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Kulwinder Singh
Assistant Professor, Shaheed
Kanshi Ram College of Physical
Education, Bhago Majra Kharar,
Punjab, India

Mohan Singh
Assistant Professor, Department
of Physical Education and
Sports, Lyallpur Khalsa College
Jalandhar, Punjab, India

Gaganpreet Sharma
Assistant Professor, Department
of Physical Education,
Gobindgarh Public College,
Alaur, Khanna, Punjab, India

Harpreet Singh
M.Phil. Student, Department of
Physical Education, Panjab
University, Chandigarh, Union
Territory, India

Davinder Singh Maan
M.P.Ed Student, Department of
Physical Education-Teacher
Education Learning and
Research, Post Graduate
Government College, Sector 11,
Chandigarh, Punjab, India

Correspondence
Kulwinder Singh
Assistant Professor, Shaheed
Kanshi Ram College of Physical
Education, Bhago Majra
(Kharar), Punjab, India

Survey study of anxiety among the M.P.Ed students of Panjab University, Chandigarh

Kulwinder Singh, Mohan Singh, Gaganpreet Sharma, Harpreet Singh and Davinder Singh Maan

Abstract

The purpose of the study was to find out and compare the level of anxiety among the M.P.Ed students of different colleges affiliated to Panjab University, Chandigarh and campus students of Panjab University, Chandigarh. To achieve this purpose 200 subjects were taken for the study from S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal, Post Graduate Government College, Sector 11, Chandigarh, G.H.G. Khalsa College, Gurusar Sadhar and Campus of Panjab University, Chandigarh. From each college and a university 40 subjects were taken through random sampling technique. To assess the anxiety level among the M.P.Ed students of Panjab University, Chandigarh; Sports Competition Anxiety Test (SCAT) was used; constructed by Martens, Vealey and Burton (1990). The statistical analysis of the data was done in accordance with the purpose of the study; firstly, the data obtained from the administration of all the tests were subjected to descriptive analysis, in order to have an idea about the characteristics of all the test items. Then one-way ANOVA and LSD post-hoc test was calculated to describe each parameter statistically. The level of significance was set at 0.05. The outcomes of the study represent that there were significant differences among the M.P.Ed. students of Panjab University, Chandigarh; Campus of P.U., Chandigarh, P.G.G.C., Sector 11, Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar with regard to their Anxiety level. It was established that these five groups students were statistically different when compared with each other. It was measure Govind National College, Narangwal students were much superior to the other four groups.

Keywords: Survey, Anxiety, Level, M.P.Ed, Students, College, Panjab University, Chandigarh

Introduction

Anxiety is physiological response to real or imagined threat. It is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and fear and is frequently associated with failure, either real or anticipated. It often has to do with inter-personal relations and social situations. Feeling of rejection and insecurity is usually a part of anxiety. According to Frost (1971) [3], 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." Hence, anxiety state arises from faulty adaptations to the athlete stresses and strains of life and is caused by over actions in an attempt to meet these difficulties (Roul and Singh) [9].

It affects our thoughts, physical reaction, moods and behaviors. Anxiety can also cause us to feel panicky frightened and prevent us from doing things. Too much stress in our lives can result in higher level of anxiety. Anxiety also a perfectly normal response to threat and in some situation that is really threatening it can be helpful in preparing us for action. Some degree of anxiety can improve performance in certain situation such as taking exams, job interviews, sporting events, or even helping us to pay our bills on time. However, if anxiety occurs too often and for no apparent reason, or if it begins to interfere with over life, then it has become a problem. Anxiety is a negative emotional state with feelings of nervousness, worry and apprehension associated with activation or arousal of the body. Anxiety is of two types: (i) cognitive anxiety and (ii) somatic anxiety. Cognitive anxiety has a thought component e.g. worry and apprehension. It concerns the degree to which one worries or has negative thoughts.

Somatic anxiety is the degree of physical activation perceived. It concerns the moment to moment changes in worries and negative thoughts and accompanied by the perceived physiological activation which come from stress (Roul and Singh, 2013) ^[9].

