CHAPTER - I

INTRODUCTION

In this new and modern scenario everyone desires to do one’s personal best, to excel, to attain the highest standard of performance, and to be supreme in one’s chosen field, this is a worthy human ambition which has led, and can continue to lead to, increased standard and personal growth. Yet high level of achievement and excellence in any area do not come easily. There are numerous obstacles to be overcome and barriers to be pushed aside. The greatest barriers we confront in our pursuit of excellence are psychological and sociological barriers.

Psychological barrier like stress, anxiety, fear, self concept, and other such parameters impose ourselves sometimes knowingly or unknowingly. These problems become a big obstacle in the path of progress. Although the person is in full form of competition, high level anxiety affects the biological systems of the body and imbalance the body movements and sociological barriers in the shape of facilities which are provided to us in our field are not enough to show good results.

It is important to say that competitive sports place a very high psychological and physical demands on the participating individual. At any given point besides the need of adequate physical strength, they also require adequate level of mental, emotional and self esteem strength.

Keeping in view the effect on sports achievement by psychological and socio-economic problems, the present study is based on anxiety which is being faced by the students due to academic stress and their own self-concept.
Education plays the main role in the political, social, moral and economic well being of any country. There is no progress without basic education. Education is a treasure which is individual and is not effected by any external situational harms. It is the symbol of safety. Education is the source of economic, cultural, and intellectual improvement. That is why academic achievement has become an index of child’s future in the highly competitive world. A growing number of policy makers believe that students achievement will not increase markedly until high standards are set and quality work by all students is expected and rewarded.

Anxiety is the subjective feeling of apprehension and heightened physiological arousal which affects the activity of the student’s academic results.

Academic anxiety is the state of mind which a student bears due to stress of academic achievements.

In the same way, self-concept also grows within each individual. The self concept influences the behaviour of adolescents. It may either put the young person in a series of problems or help him to sail through smoothly.

Many researchers have proved that the students, who are having positive attitude towards themselves and society, possess positive self concept and show good results in life, whereas negative self concept shows poor results in life.

It is a known fact that early adolescence 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 feelings of instability regarding the self. At the same time, he feels more unhappy and anxiety ridden. Anxiety refers to a tendency to respond
with fear to any current or anticipated situation which is perceived as threat to self-esteem.

Sports and self-concept also have been recognised as a psychophysical phenomenon because of the involvement of both mind and body. At the early stages of the development of competitive sports it was the physical parameter, which was given the prime importance. At a later higher and more difficult stage of achievement, the psychological aspects like anxiety and self concept become noticeable. All the concepts in the study are described briefly in the following sections:

SPORTS ACHIEVEMENT

Sports achievement is the success of an athlete in a particular sports and an individual's behaviour. It is the evaluation stage where the sportsman shows his best and maximum while controlling on his feelings.

Sports have emerged from a long historical background. It is a process that has taken place, and is still taking place, in various informal and formal ways. In every culture, from the time of primitive man to the present modern era, either directly or indirectly, physical activities have played a vital role in the lives of all people.

The participation in sports activities contributes to building up of physical, emotional, social and temperamental make-up of the individual. The success in sports activities, in childhood and adolescence, enhance self-esteem. The process of acquiring motor skills, and using them in sports, helps to acquire academic proficiency also. Some adolescents engage in muscle building to boost-up personality structure, whereas a weak individual, who neither has
prospects of physical activities, nor will-power to perform physical activities becomes socially withdrawn.

Personality can be defined as the stable characteristic of a person, including physical posture, abilities, talents, habits, preferences, weakness, moral attributes and a number of other important qualities that vary from person to person. There are different theories regarding the underlying basis of personality. The specific personality variable emphasizes the attitude about himself, people they reflect, and the importance they assign to the difference that effect behaviour.

One of the major concept about one self is the physique which reflects the sports achievement of an individual.

Sports achievement is the ability, talent, accuracy, skill, psychological emotions and self concept. It is the superior ability that separates champions from contenders.

The world of games and sports has crossed many milestones, as a result of different achievements, in general, and their application in the field of sports, in particular. Scientific investigation into performance of sportsmen has been playing an increasingly important role in the training of athletes, in a scientific psychological way, to attain excellence in sport performance.

