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COMPARATIVE ANALYSIS OF ANXIETY AND ACHIEVEMENTY MOTIVATION AMONG RURAL SEMI URBAN AND URBAN SCHOOL BOYS.

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ABSTRACT

The purpose of the study was to compare anxiety and achievement motivation among rural, semi urban and urban school boys. To facilitate the study twenty boys from rural area, twenty boys from semi urban area and twenty boys from urban area of Andhra Pradesh were randomly selected in the age group of 15 and 17 years. The selected boys were administered with anxiety and achievement questionnaire and the scores were tabulated for the comparison to find out whether any differences existed on selected psychological variables through statistical analysis. Achievement motivation scale developed by Kamlesh (1990) was used to measure achievement motivation and anxiety was measured through standard questionnaire. This questionnaire was developed by Spielberger.(1976). The results showed significant difference among the three groups of boys. The paired mean comparisons proved that urban boys have significantly greater achievement motivation than rural boys and urban boys were significantly greater anxiety than semi urban boys. Other comparisons did not proved to be any significant differences. It was concluded that urban boys were more achievement motivation than rural boys and the urban boys were more anxious than semi urban boys.

Key words :- anxiety ,motivation , urban and urban school boys.

INTRODUCTION

“Sport is important as one believe when our body works better, our mind work better, the brain and our body are inter-related. Psychological behaviour can play a positive role in sports performances. Psychology aims to develop a better understanding of human behaviour and experience. Psychology has been shaped into a greatly diversified field by the ideas of literally thousand of original and creative thinkers and researchers.” (Jannes and Dobbins(1964)

“Personality has been defined as a set of cognitive and non-cognitive traits, learning in schools encompasses the development of the desirable cognitive and non-cognitive characteristics of personality. The scholastic (cognitive) traits refer to the intellectual skills and knowledge, while the non-scholastic (non-cognitive) area refers to the affective and psychomotor skills such as socio-personal qualities, interests, attitudes and values. It is important to remember that the affective and cognitive areas are not independent aspects of the personality. Many affective goals can be reached through cognitive learning and the development of socio-personal traits also requires a certain level of cognition.” (Ebel and Frisbie 1991) .

“Research has thus established that learning outcomes should refer to the acquisition of both cognitive and non- cognitive competencies which are necessary for the child’s overall development. Scholars feel that a reliable indicator of the quality of education would be the assessment as to whether pupils are learning effectively, acquiring knowledge and skills, and growing socially and morally or not. Cognitive outcomes assessed in achievement surveys and studies, thus refer to the package of knowledge and skills to be attained in the primary stage and are elaborated in terms of competencies which a child is expected to acquire at each level and in the 3 subject areas. These competencies are clearly outlined in the Minimum Levels of Learning (MLL) document. Scores obtained by learners on achievement tests should be taken only as indicators of the level of performance in concerned areas and not as measures of the total learning achieved by students through various experiences in the school.” (Aggarwal 2000)

“Anxiety is felt when we face a certain event in life like facing an interview or appearing in the examination. Anxiety is an emotional state arising in situations of impending danger and manifested in expectation of unfavorable events. Anxiety manifests itself as a feeling of helplessness, uncertainty of oneself, lack of sufficient strength in the face of external factors, and exaggeration of their potency and strength.” (Rasquinha DM. (2012)

“In general, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, and punishment. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions, including teachers, certain subjects such as mathematics, science, and language.” (Bihari S. (2014)

“Anxiety in adolescence has been a serious problem nowadays. Various circumstances such as the death of a close friend, parent or sibling, rejection from peer group, chronic illness, psychological or sexual abuse, and a physical disorder may lead to a higher risk of developing anxiety. The most common sources of day-to-day stress for adolescents are changes in their body, academic stress, which includes exam fear, competition, preparing for examination, classwork preparation, type of syllabus and overwork, problems with peers, unsafe living environment/neighborhood.” (Rasquinha DM. (2012).

Larun et.al. (2006) assessed “the effects of exercise interventions in reducing or preventing anxiety or depression in children and young people up to 20 years of age. He found that whilst there appears to be a small effect in favour of exercise in reducing depression and anxiety.” [Paluska SA](#), and [Schwenk TL](#). (2000) “found Physical activity may play an important role in the management of mild-to-moderate mental health diseases, especially depression and anxiety.”

According to Cratty (1989) , “motivation as a personality characteristic relates to the general state of arousal and subsequent level of attention paid to a problem or task facing an individual. Motivation means to move to achieve. In psychology the term motivation or motive refers to activation from within the organism. The motivation is termed as ‘The urge to push toward a specific goal’. Motivation is a concept invented to describe the psychological state or the organism as it is affected by various influences. A person is motivated when he desires some goal, a goal that will meet his needs or satisfy his interest. Many psychologists believe that all behaviours are motivated, although it is extremely difficult to isolate specific motivational variables. Motivation depends not only on environmental manipulations and the individual’s personality, but on the nature of the task also. For simple skills high or low motivation create the same effect. The level of motivation will affect the performance of a complex skill.” Thus, achievement motivation is positively related to success. Achievement related motives may be more successful in predicting behavior in fixing up goals to be achieved.