Anxiety may also be described as state anxiety and trait anxiety. State Anxiety is temporary, ever changing emotional state of subjective, consciously perceived feeling of apprehension and tension, associated with activation of the automatic nervous system. It describes a changing mood state. It refers to the ever-changing mood component and is described as an emotional state. a player may have a slightly elevated level of state anxiety (feeling somewhat nervous and noticing heart pumping) before start, a lower level once he settles into the pace of the game and extremely high level (feeling very nervousness and his heart racing) in the closing minutes if a tight contest. It consists of movement to movement changes in feeling of nervousness, worry and apprehension associated with arousal of the body. On the other hand, Trait Anxiety is a behavioral disposition to perceive objective non-dangerous circumstances as threatening and to respond with misappropriate state anxiety and have high trait anxiety. Trait Anxiety is a personality factor that predisposes a person to view completion a more and less threatening. A high trait anxious person perceives completion as more threatening and anxiety provoking than a low trait anxious person does (Roul and Singh, 2013) ^[9].

Most professional and elite amateur athletes will agree that their psychology has a large influence on their sports performance. Most will concede that they could benefit from the services of a sports psychologist. Despite this, the significant majority under utilize their psychological potential. It is well know by all who play sports that defeat often stems from the ability to manage anxiety, fear anger or despair. In addition drug abuse, eating disorders, narcissism, sociopathic personality disorders and depression are often diagnosed in athletics. Coaches and physical educationists who are ill-equipped to handle such matters will attempt to provide a common sense approach to these complex problems and frequently fail the athlete. Anxiety as an emotion that is difficult to define and even more difficult to reliably detect in performance but the importance of anxiety as a powerful influence in contemporary life is increasingly recognized and manifestations of current concern with anxiety phenomena are ubiquitously reflected in literature, the arts, science and the facets of our culture. The most serious level of anxiety is panic. One would never want panic to be a part of the athletic environment. It is a condition in which the anxiety has become so great the person loses complete control of himself and the situation. Fear is a still higher level if anxiety and can have a serious effect on sports performance. Fear is an intense anxiety experienced in response to a specific threat. Competitive anxiety is a multidimensional state that arises as a result of the cognitive evaluation of a competitive situation. There is a tendency to perceive competitive situations as threatening and to respond to them with feelings of apprehension and tension. Situational factors (such as type of sport or the complexity of the task) and personal factors (such as expectations, achievement of goals, skill level, experience, and age) are crucial in the process of evaluation. Anxiety symptoms can occur before, during or after the event, which can be cognitive (confusion, negative thoughts, irritability, fear, feelings of weakness, poor concentration), somatic (increase in blood pressure and heart rate, sweating, muscle tension, nausea, vomit) and behavior (repetitive movement,

aggressive outbursts, inhibited posture, biting nails).

Hanin proposed that “each athlete possesses an optimal zone or range of anxiety most beneficial for performance” (Hanin, 2000) ^[4]. This optimal zone is different for each athlete and is known as their Zones of Optimal Functions (ZOF). Research has shown that “some individuals can tolerate a wide range of anxiety intensity before experiencing a decline in performance, whereas others perform best only when anxiety lies within a very narrow range” (Hanin, 2000) ^[4]. Research has shown that too much anxiety can negatively affect an athlete’s sport performance, but if the amount of anxiety is within the athletes Zone of Optimal Functions then the results will be positive (Daggar and Chauhan, 2018) ^[2].

Materials and Methods

The present study is a descriptive research in which survey method used to find out the anxiety level among the M.P.Ed students of Panjab University, Chandigarh. Simple random sampling technique was used to select the sample. Two hundred students (M.P.Ed) from affiliated colleges of Panjab University, Chandigarh and campus students of Panjab University, Chandigarh were selected as samples. The following colleges and a University were selected for the selection of the samples. From each college and a university 40 subjects were taken for the study:

1. Campus of Panjab University, Chandigarh.
2. Post Graduate Government College, Sector- 11, Chandigarh.
3. G.H.G. Khalsa College, Gurusar Sadhar.
4. Govind National College, Narangwal.
5. S.G.G.S. Khalsa College, Mahilpur.