To promote sports excellence, research in different areas is being focused to provide information. The study of psychological variables is important to optimize athlete's behaviour in training and competition situation.

Sports competition is a psycho-social activity full of tension, anxiety, fear, strain and stress. In competitive sports, there are many occasions which causes psychological stresses among the players.
The variables of anxiety and self concept have implications in the field of sports psychologist's behaviour that cognitive processes determine the behaviour of an individual in specific situation. This also manifests an individual's perception of the situations, manifests behaviour and the variables of stage, trait and sports competition anxiety. These variables are therefore important from the practical and theoretical point of view.

ANXIETY

In the present world scenario, education has a very essential role in the primary and secondary spheres of life. It is the basic necessity to get success in human life and for the development of nation. Inspite of education being an asset of an individual, academic achievement becomes a race to reach the top for the students. The education system of our country ranks the student’s intelligence and capability by the marks they obtain in the exams. Even the admission for the higher education is based on the marks obtained in the lower class which discourages the student and causes the mental tension, worries and stress. Greater expectation from student exhibit the symptom of anxiety. Whenever someone faces the physical and psychological situations, the person experiences the effect of stress and it is termed as anxiety.

It has been studied as a relatively stable personality trait or a drive, as a conditioned response in which a fear of anxiety has become associated with previously neutral stimuli.

According to Hall (1966), anxiety is one of the most important concept in psycho-analytic theory and plays an important role in the development of personality as well as in the dynamics of personality functioning.
Anxiety arises when a man feels difficult to understand the meaning of life and the self centres into the dynamic view of psychotherapy and psychopathology. The ambiguity and diversity in the status of anxiety stems from the fact that different investigators have investigated this term with a variety of meanings and have focussed on different aspect of it. It has been studied in terms of the stimuli that evoke it and the responses that define it.

Spielberger (1960) defined anxiety as a ‘state of arousal’ caused by threat of well being. Here ‘state’ refers to the condition involving the entire organism and ‘arousal’ refers to a condition of tension unrest or uneasiness or a readiness to act in response whereby ‘threat’ refers to anticipation of pain or danger or serious interference with goal seeking activities.

Due to biological and developmental changes, adolescents find themselves in a fix. The body is transformed absolutely into a different form from that of a child to that of an adult with the size, shape, proportions and functioning of an adult body. Remarkable and outstanding changes occur in the development of sex characteristics which are the gateways of bringing anxieties and worries among adolescents.

In the schools, students have a high anxiety because of academic stress. A high competition during school time generate anxiety among students. Some of the student have anxiety about excelling in examination. Other have anxiety about getting through an examination. They are also very anxious about their careers because they are not sure whether they have chosen the right stream to settle down in life.

Matthews et al. (1989) in many cases, stress may damage health-physical and mental as it is an important causal factor in illness.
Actually stress can be helpful or harmful depending upon its amount. When there is no stress, challenges are absent and performance is likely to be low.

Stress is harmful only when it exceeds rational limits. Then it starts inhibiting our creativity, health and general feeling of well-being and becomes a source of concern.

In the past people like Spielberger (1960) have regarded anxiety as a form of personality trait which in turn affects behaviour. According to Frost (1971), anxiety is an uneasiness and feeling of foreboding often found when a person is about to embark on a hazardous venture; it is often accompanied by a strong desire to excel.

Kaur (1980) and Keith (1983), anxiety is a state of mind in which the individual responds with discomfort to some event that has occurred or is going to occur.

In general, people tend to worry about events, their occurrences and consequences, and these are the sources of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprises mental worries and fears. In simple words, it is a type of emotional disturbance due to a crucial disturbing situation. Whereby cognitive anxiety is the stress that drives from an athlete thinking consciously about what may go wrong, which may be detrimental performance.

According to Sarbin (1968), anxiety typically used with reference to a mental state and is thus “On to logically mythical.”

State Anxiety

Generally, anxieties can either be a trait or state anxiety. State anxiety (A-State) is a transitory emotional state or condition of the
human organism that is characterized by subjective consciously perceived feelings of tension and apprehension and heightened autonomic nervous system activity.

Trait Anxiety

Trait anxiety is a pre-disposition to perceive certain environment situation as threatening and to respond to these situations with increased state anxiety.

