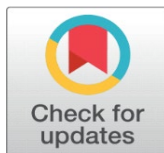
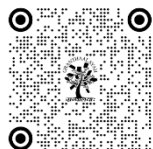


COMPARATIVE STUDY OF PSYCHOLOGICAL PARAMETERS BETWEEN INDIAN COUNCIL OF SECONDARY EDUCATION AND CENTRAL BOARD OF SECONDARY SCHOOLS OF WARDHA AT JYOTIBA COLLEGE OF PHYSICAL EDUCATION, NAGPUR

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ABSTRACT

Anxiety is characterized by feeling of apprehension and tension along with activation or arousal of the autonomic nervous system (Spielberger, 1966), while sports achievement motivation is “A state of constant flux” (Harris, (1973), The objective of this study was to compare the psychological parameter viz; sports competitive anxiety and achievement Motivation Anxiety, between Indian council of Secondary Education and Central Board of Secondary Schools of Wardha at Jyotiba College of Physical Education, Nagpur. To measure the achievement motivation and level of competitive anxiety, the sports achievement motivation questionnaire (SAMT-1990) developed by M.L. Kamlesh and competitive anxiety developed by Ranier Martiens was administered on the selected sample. The sample was selected by purposive sampling during Indian council of Secondary Education and Central Board of Secondary Schools of Wardha. The age of subject ranged 16 to 20 years. The level of significant was set at 0.05 levels. “T” test was used to analyze the result of the study which revealed no significant difference between Indian council of Secondary Education and Central Board of Secondary Schools at Jyotiba College of Physical Education, Nagpur in regards to sports achievement motivation and competitive anxiety level.

Keywords: Sport Competitive Anxiety, Sports Achievement Motivation

1. INTRODUCTION

Anxiety, selected for the study, is one of the psychological factors. It differs from arousal in that it encompasses both, some degree of activation and an unpleasant emotional state. Thus, anxiety is the term used to describe the combination of intensity of behavior and direction of an impact or emotion. The direction of characteristics of anxiety is negative in that it describes subjective that are unpleasant.

Anxiety has been so great that the person loses complete control of himself and the situation. Researchers have speculated on the relationship of physical competence to academic skill. Improving his or her physical skills may improve the student self-concept, when we feel good about ourselves; we are perhaps apt to study more efficiently. In other words physical programme contribute to the development of a favorable self-concept. Athletic programs can and should make beneficial contribution to the self-concept of the participants.

2. COMPETITIVE ANXIETY

Competitive anxiety as a tendency to perceive competitive situations as threatening and to respond to these situations, with feelings of apprehensions or tensions. The competitive anxiety construct is important in understanding behaviour in sport especially understanding which competitive situations are perceived as threatening and how players and athletes respond to this threat. Anxiety in sports is produced mainly by what Spielberg calls the fear to failure. In athletics competition athletes are not only afraid of losing a contest but if not performing as they are expected to. Anxiety is a natural reaction to threats in the environment and part of the preparation for the 'fight or flight' response. This is our body's primitive and automatic response that prepares it to 'fight' or 'flee' from perceived harm or attack. It is a 'hardwired' response that ensures survival of the human species. Sporting competition promotes similar psychological and bodily responses because there is often a threat posed towards the ego; your sense of self-esteem. Essentially, when the demands of training or competition exceed one's perceived ability, anxiety is the inevitable outcome.

Sports competition by its very nature provide conditions that bring out a degree of achievement, orientation and level of anxiety who decide to compete, hence achievement motivation is an inextricable part of athlete behaviors and anxiety is real crystal of performance. Competition with a standard of excellence or the degree to which a player is willing to approach a competitive situation" (Watson, 1982). Mclelland observed that "to attribute excellence of performance to one need for achievement is an over simplification, the need to achieve is associated with many other factors. The influences and interactive effect of several motives such as anxiety, sports orientation, achievement in past experience and other factor which have been contributing to maximum performance".

2.1. OBJECTIVE OF THE STUDY

As per importance of these variables, the under mentioned ultimate aim has been taken into consideration for comparison between Indian council of Secondary Education and Central Board of Secondary Schools at Jyotiba College of Physical Education, Nagpur.

