

RELATIONSHIP OF PSYCHOLOGICAL CHARACTERISTICS OF PHYSICAL EDUCATION AND EDUCATION STUDENTS OF STATE CAPITAL REGION WITH THEIR ACADEMIC PERFORMANCE



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ABSTRACT

The purpose of the study was to establish the relationship of psychological characteristics of Physical Education and Education Students in different colleges of the State capital region of Chandigarh. The subjects of the present study were 100 college male students of State capital region who were undergoing teacher training course (B.P.Ed. & B.Ed) at different colleges and the age of the subjects ranged between 24 to 30 years. The data pertaining to psychological characteristics were collected from the subjects with the help of respective questionnaire meant for the purpose of measuring these variables. For the purpose of the study Anxiety, Aggression, Achievement Motivation, Locus of Control was taken as psychological variables. The study was undertaken to pinpoint the psychological characteristics only. To prepare the Psychological profiles of B.P.Ed & B.Ed. students of State capital region, mean, median, mode and standard deviation were calculated and to find out the relationship of selected psychological variables to Academic performance, product moment method of correlation was used. The findings of the study revealed that insignificant relationship was found between anxiety and academic performance since the calculated coefficient of correlation (-0.01626) was found lower than the tabulated value (0.195) Insignificant relationship was found between locus of control and academic performance. The findings of the study also revealed that insignificant relationship was found between Achievement findings of the study also revealed that insignificant relationship was found between (-0.1829) was found lower than the tabulated value (0.195). The significance of the study was set at 0.05 level of confidence.

Keywords: Anxiety, Achievement motivation, Aggression & Locus of control.

INTRODUCTION

Aggression is negative personality trait that has been associated with participation in any kind of activity. Aggression is operationally defined as an international physically or psychological harmful behavior that is directed at another living organism, Locus of control refers to an individual's generalized expectations

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Page 1

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concerning where control over subsequent events resides. In other words who or what is responsible for what happens. It is analogous, too, but distinct from, attributes. According to Weiner the “attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior.” There is a three stage process which underlies an attribution, Step one: the person must perceive or possible observe the behavior. Step two is to try and figure out if the behavior was international, and step three is to determine if the person was forced to perform that behavior.

Anxiety is reaction that is measured using various scales through the observation of cognitive and physiological symptoms that become evident in reaction to a stimulus. In relation to study, anxiety is often associated with an upcoming academic performance. Achievement motivation refers to success in competition with a standard of excellence or the degree to which a player is willing to approach a competition situation, Achievement motivation is an arousal directing behavior in an achievement oriented, activity cognitively appraised a potentially satisfying. It assessed here in as the motivation disposition, the need to do job well and the need.

DESIGN OF THE STUDY

The subjects of the present study were 100 college male students of state capital region who were undergoing teacher training course (B.P.Ed. & B.Ed) at different colleges and the age of the subject ranged between 24 to 30 years. The data pertaining to psychological characteristics were collected from the subject with the help of respective questionnaire meant for the purpose of measuring such variables. The study was undertaken to pinpoint the psychological characteristic only. Therefore, based on literary evidences and scholars own understanding the following characteristics were selected for the purpose of the study; Anxiety, Aggressive Achievement Motivation, Locus of Control.

Criterion Measures:

1. Anxiety was measured by using questionnaire Anxiety Test developed Martin.
2. Aggression was measured by using Aggression Inventory, developed by Kumar and Shukla.
3. Achievement Motivation was measured by using Sports Achievement Questionnaire, developed by Dr. Kamlesh.
4. Locus of Control was measured by Locus of Control Questionnaire (LCQ) developed by Rotter.
5. The academic performance was measured by their marks obtained by the subjects during their schools and college studies. Percentage of marks was taken as criterion for this study.

STATISTICAL PROCEDURE

To prepare the Psychological profiles of students of state capital region mean, median, mode and standard deviation were calculated. To find out the relationship

of selected psychological variables to Academic performance, product moment method of correlation was used. The level of significance was at 0.05 levels.