During this period adolescents can’t tolerate too much restriction. They resist adult authority. Whenever parents and teachers impose their authority and put some restrains and checks on them, they become lustre, irritable and stubborn. Sometimes because of the conflicting and different views of theirs and their parents and teachers, their relation with them becomes unhealthy and unsound which cause a great anxiety on their minds. Harnett and Lee (1988) in their study reveal that the major causes of anxiety in children are teachers and parents. The fear of their disapproval causes anxiety.

All these types of anxieties have a positive as well as negative effect upon the individual. The effects of anxiety are positive only when it is experienced within a limit. When the anxiety ridden subjects are motivated and reinforced to do some work, they show better results.

Dastur (1985), a certain amount of stress is necessary to keep one feeling healthy, active, creative and useful. When we put deadlines on our goals, we create a certain amount of stress that helps us to produce new ideas and things indeed, without stress not much can be done in this world.

Mohan (1989), stress is the hand maiden of anxiety. It need not necessarily be harmful. When stress functions as a drive to do work
which gives you satisfaction it is stress. But when stress gives anxiety, worry and tension, then it becomes distress. Similarly all anxiety is not bad. An examinee must have some realistic anxiety only then will he or she be motivated to study. But when anxiety takes a neurotic turn, it is then that it becomes harmful. Similarly when an individual becomes chronically anxious and develops a personality which is overtime jumpy, fearful, mistrusting and depressing then that deleterious effects became manifest.

**Academic Anxiety**

Omizo, Omizo and Suzuki (1988), write on academic anxiety as generated in students should be of concern to all because it has negative effects on the physical, emotional, social, and psychological component of the children.

Thus, with mounting standards, rising stress on intellectual content and sharpening competition, we are adding to the number who show the symptoms of tension and stress. The current educational and technological revolution has generated in students especially a feeling of helplessness, meaninglessness and consequent stress. This all gives the birth to the academic anxiety.

During adolescence period, a number of anxieties take birth and bloom due to adolescents’ rapid developmental changes, new social relationships, worries about career and future making and new responsibilities which they have to take. They are anxious about the evaluations of others about them, about being a part of group for which they are chosen, about ability to live up to parental expectations or not. In short, the sources of anxiety in the environment are numerous. At this times, adolescents are so much worried and anxiety ridden that it
becomes very difficult for them to cope and adjust with the environment. Because of these anxieties and problems this period of the person is a period of great stress and strain. Certain psychologists like Hall, Smith and Freud found academic anxiety to be a kind of state anxiety which relates to the impending danger from the environment of academic institutions including teachers, certain subjects like mathematics, English etc. have labelled this period as “a period of great stress and strain, storm and strife”.

In the school, adolescents have a high anxiety because of academic stress. A high competition during school time generates anxiety among students. Some of the students have anxiety about excelling in examinations. Others have anxieties about getting through an examination. They are also very anxious about their careers because they are not sure whether they have chosen the right streams to settle down in life.

Anxiety may be defined as a state of psychological and physical disturbance induced in a person by real or imagined threat in life. Anxiety is also considered as an important determinant of sports performance. It affects the performance of an athlete to great extent.

Fearfulness or anxiety influences physical state of mind. Weinberg and Flunt (1976) found that highly anxious subjects performed with an excess of muscular tension composed to less anxious subjects, when confronted with a task purporting the “measure of general athletic ability.”

Anxiety when experienced by an individual in a large extent has a negative effect upon the individual. It is a cause of various illnesses. Greater anxiety lead to tremor in limbs, sweating of hands, blushing of face and neck, heart palpitations, high blood pressure, inability to sit still
and concentrate tenseness restlessness etc. Too much anxiety also interferes with the performance as well as progress of the work.

Anxiety in the form of fear is due to psychological factors. The situations or objects which provoke such anxiety are open or enclosed spaces, travelling, snakes, spiders, heights and thunder etc. The person who experiences this type of anxiety is afraid that 'something terrible' is going on to happen', but he does not know what it is. Such anxiety is seen in psychiatric patients suffering from anxiety states, but is uncommon in the general population. King et al. (1992) found out that high anxiety children indicated a greater fear than did low anxiety children.

