

Study Of Relationship Between Anxiety And Self-Concept Of Physical Education Students At The Age Of Adolescent

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ABSTRACT

The modern age is said to be the age of anxiety. It is common symptom which is present in almost every individual and especially in players in the age of adolescents because the period is considered as 'the period of stress, strain, storm and strife'. So this study may prove useful from the view point of adolescents and their achievement. It may certainly help in reducing the impact of anxiety by enhancing the self-concept of adolescents. When the self assertion motive is blocked, it leads to anxiety. Each child should be given opportunity to display himself otherwise one is likely to inculcate feeling of inferiority which can lead to anxiety. Let every adolescent feel important and achieve enough recognition. One who asserts himself through anxiety, needs patient handling and sympathetic consideration. It is therefore, very important to study the effect of anxiety on the formation of self-concept.

Anxiety as singled out by Freud, is the crucial problem of emotional and behaviour disorders. The various symptoms of diffuse anxiety which blocks the self-concept are fear of dying, feeling of insecurity, fatigue, insomnia, neurosis, depression, pain and headaches and sometimes leads to suicide.

Therefore, it is the duty of the teachers and parents to look at the child's emotions and feelings. Mild anxiety may be useful, but in excess, it may be hindrance in the study and performance of the adolescents.

It is essential for the teacher to know the part played by anxiety and self-concept in the school careers of the children. Hence, the problem was selected as "Study of relationship between anxiety and self-concept of physical education students at the age of adolescence." It is, therefore, very important to study the effect of anxiety on the formation of self-concept.

INTRODUCTION

In recent year, there has been a growing realization of the importance of self-concept for understanding and predicting human behaviour. Much of the study has been done on this variable. When the self-assertion motive is blocked, it leads to anxiety. Weak ego, faulty concept feeling of personal inadequacy and no achievement of life goals are some of the factors which produce anxiety in an individual. The anxiety research reveals a contradictory picture. Mostly the findings have been found to be inconclusive. Thus, it is difficult to decide which one holds a significant position in influencing self-concept. Some research has been done on the variables of anxiety and self-concept research in this direction was conducted by Libsitt (1958), Cooper Smith (1959), Doris and Sarjon (1955), Doris (1959), Mitchell, Covenat (1957), Warchel (1957), Taylor and Combs (1952), Bruce (1958), Block and Thomas (1955), they are contradictions in finding of various research.

Hence, the problem in undertaken entitled "Study of relationship between anxiety and self-concept on physical education students at the age of adolescents" from the finding of various researchers, it is clear that there exists a relationship among self-concept and anxiety. Freud considered anxiety as the centre of neurosis.

Libsitt (1958), Bruce (1958), Deo Prathiba and Gupta, G.C (1963), Malik Viwla (1965) have shown the impact of self-concept on anxiety. It shown that anxiety does play a significant role in the formation of self-concept of adolescent Students.

THE PRESENT STUDY

The study technically stated as “Study of relationship between self-concept and anxiety of physical education at the age of adolescent”

Self-concept is not a temporary disposition that can be assumed or altered at will. It is rather an image that gradually imerges right from childhood in the process of socialization and has the power to color the whole personality of adolescent. In recent years, there has been a growing realization of the importance of self-concept for understanding and predicting human behaviours. When one says “I feel bored or “I am writing he is referring to his acting self. Bertocci labels ego-as-process the self and self-as-object the ego. His self is complex, unitary, feeling and thinking. This is friends.

Anxiety is a universal phenomenon and is experienced by all. It can be defined as a “state of arousal” caused by threat to well-being. It is the subjective experience of the organism in a cat strip line condition. Freud Singled out anxiety as the crueral problem of emotional and behavioural disorders. According to Drover, anxiety is “A chronic complex emotional state with apprehension or dread as its most prominent component, characteristic of various neurosis and mental disorders” It has influence of the formation of the self-concept of individuals mild anxiety is good but acute anxiety hamper the progress of individual.

Adolescent has been regarded as one of the most important period of life in all the societies of the world, May it be primitive or modern social order. Stantley Hall has rightly remarked that adolescent is “a period of great stress, strain, storm and stife.