To compare the sports achievement motivation level Indian council of Secondary Education and Central Board of Secondary Schools of Wardha at Jyotiba College of Physical Education, Nagpur at Jyotiba College of Physical Education, Nagpur.

To compare the sports competitive anxiety level between Indian council of Secondary Education and Central Board of Secondary Schools of Wardha at Jyotiba College of Physical Education, Nagpur.

3. METHODOLOGY

1) Source of Data:

For the present study the source of subjects were selected from Indian council of Secondary Education and Central Board of Secondary Schools at Jyotiba College of Physical Education, Nagpur.

2) Selection of the Subjects:

Forty (40) subjects were selected for this study. Twenty (20) subjects were taken from Indian council of Secondary Education and Twenty (20) subjects were taken from Central Board of Secondary Schools at Jyotiba College of Physical Education, Nagpur.

3) Sampling Method:

The subjects were selected by purposive sampling to serve as subject for study. The subject were selected from Indian council of Secondary Education and Central Board of Secondary Schools held at Jyotiba College of Physical Education, Nagpur, aged ranged from 16 to 18 year and having training and competitions experiences.

Tools: For measuring the sports achievement motivation, questionnaire (SAMT) developed by M.I. Kamlesh (1995) was used. It consisted 20 statements and test retest reliability of questionnaire in 0.70 which quite high.

The investigator use standard Questionnaire of competitive anxiety constructed by Martens. Sports competition anxiety the subject was measured by sports competition anxiety questionnaire (SCAT) developed by Rainer Martens (1977) it is a three point likert type scale having 15 items. It reliability has been reported as 0.85

4) Criterion Measures:

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

5) Level of Significance:

To test the hypothesis the level of significance at 0.05 level of significance was considered adequate for the purpose of this study.

4. STATISTICAL ANALYSIS:

The data collected were analyzed statistically by computing Mean, SD, MD, and 't' ratio to find out markedly significant difference, if any between two experimental groups on the psychological parameters considered for the study. The level of significant was set 0.05.

Result: Result of study pertaining to descriptive statistics is presented in table 1 and 2.

4.1. COLLECTION OF DATA

The data pattern too the study was collected by administrating the related questionnaire on the inter-collegiate players.

Table 1

Comparison of Mean Score of Achievement Motivation level from Indian council of Secondary Education and Central Board of Secondary Schools

Groups	Mean	SD	MD	Df	O.T.	T.T.
ICSE Students	21.43	4.31	0.19	38	0.17	2.021
CBSS Students	21.24	4.12				

Table-1 reveals that there is significant difference between means of Indian council of Secondary Education and Central Board of Secondary Schools at Jyotiba College of Physical Education, Nagpur group as mean of ICSE Students is 21.43 is Greater than mean of CBSS Students is 21.24 and there mean difference is 0.19. To check the significant difference between ICSE and CBSS Students, The data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between ICSE whose S.D. is 4.31 and CBSS Students whose S.D. is 4.12. There was found significant difference in stress level between ICSE and CBSS Students. because value of calculated 't' = 0.17 which is greater than tabulated 't' = 2.021 at 0.05 level of significance. Hence the hypothesis is reject.

Graph-I

Graphical Representation of Mean Difference of Motivation of Indian council of Secondary Education and Central Board of Secondary Schools