Stoeber J, et.al. (2009) reported “research on perfectionism suggests that it is useful to differentiate between perfectionistic strivings and perfectionistic concerns. Regarding the 2x2 achievement goal framework, the usefulness of this differentiation was recently demonstrated in a study with university student athletes, in which it was found that perfectionistic strivings were associated with mastery-approach and performance-approach goals and perfectionistic concerns with mastery-avoidance, performance-avoidance, and performance-avoidance goals.” LaVoi NM, and Stellino MB. (2008) examined “achievement goal orientation, parental influence, and the parent-initiated motivational climate in combination to broaden understanding of competitive male youth hockey players' (N = 259) perceptions of the parent-created sport climate and its relation to their self-reported good and poor sport behaviors (GPSB) and emphasized the importance of understanding how children's interpretations of parental beliefs and behaviors affect their choices to engage in good and poor sport behaviors.”

Achievement motivation and anxiety had impact on student's academic achievement and their goals. It alters students learning capabilities and sports achievements and influences their performances. In general, there are five factors personal, familial, institutional, social, and political, which lead students towards influencing their anxiety and achievement levels. This investigator was interested to find out the influence of different geographical areas from which the students belong to by comparing their anxiety and achievement motivation among rural, semi urban and urban students.

METHODOLOGY

The purpose of the study was to make a comparative analysis of achievement motivation and anxiety among rural, semi urban and urban boys. To facilitate the study twenty boys from rural area, twenty boys from semi urban area and twenty boys from urban area of Andhra Pradesh were randomly selected in the age group of 15 and 17 years. The selected boys were administered with anxiety and achievement questionnaire and the scores were tabulated for the comparison to find out whether any differences existed on selected psychological variables through statistical analysis. Achievement motivation scale developed by Kamlesh (1990) was used to measure achievement motivation and anxiety was measured through standard questionnaire. This questionnaire was developed by Spielberger.(1976)

RESULTS

Tab I: Comparison of Selected Psychological variables among Rural, Semi Urban and Urban Boys

MEAN VALUES FOR			Source of Variance	Sum of Squares	df	Mean Square	F
Rural	Semi Urban	Urban					
COMPARISON OF ACHIEVEMENT MOTIVATION							
98.40	108.20	118.10	Between	3880.93	2	1940.47	9.63*
			Within	11483.80	57	201.47	
COMPARISON OF ANXIETY							
41.70	39.20	46.05	Between	480.63	2	240.32	4.62*
			Within	2966.35	57	52.04	

Table F-ratio at 0.05 level of confidence for 2 and 57(df) =3.15 .

* Significant

The results presented proved that urban boys have more achievement motivation than rural and semi urban boys and anxiety level of the urban boys were greater than rural and semi urban boys. To test statistical significance, the paired mean comparisons were made as presented in Table II.

Tab II: Paired Mean Comparisons of Rural, Semi Urban and Urban boys

MEANS OF			MEAN DIFFERENCE	C I
Rural	Semi Urban	Urban		
Achievement Motivation				
98.40	108.20		9.80	11.18
98.40		118.10	19.70*	11.18
	108.20	118.10	9.90	11.18
Anxiety				
41.70	39.20		2.50	5.68
41.70		46.05	4.35	5.68
	39.20	46.05	6.85*	5.68

* Significant

The paired mean comparisons proved that urban boys have significantly greater achievement motivation than rural boys and urban boys were significantly greater anxiety than semi urban boys. Other comparisons did not proved to be any significant differences.

DISCUSSIONS

The previous researches have proved that achievement motivation contributes for greater achievement in academic and sports performances. Stoeber J, et.al. (2009) that “perfectionistic strivings were associated with mastery-approach and performance-approach goals and perfectionistic concerns with mastery-avoidance, performance-approach, and performance-avoidance goals.” Larun et.al. (2006) assessed “the effects of exercise interventions in reducing or preventing anxiety or depression in children and young people up to 20 years of age. He found that whilst there appears to be a small effect in favour of exercise in reducing depression and anxiety It is seen that anxiety among students causes many harms to their mental and physical health affecting their career.” The findings of this study proved that urban boys who were more motivated for better achievement were found to be more achievement motivation than rural boys. Similarly in view of their need to achieve the urban boys have more anxiety than semi urban boys. The findings of this study were in agreement with the previous research findings.

CONCLUSIONS

It was concluded that urban boys were more achievement motivation than rural boys and the urban boys were more anxious than semi urban boys.

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