Adolescents has in recent years been called the “Terrible Teens”. This is considered as “New Birth”, it is the age of adolescent “says Professor Valentine, during which the love-affairs reach their highest peak and the highest number of suicides and murders, developments, abductions and running away from home occur”. Adolescence one of the most interesting and important period in the entire life circle.

The present study is undertaken to help the teachers, parents, guidance workers, counsellors and for the adolescents to realize how anxiety is useful in the formation of self-concept.

METHOD AND PROCEDURE

In any piece of research it is impossible to study the whole population for which the problem is being investigated, therefore, every research worker has to resort sampling.

In the present study the investigator has chosen different schools of Patiala city. A random sample of 100 students has taken for conducting the present study.

TOOLS USED

The anxiety scale: State-Trait Anxiety Inventory (STAI) as designed and developed by Charles D. Spielberger. The State-Trait Anxiety Inventory (STAI) has been used extensively in research and clinical practice. It comprises separate self-report scales for measuring state and trait anxiety. The S-Anxiety scale (STAI form Y-1) consists of twenty statements that evaluate how respondents feel “right now at this movement”. The T-Anxiety scale (STAI form Y-2) consists of twenty statements that assess how people sides of a single-page test form.

The Self-concept Scale: The Piers-Harris Children's Self-Concept Scale (Piers, 1963) was originally developed in the early 1960s to provide a brief. Self-report instrument for the

assessment of self-concept in children and adolescents. As defined by the scale's original authors, self-concept is a relatively stable set of attitudes reflecting both description and evaluation of one's own behavior and attributes. Since its introduction, the Piers-Harris has enjoyed widespread acceptance among clinicians and researchers, as well as praise from reviewers. The instrument's stature is reflected in more than 500 citations in professional journals and book of psychology, education and the health sciences. These numerous references highlight the Piers-Harris's vital role in the expansion of knowledge about self-concept and its relationship to behaviour. The Piers-Harris Children's Self-Concept Scale, second addition (Piers-Harris 2) represents the culminations of a careful.

TECHNIQUES

Correlation was found out to show the relationship between two variables that is self-concept and anxiety. The mean, median, and standard deviation of Self-concept and Anxiety and scores shall be calculated.

Correlation one of the chief aims of the study was to find out the relationship between variables. A correlation is the measure of relationship between two variables i.e Self-Concept and Anxiety. Correlation is the major technique in the present study to analysis the data and also the study is their to find out correlation.

The regression analyses is a statistical method to deal with the formulation of mathematical model depicting relationship amongst variable which can be used for the purpose of prediction of the values of dependent variable, given the values of the independent variable. Correlation analyses studies the joint of variation of two or more variables for determining the amount of correlation between two or more variable. Causal analysis is concerned with the study how one or more variable affect changes in another variable. it is a thus a study of functional relationship existing between two or more variables. This analysis can be termed as regression analysis.

DISCUSSION OF FINDING

In this study subjects were divided into five age groups that is 16, 17, 18, 19, 20 years of every age group had 20 subjects. We will find out self-concept and anxiety scores one by one of all age group to know about the variation of scores in all age group and in this we also calculate mean, SD and correlation of the variables that is self-concept and anxiety. With the help of these calculations we will know that which age group was much anxious to another.

The mean, standard deviation and correlation between variables were calculated of different age group, which are presented in table 1.

Table 1

Mean, S.D. and Correlation of Self-concept and Anxiety of Different Age Groups

Age (Years)	Mean		S.D.		Correlation
	Self-concept	Anxiety	Self-concept	Anxiety	
16	29.9	52.27	8.58	6.39	-0.783
17	25.25	51.85	7.21	5.72	-0.601
18	24.00	52.67	6.64	6.10	-0.664
19	25.10	54.15	7.24	7.06	-0.576
20	23.75	53.32	5.27	6.66	-0.849

As table shows that mean and SD for the age group 16, self-concept was 29.90 and 8.58 and anxiety was 52.27 and 6.39 respectively.

The correlation between anxiety and self-concept is found out -0.783 which is negative. Hence there is negative correlation in these two variables at the age of 16.

The criterion of finding out scores of self-concept and anxiety at the age of 17 is on the basis of self-concept and anxiety scale. The mean and standard deviation of self-concept and anxiety were calculated which are presented in table 4.