To measure the anxiety level of the M.P.Ed students who were studying in different affiliated colleges of Panjab University, Chandigarh and who were studying in campus of Panjab University, Chandigarh; Sports Competition Anxiety Test (SCAT) was used; constructed by Martens, Vealey and Burton (1990). The statistical analysis of the data was done in accordance with the purpose of the study; firstly, the data obtained from the administration of the test was subjected to descriptive analysis, in order to have an idea about the characteristics of all the test items. Then one-way ANOVA and LSD post-hoc test was calculated to describe each parameter statistically. The level of significance was set at 0.05.

Administration of Questionnaire

In responding to sports competition anxiety test, subjects were instructed to indicate how they feel by rating the frequency of their feeling of anxiety on the following three-point scale-1) Sometimes 2) Rarely 3) Often. The Questionnaire contains a number of statements from 1 to 15 which are related to sports competition anxiety that a sportsperson feels in a competitive situation and indicated how one feels right now. No time limit for responding the statements of questionnaire.

Scoring

Less than 17: You have a low level of anxiety

17 to 24: You have an average level of anxiety

More than 24: You have a high level of anxiety

Results and Discussions

To complete this study properly, it is necessary first to analyse the data collected in order to answer the research question framed and to fulfil the objectives set for the study,

and lastly, to interpret the data, in order to reduce it to an intelligible and interpretable form so that the conclusions can be drawn. The statistical analysis of the data was done in accordance with the purpose of the study; firstly, the data obtained from the administration of all the tests were subjected to descriptive analysis, in order to have an idea about the characteristics of all the test items. Then one-way ANOVA and LSD post-hoc test was calculated to describe each parameter statistically. The level of significance was set at .05. Its outcome has been represented in the following tables and figures:

Table 1: Descriptive Statistics with regard to Anxiety among the M.P.Ed. Students of Panjab University, Chandigarh

Group	N	Mean	Std. Deviation
Campus of Panjab University Chandigarh	40	19.5000	2.49101
P.G.G.C. Sector 11, Chandigarh	40	19.8500	3.17482
S.G.G.S. Khalsa College, Mahilpur	40	20.4750	1.94788
Govind National College, Narangwal	40	18.0500	2.88186
G.H.G. Khalsa College, Gurusar Sadhar	40	19.4000	2.09762
Total	200	19.4550	2.65769

Table-1 shows the Mean and SD values of Anxiety level among the M.P.Ed. students of Panjab University, Chandigarh; Campus of Panjab University Chandigarh

(19.5000±2.49101), P.G.G.C. Sector 11, Chandigarh (19.8500±3.17482), S.G.G.S. Khalsa College, Mahilpur (20.4750±1.94788), Govind National College, Narangwal (18.0500±2.88186) and G.H.G. Khalsa College Gurusar Sadhar (19.4000±2.65769) respectively.

Table 2: Analysis of Variance (ANOVA) results with regard to Anxiety among the M.P.Ed. Students of Panjab University, Chandigarh

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	127.020	4	31.755	4.843	.001
Within Groups	1278.575	195	6.557		
Total	1405.595	199			

*Significant at F_{0.05} = 2.42

It is evident from table-2 that the results of Analysis of Variance (ANOVA) among the M.P.Ed. students of Panjab University, Chandigarh; Campus of Panjab University Chandigarh, P.G.G.C. Sector 11, Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar with regard to the Anxiety level were found to be statistically significant (P<0.05). Since the obtained “F” ratio 4.843 (.001) was found statistically significant. The results of post-hoc test have been presented in Table-3 below.