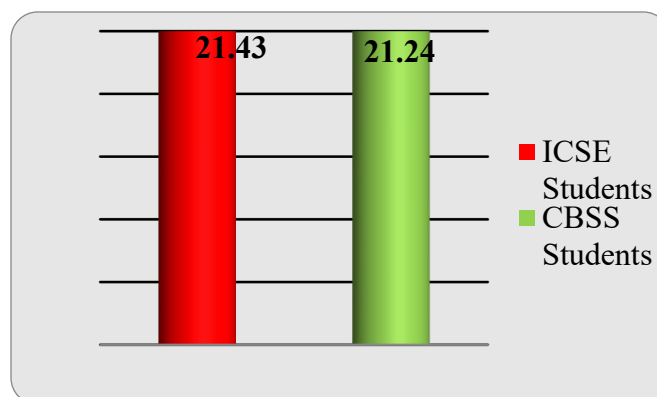


Table 2

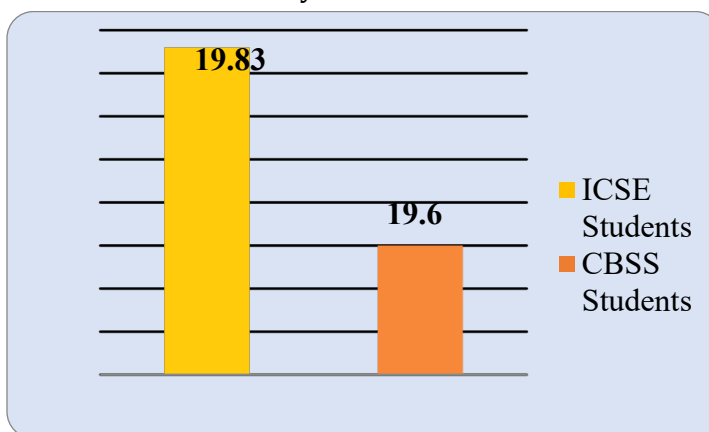
Comparison of mean scores of competition anxiety level between Indian council of Secondary Education and Central Board of Secondary Schools

Groups	Mean	SD	MD	Df	O.T.	T.T.
ICSE Students	19.83	2.48	0.23	38		2.021
CBSS Students	19.60	1.99			0.73	

Table-2 reveals that there is significant difference between means of Indian council of Secondary Education and Central Board of Secondary Schools Group as mean of ICSE Students is 19.83 is Greater than mean of CBSS Students is 19.60 and there mean difference is 0.23. To check the significant difference between ICSE and CBSS Students. The data was again analyzed by applying 't' test. Before applying 't' test, standard deviation was calculated between ICSE Students whose S.D. is 2.48 and CBSS Students whose S.D. is 1.99. There was found significant difference in stress level between Indian council of Secondary Education and Central Board of Secondary Schools. because value of calculated 't' = 0.73 which is greater than tabulated 't' = 2.021 at 0.05 level of significance. Hence the hypothesis is rejecting.

Graph 2

Graphical Representation of Mean Difference of Anxiety of Indian council of Secondary Education and Central Board of Secondary Schools



5. DISCUSSION

The result of descriptive data of Indian council of Secondary Education and Central Board of Secondary Schools indicated that more than one-fourth Indian council of Secondary Education and Central Board of Secondary Schools were found superior with high level of achievement motivation, less of fifty percent under mediocre level and 2/3 were found low level at achievement motivation same proportion of achievement motivation level were found in CBSS Students.

This study found non-significant difference in two mean (at significance level of 0.95) substantiates the off quoted views that sports achievement motivation is not sex base phenomenon. Therefore this result corroborated with the finding M.L. Kamlesh (1995) who compare the sports achievement motivation of Indian council of Secondary Education and Central Board of Secondary Schools.

According the manual of Ranier Martien 1977 (the subjects who score less than 17 they fall in the category of students having low level anxiety, score lies between 17 to 24 it indicate average level at anxiety and the score more than 24 predicts high level of anxiety thus in the present study the subjects have shown average level of anxiety (ICSE=19.83, and CBSS = 19.60. This result may be corroborated with the findings of Singh, Kumar & Tiwari (2009) who compared the anxiety level of Indian council of Secondary Education and Central Board of Secondary Schools.

6. CONCLUSION

On the basis of resulted obtained from the present empirical study, it may be concluded that Indian council of Secondary Education and Central Board of Secondary Schools did not significantly difference on level of achievement, regard sports achievement motivation because achievement motivation is not a function of Sex. On the other hand it may

also conclude that there was no markedly significant difference between Indian council of Secondary Education and Central Board of Secondary Schools regarding competitive anxiety.

CONFLICT OF INTERESTS

None.

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