As table 4 shows that mean and SD for self-concept was 25.25 and 7.21 and anxiety was 51.85 and 5.72 respectively.

The correlation between anxiety and self-concept is -0.601 which negative. Hence there is negative correlation in these two variables at the age of 17 years.

The criterion of finding out scores of self-concept and anxiety at the age of 18 years. The mean and standard deviation of self-concept and anxiety were calculated which are presented in table 1.

As table shows that mean and SD for self-concept was 25.10 and 6.64 and anxiety was 52.67 and 6.10 respectively.

The correlation between anxiety and self-concept is -0.664 which is negative. Hence there is low negative correlation in these two variables at the age of 18 years.

At the age of 19 years the mean and standard deviation of self-concept and anxiety were calculated which are presented in table 1.

As table shows that mean and SD for self-concept was 25.10 and 7.24 and anxiety was 54.15 and 6.70 respectively.

The correlation between anxiety and self-concept is found out -0.567 which is negative. Hence there is negative correlation in these two variables at the age of 19 years.

The criterion of finding out scores of self-concept and anxiety of physical education students at the age of 20. The mean and standard deviation of self-concept and anxiety were calculated which are presented in table.

As table shows that mean and SD for self-concept was 23.75 and 5.27 and anxiety was 53.32 and 6.66 respectively.

The correlation between anxiety and self-concept is found out to -0.849 which is negative. Hence there is low negative correlation in these two variables at the age of 20.

The mean score of self-concept and anxiety have been depicted graphically through figure 3.

From the above table and graph, we see that anxiety level of 17 years age group is 51.85 and self-concept of 20 years age group is 23.75 which is lower than the other age group.

On the other hand, anxiety of 20 years age group is 53.32 and self-concept of 16 years age group is 29.9 which are higher than the other age group. But if we say the anxiety level of all the age groups, there exists no major difference among all the age groups. The reason behind this is that all the age groups are from adolescence and on this stage some level of anxiety may exist which leads to low self-concept.

The present investigations reveal that there exists a relationship between self-concept and anxiety of adolescent's students of physical education. Anxiety has adverse effect on the self-concept of adolescents. It has been found that high anxious students have low self-concept scores and low anxious students have high self-concept scores.

Normal distribution of self-concept shows that most of the people have moderate self-concept. Self-concept has been termed as "ego" and "self". Self-concept means one's image of himself.

Anxiety and its determinants have been studied by various research workers. Various contradictory results have been found out. In the present investigation, correlation techniques were used to find out the relationship of anxiety and self-concept.

The coefficient of correlation between anxiety and self-concept was found out -0.654 it shows that these two variables are negatively correlated. It reveals that increases in anxiety

bring down the self-concept of a person studies done by Webset (1958): Cooper-Smith (1959), Doris and Saracons (1955), Fiedder et al. (1957) and Worchel (1957) have measure self-concept . The studies done in India on these variables by Sagar Sharma (1967). Gurbachan Kaur also reveal that high anxiety adversely effect self-concept . It means there is negative correlation between these two varieties. If there is increase in anxiety the self-concept will fall and if there is fall in anxiety the self concept will rise.

Mitchell also shows that coefficient of correlation was $-.41$. The better the self-concept , the less the anxiety, Sagar Sharma (1967) also reveals that the coefficient of correlation between anxiety and self-concept was equal to $-.51$. Therefore, the first hypothesis of the investigations are verified and proved.

Our findings are conformed to the various studies done in the fields. This finding suggests that the relationship between negative self-concept and high anxiety may be genuine. If better adjusted children are more lightly to admit derogatory things about themselves than there scores on self-concept test, anxiety test should maximize there poor adjustment scores. In other words the Taylor and Combs results show that relationship between anxiety and self-concept measures are, if anything, too low.

Following conclusions can be derived from the results obtained.

1. Negative self-concept may be the basic cause of anxiety
2. Anxiety may be the basic cause of the negative self-concept .

All the results affirm the assumption made in the hypothesis that anxiety and self-concept are negatively correlated. The findings of the present investigations confirm the finding of the previous studies done in this field, i.e., anxiety is negatively correlated to self-concept .

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