definition. Most of the research scholars tried to probe these dimensions, because these dimensions cover the totality of the individual's attitude.

In the opinion of present researcher that it is very relevant to take up the study of self-concept particularly related to adolescent along with their academic anxiety. In the light of definitions, explanation and significance of the study, the scholars have attempted to investigate the sports achievement, academic anxiety and self-concept of Government and Public school students.
STATEMENT OF THE PROBLEM

The purpose of the study was to find out comparative difference between government and public school students in sports achievements, academic anxiety and self-concept. Secondary purpose of the study was also to find out relationship among these variables. Hence the study was entitled “A Comparative Study of Government and Public School Students of Chandigarh as Related to Sports Achievement, Academic Anxiety and Self-concept.”

LIMITATIONS

1. The study is limited to the schools of union territory, Chandigarh selected at random.
2. The study is limited to the age group of 14 to 17 years of students, both male and female.
3. No special technique was used to motivate the subjects while conducting the anxiety test.
4. Questionnaires have their limitations itself as true responses are not always available.

OBJECTIVES OF THE STUDY

1. To compare the level of sports achievements of the students of Government and Public schools.
2. To compare the academic anxiety of the students of Government and Public schools.
3. To compare the self-concept of the students of Government and Public schools.
4. To find out relationship among sports achievement, academic anxiety and self concept.
HYPOTHESES OF THE STUDY

1. There would be a significant difference on sports achievements between students of Government and Public schools.
2. There would be a significant difference on academic anxiety between students of Government and Public schools.
3. There would be a significant difference on self-concept between students of Government and Public schools.
4. There would be no significant relationship among sports achievements, academic anxiety, and self-concept variables.

SIGNIFICANCE OF THE STUDY

Now-a-days our education system does not imply all round development but produces useful citizens who try to get good marks and good jobs. Their physiological systems of the body and the psychological health may or may not work effectively; they should be doctors or engineers even if with ill health. The syllabi are so vast and the students have to mug up, which causes the anxiety, depression, physiological problems and behavioural disorder. Even some students become the victim of negative motivation and start taking drugs attempting suicides etc. This study would help many budding citizens who have been lost in this competitive world. Parents and teachers should join hands for indicating and showing the generation the right path and thus help them to be on the road of success.

This knowledge might help in the use of techniques to control excessive anxiety level and good result in academic and sports field. The need for achievement determines human behaviour in different areas such as management, academics and sports. If the sports activities are encouraged by the teachers and the parents, it may
develop their self-concept and good health and also helps to achieve success in all spheres of life. That is why there is a dearth of comparative studies of Government and Public Schools done in the field of sports achievements, academic anxiety, and self-concept.

The knowledge will provide insight to the teachers, parents and physical education teachers and other people who come close in contact with children can help them and guide them in a proper manner so that the child is able to make optimum use of his abilities. Parents can opt for the school according to the capabilities of their child.

Academic stress can be decreased for the better development of personality of the child, to develop attitude towards school and self to show better results in sports achievements and self concept.

PROCEDURE

To achieve the objectives of the study a survey type analytical study was formulated to find out significant difference between Government and Public school students with reference to their sports achievement, academic anxiety, and self concept and also to find correlation among the variables.

Sample

A list of all the Government and Public schools of Chandigarh was obtained from District Education Office, Chandigarh (See Appendix-A). From these lists, five schools were selected from the Government schools list and five schools were selected from the Public school lists by random sampling technique.

From each selected school 15 students in all both male or female aged 14-17 years studying in ninth to twelfth class were selected on the
basis of their performance and participation in sports at inter school competition level, state level, junior national level, school national level competitions, and national level. Thus, 150 students (75 from Government schools and 75 from private schools) were selected.

**Tools Used**

1. **Sports Achievement**
   Panjab University Guidelines for the admission to the reserved category of sports.

2. **Academic Anxiety**
   Academic Anxiety Scale for children (Singh and Sen Gupta, 1986)

3. **Self Concept**
   Self Concept Scale (Raj Kumar Saraswat, 1984)

**Data Collection**

After seeking permission from the Principal and with the help of physical education teachers of the selected schools at random, the various tests were administered to the subjects. Prior to the administration of the test, report was formed with the subjects. The subjects were assured that the results and any information given by them would be kept strictly confidential. They were also requested to co-operate and answer truthfully.

On the schedule dates, the subjects were administered tests in groups of fifteen who were having some sports achievements. Selected students were briefed about the study and their result was kept confidential. Taking into consideration their convenience, days were fixed for administration of the standardized measuring tools (Academic Anxiety Scale, Self-concept Scale). Before administering any tool/test, it was made sure that all the subjects were seated comfortably.
Researcher was personally present to remove any doubt or suspicion, thereby removing any bias due to misinterpretation of words.

a) In the first testing schedule, the sports achievements which they achieved, was asked to mark on the paper where the name of the tournament was written.

b) In the second testing schedule, the subjects were administrated personal profile schedule for the students and Academic Anxiety Scale (Singh and Sen Gupta, 1986).

c) In the last testing schedule, they were administered self-concept with Self-Concept Scale (Raj Kumar Saraswat, 1984).

Great care was taken not to suggest, give direction or to give any indications of the investigator’s on bias. The interest generated in subject was fairly high and this was so because taking psychological test was a good change from the usual class lecture.

Statistical Procedure

Once the data was obtained, it was coded, tabulate and analyzed, keeping in mind the objective of the study, appropriate statistical tools were used to draw meaningful inferences.

\( t \)-test was used to find out mean difference between the score of Government and Public school students in sports achievement, academic anxiety, and self concept. Pearson’s product moment coefficient of correlation was used to find out inter-correlation between three variables under study. Descriptive analysis of the various variables was done independently.
CONCLUSION

With the limitations of the study the following conclusion has been drawn:

1. A significant difference between Government and Public School students in their sports achievement have been discovered. The sports achievement of Government school students were significantly better than Public school students hence the hypotheses was accepted.

2. Significant difference between Government school students and Public school students was observed in academic anxiety. It was seen the academic anxiety of the Public school students was significantly higher than Government school students hence the hypotheses was accepted.

3. Significant difference was found between Government school students and Public school students in social, educational and moral self-concept only. In all these self-concept dimensions the students of Government schools had upper hand than Public school students hence the hypotheses was partially accepted.

4. No significant relationship was observed between sports achievement and academic anxiety in the scores of Government school students as well as Public school students.

5. Sports achievement and self-concept was not found significantly related on the scores of Government school students and Public school students. Therefore, null hypotheses was partially accepted.

6. Negative significant relationship was observed between academic anxiety and educational self concept on the scores of Government school students.
7. A negative significant relationship was also observed between academic anxiety and social, temperamental and educational self-concept of Public school students

RECOMMENDATIONS
1. For future, study may be taken for college students also.
2. To increase the scope of the study more psychological variables may be included.
3. Similar type of comparative study for the students of different states may be undertaken.

SUGGESTIONS
1. More and more sports competitions may be conducted to minimize the anxiety level of the students.
2. Psychological techniques may be adopted by the physical education teachers of the schools to improve the self-concept of the students which is contributory factor for sports achievement.
3. The students of Public schools have been found more prone to academic anxiety which is detrimental factor for their sports achievement. The school education authority should find out some methods to minimize their problems so that their sports performance is enhanced.