In the field of education, anxiety influences the relationship between the administrator, teacher, parents, and pupils. In the classroom situation, anxiety level of the students affect the teaching of the teachers and hinders effective communication between teacher and students. Under such circumstances when adolescent is not able to adjust with the teacher, administrator, peer group, self etc., he faces problems in school adjustment. Presence of anxiety negatively affects the academic achievement. Gaudry and Spielberger (1971) indicated the negative relationship of anxiety and academic achievement in their research. Allen et al. (1974) found that student who possessed more anxiety performed poorly in a written examination. Witherspoon el al. (1991) in their study focused on the relationship between anxiety and educational achievement and concluded that higher the anxiety, lower will be the educational achievement.

In general, students also experience greater anxiety when they have to prove their superiority. People who already posses high anxiety often become more motivated and perform somewhat better than they
do under neutral conditions. But they tend to do less well when motivating instructions emphasize the test like threatening features of the task (Walter, 1981). The basic reason behind this is that high motivation and threat increase self preoccupation and defeatism. High anxious people hurt their performance. Jain (1981) found that highly anxious subjects showed poor performance on standardized test of reaction time and hand steadiness.

If the parents of school going child exhibit high general anxiety and remain very anxious about their child's academic achievement as well as about how other students progress, disappointment at the position of their child and at the inability of their child to reply to a question in the class. In their anxiousness, the parents take a strict step and sometimes punish their child when he doesn’t come to the level of their expectations. This further contributes to anxiety-ridden nature of their children.

Perove and Spielberger (1966), found out that the degree of anxiousness in college students seemed to be greater for the young adults whose parents were strict and prolonged in their childhood punishment.

**Anxiety and Sports Achievement**

Singh (2002) conducted a Comparative study of Psychological variables of athletes of Individual and team sports. He carried out an investigation on athletes from selected disciplines of sports on the dependent variable Motivation, Anxiety, Aggression and Cohesion in relation to the independent variable of individual and team spots. Subjects were drawn from the affiliated colleges of Panjab University, Chandigarh and P.U. Campus by using systematic cluster sampling.
technique. The sample consisted of one hundred sixty five (N=165) subjects (45 were from individual sports and 120 from team sports). No significant differences were found between the athletes of individual and team sports in either 'State' or 'Trait Anxiety'.

Kaur (2004) conducted a study on psycho-physical status of kabaddi players of Panjab university to carried out an investigation on variable sports competitive anxiety. A sample consisted of forty (N=40) kabaddi female players which included 20 inter-college and 20 inter-university players. To collect the data on variable sports competitive anxiety, Martens (1977) Sports competitive Anxiety Test was used. In her investigation she found that university female players had optimal anxiety level as compared to the college female players, as university female players were significantly better as compared to the college female players on the variable sports competitive anxiety.

Singh (2005) conducted a study on Psychological variables among athletes. The sample consisted of two hundred eighty six (N=286) which included 144 successful and 142 unsuccessful, 150 male and 136 female, 122 from North region and 164 from South region respectively. He used the sports competitive anxiety inventory developed by Marten (1977). The results revealed that female athletes were found to have significantly higher level of sports competitive anxiety as compared to their male counterparts. He also found significant differences between successful and unsuccessful (athletes on the variable of sports competitive anxiety. The unsuccessful athletes had higher level of sports competitive anxiety.

Cottyn et al. (2006) studied the measurement of competitive anxiety during balance beam performance in gymnasts. The purpose of the present study was to investigate competitive anxiety during balance
beam performance in gymnasts. Competitive anxieties was assessed continuously by heart rate monitoring and by retrospective self-report of nervousness in eight (N=8) female national level gymnasts during their balance beam routine during one competition and two training sessions. A significant negative correlation was found between the score of the retrospective self-report of nervousness and performance during the routine. There were no significant differences in performance score by the judges between the three test sessions. There were also no differences in the retrospective self-report of nervousness. However, heart rate was significantly higher during the competition session than during the training sessions. The potential value of the retrospective report of nervousness for the study of critical events during gymnastic performance is illustrated.