Table 3: Analysis of Least Significant Difference (LSD) post-hoc test with regard to Anxiety among the M.P.Ed. Students of Panjab University, Chandigarh

Group (I)	Group (J)	Mean Difference (I-J)	Std. Error	Sig.
Campus of Panjab University Chandigarh (Mean=19.500)	P.G.G.C. Sector 11, Chandigarh	-.35000	.57257	.542
	S.G.G.S. Khalsa College, Mahilpur	-.97500	.57257	.090
	G.N. College, Narangwal	1.45000*	.57257	.012
	G.H.G.K. College, Gurusar Sadhar	.10000	.57257	.862
P.G.G.C. Sector 11, Chandigarh (Mean=19.850)	Campus of P.U., Chandigarh	.35000	.57257	.542
	S.G.G.S. Khalsa College, Mahilpur	-.62500	.57257	.276
	G.N. College, Narangwal	1.80000*	.57257	.002
	G.H.G.K. College, Gurusar Sadhar	.45000	.57257	.433
S.G.G.S. Khalsa College, Mahilpur (Mean=20.475)	Campus of P.U., Chandigarh	.97500	.57257	.090
	P.G.G.C. Sector 11, Chandigarh	.62500	.57257	.276
	G.N. College, Narangwal	2.42500*	.57257	.000
	G.H.G.K. College, Gurusar Sadhar	1.07500	.57257	.062
Govind National College, Narangwal (Mean=18.050)	Campus of P.U., Chandigarh	-1.45000*	.57257	.012
	P.G.G.C. Sector 11, Chandigarh	-1.80000*	.57257	.002
	S.G.G.S. Khalsa College, Mahilpur	-2.42500*	.57257	.000
	G.H.G.K. College, Gurusar Sadhar	-1.35000*	.57257	.019
G.H.G. Khalsa College, Gurusar Sadhar (Mean=19.400)	Campus of P.U., Chandigarh	-.10000	.57257	.862
	P.G.G.C. Sector 11, Chandigarh	-.45000	.57257	.433
	S.G.G.S. Khalsa College, Mahilpur	-1.07500	.57257	.062
	G.N. College, Narangwal	1.35000*	.57257	.019

*The mean difference is significant at the 0.05 level (2.42)

A glance at Table-3 showed that the mean value of Campus of P.U., Chandigarh students was 19.500 whereas P.G.G.C. Sector 11, Chandigarh students had mean value as 19.850 and the mean difference between both the groups was found -.35000. The p-value sig. 542 shows that the Campus of P.U., Chandigarh students had demonstrated better on Anxiety level than their counterpart’s P.G.G.C. Sector 11, Chandigarh students insignificantly.

The mean value of Campus of P.U., Chandigarh students was 19.500 whereas S.G.G.S. Khalsa College, Mahilpur students had mean value as 20.475. The mean difference between Campus of P.U., Chandigarh and S.G.G.S. Khalsa College, Mahilpur students was found -.97500. The p-value sig. 090 showed that the Campus of P.U., Chandigarh students had demonstrated better on Anxiety level than their counterpart’s

S.G.G.S. Khalsa College, Mahilpur students insignificantly. The mean value of Campus of P.U., Chandigarh students was 19.500 whereas Govind National College, Narangwal students had mean value as 18.050. The mean difference between Campus of P.U., Chandigarh and Govind National College, Narangwal students was found 1.45000*. The p-value sig. 012 showed that the Govind National College, Narangwal students had demonstrated better on Anxiety level than their counterpart’s Campus of P.U., Chandigarh students significantly.

Table-3 shows that mean value of Campus of P.U., Chandigarh students was 19.500 whereas G.H.G. Khalsa College, Gurusar Sadhar students had mean value as 19.400. The mean difference between Campus of P.U., Chandigarh and G.H.G. Khalsa College, Gurusar Sadhar students was

found. 10000. The p-value sig. 862 showed that the G.H.G. Khalsa College, Gurusar Sadhar students had demonstrated better on Anxiety level than their counterpart's Campus of P.U., Chandigarh students insignificantly.