FINDINGS AND THE RESULTS OF THE STUDY

Table No: I
Descriptive statistics in relation to Anxiety of Physical Education and Education Student of State Capital Region of Chandigarh

Mean	18.8058
Median	19
Mode	21
Standard Deviation	2.8767
Range	13
Minimum	13
Maximum	26

It is evident from table: I that observed descriptive statistics related to Anxiety of students of State capital region where mean value found to be 18.8058, Median; 19 Mode: 21, Standard Deviation: 2.8767 and Range 13 with minimum score 13 and maximum score 26.

Table No: II
Correlation coefficient of Relationship between Anxiety and Academic Performance of Physical Education and Education Students at State capital Region

Variable	Coefficient of correlation
Anxiety	-0.01626

Significant at 05 level at 101 df – 195

It is evident from table: II that insignificant relationship was found between anxiety and Academic performance of students of State capital region, since calculated coefficient of correlation (-0.01626) was found lower than tabulated value (0.195) at 0.05 level significance.

Table No: III
Descriptive statistics in relation to Aggression of Physical Education and Education Students of State Capital Region

Mean	-10.8640
Median	11
Mode	12
Standard Deviation	2.899031
Range	15
Minimum	2
Maximum	17

It is evident from table: III that observed descriptive statistics related to Aggression of students of State capital region, where the Mean value found to be 10.8640, Median; 11, Mode 12 Standard Deviation: 2.89031 and Range: 15 with score 2 and maximum score 17.

Table No: IV
Correlation Coefficient of Relationship between Aggression and Academic Performance of Physical Education and Education Students of State Capital Region

Variable	Coefficient of correlation
Aggression	0.08163

Significant at .05 level at 101 df -195

It is evident from table: IV that observed insignificant relationship between aggression and academic performance of B.Ed. students of State capital region, since calculated coefficient of correlation (-0.08163) was found lower than the tabulated value (0.195) at 05 level of significance.

Table No: V
Descriptive statistics in Relation to Locus of Control of Physical Education and Education Students of State Capital Region

Means	11.0679
Median	11
Mode	10
Standard deviation	2.4625
Range	12
Minimum	4
Maximum	16

It is evident from table: V that observed descriptive statistics related to Locus of control of students of State capital region, where the Mean value was 11.0679, Median: 11, Mode: 10, Standard Deviation: 2.4625 and Range 12 with minimum score 4 and maximum score 16.

Table No: VI
Correlation Coefficient of Relationship between Locus of Control and Academic Performance of Physical Education and Education Students at State Capital Region

Variable	Coefficient of correlation
Locus of control	0.01216

Significant at 0.05 level at 101 df-.195

It is evident from table: VI that insignificant relationship was found between locus of control and Academic performance of since calculated coefficient of correlation (0.01216) was found lower than the tabulated value (0-195) at 0.05 level of significance.

Table-No: VII
Descriptive statistics in relation to Achievement motivation of Physical Education and Education Students of State Capital Region

Mean	27.3595
Median	28
Mode	26
Standard Deviation	5.929
Range	24
Minimum	16
Maximum	40

It is evident from table: VII that observed descriptive statistics in relation to Achievement motivation of students, where were Mean 27.3592, Median 28, Mode 26, Standard Deviation 5.929 and Range 24 with minimum 16 and maximum 40.

Table No: VIII
Correlation Coefficient of Relationship between Achievement Motivation and Academic Performance of Physical Education and Education Students at State capital Region

Variable	Coefficient of correlation
Achievement motivation	-0.1829

Significant at 0.05 level of 101 df - .195

It is evident from table: 8 that insignificant relationship was found between Achievement motivation and academic performance of students of State capital region, since calculated coefficient of correlation (-0.1829) was found lower than the tabulated value (0.195) at 0.05 level of significance.

CONCLUSIONS

- The finding of the study revealed that insignificant relationship was found between anxiety and academic performance since calculated coefficient of correlation (-0.01626) was found lower than the tabulated value (0.195) at 0.05 level significance.
- The finding of the study revealed that insignificant relationship was found between aggression and academic performance since calculated coefficient of correlation (-0.08163) was found lower than the tabulated value (0.195) at .05 level of significance.
- The finding of the study revealed that insignificant relationship was found between locus of control and academic performance.
- The findings of the study revealed that insignificant relationship was found between Achievement Motivation and academic performance since calculated coefficient of correlation (-0.1829) was found lower than the tabulated value (0.195) at .05 level of significance.

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