Mellalieu et al. (2006) studied the self-confidence as a mediator of the relationship between competitive anxiety intensity and interpretation. The aim of the study was to examine whether self-confidence mediated the relationship between competitive anxiety intensity and direction. The sample consisted of two hundred forty six (N=246) which included elite (N=102) and non-elite (N=144) participants completed the self-confidence subscales of the Competitive Trait Anxiety Inventory and the worry and somatic subscales from the sport anxiety scale. Consistent with procedures recommended by Baron and Kenny (1986) linear regression analyses were used. The findings for elite athletes revealed worry intensity to significantly predict self-confidence and worry direction. However, when self-confidence was controlled, worry intensity did not predict worry direction over that which was significantly predicted by self-confidence. Within the analysis for somatic symptoms, only self-confidence was found to predict somatic
symptom direction. For the non-elite athletes, worry and somatic symptom intensity predicted both self-confidence and direction, and direction when self-confidence was controlled. The findings for the elite athletes suggest that self-confidence mediates the relationship between performers' worry symptoms and subsequent directional interpretations. However, the findings suggest that high levels of self-confidence and low symptom intensity are needed for non-elite athletes to demonstrate a less debilitative interpretation.

Nichoils et al. (2010) studied the coping self-efficacy, pre-competitive anxiety and Objective performance among athletes. The aim of the study was to explore the relationships between (a) coping self-efficacy and subjective performance, (b) coping self-efficacy and pre-competitive anxiety, and (c) pre-competitive anxiety and subjective performance. The sample consist of three hundred seven (N=307) athletes which includes 252 males and 55 females aged 16-34 years, who competed at national/international (n= 18), county (n = 54), club/university (n = 139), and beginner (n = 96) level. All participants completed a measure of coping self-efficacy and anxiety before a competitive event and a subjective performance measure after competing. The findings revealed that there was a significant and positive relationship between coping self-efficacy and subjective performance. Negative relationships between coping self-efficacy and both somatic and cognitive anxiety were also observed. However, somatic and cognitive anxiety did not predict subjective performance. The present findings support previous results regarding the influence of self-efficacy and provide applied practitioners with recommendations that may enhance athletic performance.
SELF-CONCEPT

Different views are held by different psychologists for the term self-concept. Some perceive self-concept as a technical expression given to the self, while the others view it as a concept by which the individual relates himself to his social environment. This concept includes physical and psychological images of the self. While the former is quite positive and apparent, the latter is based on his thoughts, feeling and emotions which give rise to qualities such as courage, honesty, independence, self-confidence and aspirations. The physical and psychological image fuse gradually to make unified self-concept when the child grows up to be an adult. Saraswat and Gaur (1981) defined self-concept as the individual's way of looking at himself. It also signifies his way of thinking, feeling and behaving.

La Benne and Greene (1969) are of the view that self-concept is a person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as directing force in behavior.

Self-concept grows within each individual. The self-concept influences the behaviour of adolescents. It may either put the young person in a series of problem or help him to sail through smoothly. An adolescent's concern is to find answers to questions like, “Who am I?” or “What am I?”

Fersild (1989) comments on self-concept to be a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his views of what he is and what he has been, what he might become and his attitude pertaining to his watch.

Saraswat (1984) has given the six dimensions of self-concept with their optional definitions.
Physical Self-concept
   Individuals’ view of their body, health, physical appearance and strength.

Social Self-Concept
   Individuals’ sense of worth in social interactions.

Temperamental Self-Concept
   Individuals’ view of their prevailing emotional state or predominance of the particular kind of emotional reaction.

Education Self-Concept
   Individuals’ view themselves in relation to school, teachers and extracurricular activities.

Moral Self-Concept
   Individuals’ estimation of their moral worth: right and wrong activities. Intelligence and capacity of problem solving and judgments.

Intellectual Self-Concept
   Individuals awareness of their intelligence, judgment and problem showing capacity.

As the child grows and develops, he learns not only about the world around him but also about himself. The process of self discovery is actively going on at least as long as he wants.

Chauhan (1978), remarks self-concept to be the means by which we create our image and identity. Therefore, self concept is the core of the personality pattern. A change in the self-concept will bring changes in the entire personality. Hence self-concept is the concept he feels regarding himself as how he actually is, not as he would like to be or as others perceive him.
Definition of self-concept, according to the Encyclopaedia of Psychology is "Self concept is the totality of attitudes, judgments and values of an individual relating to the behaviour, abilities and qualities, self-concept embraces awareness of these variables and their evaluation."