The mean difference between P.G.G.C. Sector 11, Chandigarh and S.G.G.S. Khalsa College, Mahilpur students was found. 62500. The p-value sig. 276 shows that the P.G.G.C. Sector 11, Chandigarh students had demonstrated insignificantly better on Anxiety level than their counterpart's S.G.G.S. Khalsa College, Mahilpur students. The mean difference between P.G.G.C. Sector 11, Chandigarh and Govind National College, Narangwal students was found 1.80000*. The p-value sig. 002 shows that the Govind National College, Narangwal students had demonstrated significantly better on Anxiety level than their counterpart's P.G.G.C. Sector 11, Chandigarh students. The mean difference between P.G.G.C. Sector 11, Chandigarh and G.H.G. Khalsa College, Gurusar Sadhar students was found. 45000. The p-value sig. 433 shows that the G.H.G. Khalsa College, Gurusar Sadhar students had demonstrated insignificantly better on Anxiety level than their counterpart's P.G.G.C. Sector 11, Chandigarh students.

This LSD table-3 represent that the mean difference between S.G.G.S. Khalsa College, Mahilpur and Govind National College, Narangwal students was found 2.42500*. The p-value sig. 000 shows that the Govind National College, Narangwal students had demonstrated significantly better on Anxiety level than their counterpart's S.G.G.S. Khalsa College, Mahilpur students. The mean difference between S.G.G.S. Khalsa College, Mahilpur and G.H.G. Khalsa College, Gurusar Sadhar students was found 1.07500. The p-value sig. 062 shows that the G.H.G. Khalsa College, Gurusar Sadhar students had demonstrated insignificantly better on Anxiety level than their counterpart's S.G.G.S. Khalsa College, Mahilpur students.

The mean difference between Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar students was found -1.35000*. The p-value sig. 019 shows that the Govind National College, Narangwal students had demonstrated significantly better on Anxiety level than their counterpart's G.H.G. Khalsa College, Gurusar Sadhar students. The graphical representation of responses has been exhibited in Figure-1.

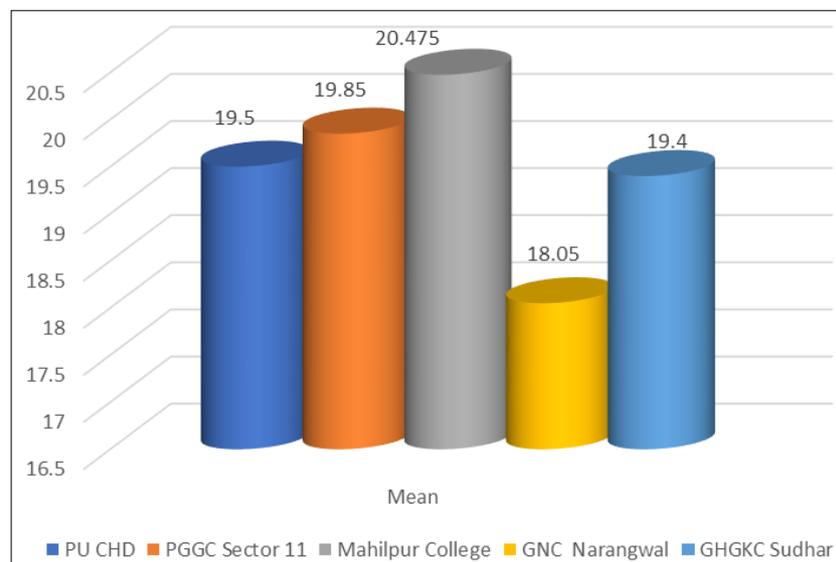


Fig 1: Graphical Representation of mean scores with regard to Anxiety level among the M.P.Ed. students of Panjab University, Chandigarh

4. Conclusion

The outcomes of the study represent that there were significant differences among the M.P.Ed. students of Panjab University, Chandigarh; Campus of P.U., Chandigarh, P.G.G.C. Sector 11, Chandigarh, S.G.G.S. Khalsa College, Mahilpur, Govind National College, Narangwal and G.H.G. Khalsa College, Gurusar Sadhar with regard to their Anxiety level. It was established that these five groups students were statistically different when compared with each other. It was measure Govind National College, Narangwal students were much superior to the other four groups.

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