Horney (1989) administered the state-trait anxiety and coppersmith self-esteem Inventory and found that low levels of anxiety are associated with high levels of self-esteem.

Cheng and Page (1989) in a study on ninth grade children found that subjects with high anxiety tend to have low self-esteem and subjects with low anxiety tend to have high self-esteem. The relationship between low self-esteem and anxiety can also have its origin in the learning of negative attributes. For instance, if a child is told that he is fat and this verbal stimulus is accompanied by other children or even parents taunting him unkindly, the latter may generate responses of anxiety and low self-concept. In their study, Many and Many (1975) also concluded negative correlation between anxiety and self-concept.

High level anxiety persons have poor self-concept and they are characterized as those who bite their nails, pick their noses, pull their hair, chew an object, giggle, grind their teeth and twitch nervously.

Iqubert (1993) in his research indicated that more frequent hair pullers and nervous twitchers scored low on self-esteem and high on anxiety. They were in the habit of giggling and biting their finger nails.

Similarly, self concept is the psychological measure which affects the performance of the person. This self understanding is related to many important aspects of human behaviour. Even though the self is essentially private, it is translated into action by most of the things we
say and do as well as by the attitude we express. Therefore, it influences the behaviour of an individual which grows within the person. It may either put the student in a series of problems or help him to sail through smoothly, so one's own attitude effects the uplift of life.

**Self Concept and Sports Achievement**

The self concept is a highly complex component of behaviour, composed of both cognitive and effective dimensions and has at least for orientations: the real self, the perceived self, the ideal self and self as perceived by others. The flexibility of this orientation of self offers many possibilities with regard to exploring situational specific behaviour within the sports future frame work, attitude, real or perceived can be obtained from a variety of perspectives for both the athletes and others.

According to Alderman (1974), self-awareness means how a person perceives himself, what he thinks of himself, how he values himself, and how he attempts through various actions to enhance himself.

The psychological aspect of sport involves gaining attention among the sports administrators or coaches who can communicate efficiently with athletes and can provide an environment that is conducive to motivate performance and develop favourable self concept.

One of the acknowledged consequences of regular movement in sport or physical activity is increased fitness level and give feeling of physical well being. Fitness may have psychological consequences, because enhanced fitness level often hubs positive effect on one’s body image. Since a positive relationship generally exists between body
image and self concept. One could hypothesize that improving one’s fitness through sports would increase positive feeling about her body or enhance her self-concept. If we can create a more stable positive body concept through positive experiences in body oriented activities, then indirectly we change the person’s self concept. Self concept means those perceptions, beliefs, attitudes and feeling which the individual views as parts of characteristic of himself. Self concept means those perceptions, beliefs, attitudes and feelings which the individual views as part of his own characteristics.

Boutilier, Lucinda and Giovanni (1983), physical fitness or achievement in games and sports influence self concept. On the other hand, it is also evidence that the intellectual function influences, the academic and cognitive abilities of a person. But it is yet to be explored that the degree of influence of academic achievements or sports achievement towards formulation of self concept of an individual in general and whether self concept does get influenced by either academic achievement or sports achievement.

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 Achievements, Academic Anxiety and Self-concept.”
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.

HYPOTHESIS 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.

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.
DEFINITION OF THE TERMS USED

Sports Achievement

Sports achievement is the Excellency to accomplish fully in any sports competition while facing all the situation like mental, social and physical. Therefore, sports achievement refers to the performance of an individual which is measurable both in qualitative and quantitative terms.

Anxiety

Anxiety is the state of mind in which the individual responses with discomfort to some event that has occurred or is going to occur.

Academic Anxiety

Academic anxiety is the perceived feeling of tension due to educational expectations and achievement due to educational environment and administration.

Sports Competitive Anxiety

It is the stress felt by an individual for the sports competition to prove best in one’s particular sport. It refers to the feeling of fear and apprehension that are experienced by the athletes before and during the competition.

Self Concept

It is a concept by which the individual relates himself to his social environment. And it is an individual perception of himself as relates one social environment.

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. In this way the study would help many budding citizens who might have been lost in this competitive world. Parents and teachers should join hands for indicating 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 academic 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.