



ANALYSIS OF ANXIETY AMONG THE M.P.ED STUDENT OF PANJAB UNIVERSITY CHANDIGARH

Mr. Harpreet Singh*

Dr. Ajit Singh**

Research Scholar, Department of Physical Education, Panjab University Chandigarh*

**Assistant Professor, Department of Physical Education, Post Graduate Government College Sector-11
Chandigarh****

ABSTRACT:

The present study was designed to assess the Anxiety level among the M.P.Ed students of panjab university, Chandigarh. Total two hundred (N=200) subjects, which includes forty ($n_1=40$) were Panjab University campus, forty ($n_2=40$) were Post Graduate Government College Sector- 11, forty ($n_3=40$) were G.H.G. Khalsa College Sadhar, forty ($n_4=40$) were Govind National College Narangwal, and forty ($n_5=40$) were S.G.G.S. Khalsa College Mahilpur, Who had studied at various colleges affiliated to Panjab University, Chandigarh during the session 2017-19. The purposive sampling techniques were used for the selection of subjects. Sports Competition Anxiety Test (SCAT) developed by Rainer Marten (1990), was used to measure the anxiety level of the subjects. Analysis of Variance (ANOVA) was employed to compare with regard to Anxiety level among the M.P.Ed students of Panjab University, Chandigarh. Scheffie's Post-hoc test will be applied to find out the direction and degree of differences, where 'F' value is found significant. There is a significant difference found among the M.P.Ed students of Panjab University, Chandigarh . The level of significance was set at 0.05.

Keywords: Anxiety, Colleges, M.P.Ed Students

INTRODUCTION:

Human beings are born and grown in a socio-physical environment. As we know that life functioning depends on a balance or harmony between the demands made on the organism by the environment and the organism's

functioning to deal with such demands. We all have experienced situations in our lives which have posed challenges for us. All the challenges, problems put us under stress which result in anxiety.

Anxiety is defined as feelings of nervousness and tension caused by the environment or surrounding expectation that is related to 'arousal'. Those demands are usually so stressful and thus causing an imbalance between the demands and the athlete's ability to fulfill the expectation (Gould et al., 2002).

Another view defines anxiety as a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events. Barlow (2002) suggests that it is a distinction between future and present dangers which divides anxiety and fear. Sylvers et al. (2011) had differentiated fear and anxiety in four domains: (1) duration of emotional experience (2) temporal focus (3) specificity of the threat (4) motivated direction. Fear was defined as short-lived, present focused, geared towards a specific threat, and facilitating escape from threat; while anxiety was defined as long acting, future focused, broadly focused towards a diffuse threat and promoting caution while approaching a potential threat.

Many psychological and physiological reactions are associated with anxiety. Callahan (2001) states that anxiety is one of the psycho-physiology difficulties. Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in examinations, and do poorly on assignments. The anxiety's psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments or lack of interest in a difficult subject whereas the physiological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat or an upset stomach. Physiological arousal is characterized by heightened activation of the autonomic nervous system and serves to energize behaviour. Physiological arousal can be interpreted positively (as elation, surprise or attraction), or negatively (as fear, anger or anxiety).

Therefore, the purpose of the investigation was to assess the anxiety among the M.P.Ed students of Panjab University, Chandigarh.

OBJECTIVES OF THE STUDY:

1. To assess significant differences with regard to anxiety among the M.P.Ed students of Panjab University, Chandigarh.

HYPOTHESIS:

1. It was hypothesized that there would be a significant difference in anxiety among the M.P.Ed students of Panjab University, Chandigarh.

METHODOLOGY:

For the purpose of sampling is to find out the anxiety among the M.P.Ed students of Panjab University, Chandigarh. All the subjects, after being informed about the objective and protocol of the study, gave their

consent and volunteered to participate in this study. Total two hundred (N=200) subjects, which includes forty ($n_1=40$) Panjab University campus, forty ($n_2=40$) Post Graduate Government College Sector- 11, forty ($n_3=40$) G.H.G. Khalsa College Sadhar, forty ($n_4=40$) Govind National College Narangwal, and forty ($n_5=40$) S.G.G.S. Khalsa College Mahilpur, Who had studied at various colleges affiliated to Panjab University, Chandigarh during the session 2017-19. The purposive sampling technique was used to attain the objective of the study. Sports Competition Anxiety Test (SCAT) developed by Rainer Marten (1990), was used to measure the anxiety level of the subjects. Analysis of Variance (ANOVA) was employed to compare with regard to Anxiety level among the M.PEd students of panjab university, Chandigarh. Scheffie's Post-hoc test will be applied to find out the direction and degree of differences, where 'F' value is found significant. There is a significant difference found among the M.PEd students of Panjab University, Chandigarh. The level of significance was set at 0.05.

RESULTS:

Table 1: Descriptive Statistics Analysis to Anxiety among the M.P.Ed students of Panjab University Chandigarh

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

The above table-1 depicts the result of the M.PEd students of Panjab University, Chandigarh on the variable anxiety. The scores of the M.PEd students showed that Mean and SD values as, Panjab University, Chandigarh (19.5000 ± 2.49101), PGGC Sector-11 (19.8500 ± 3.17482), G.H.G Khalsa College Sadhar (19.4000 ± 2.65769), Govind National College Narangwal (18.0500 ± 2.88186), S.G.G.S. Khalsa College Mahilpur (20.4750 ± 1.94788) respectively.

Table 2: One-Way (ANOVA) Results with regard to Anxiety among the M.P.Ed Students of Panjab University Chandigarh

Source of variance	Sum of square	Df	Mean square	F-ratio	Sig. (p-value)
Between groups	127.020	4	31.755	4.843	.001
Within groups	1278.575	195	6.557		
Total	1405.595	199			

***Significant at 0.05**

It can be observed from table-2 that significant differences were found with regard to the variable Anxiety among the M.PEd students of Panjab University, Chandigarh. As the P-value (sig).001* was found less than the 0.05 level of significant ($P < 0.05$). Therefore, LSD Post-hoc test was applied to find out the degree and direction of difference between paired means among various M.PEd students of Panjab University, Chandigarh, with regard to the variable anxiety. The results of the Post- hoc test have been presented in table-3.

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.
Panjab University Campus (Mean=19.5000)	PGGC-11	-.35000	.57257	.542
	S.G.G.S Khalsa College	-.97500	.57257	.090
	Govind National College	1.45000*	.57257	.012
	G.H.G Khalsa College	.10000	.57257	.862
PGGC-11 (Mean=19.8500)	Panjab University Chandigarh	.35000	.57257	.542
	S.G.G.S Khalsa College	-.62500	.57257	.276
	Govind National College	1.80000*	.57257	.002
	G.H.G Khalsa College	.45000	.57257	.433
G.H.G Khalsa College Sadhar (Mean=19.4000)	Panjab University Chandigarh	-.10000	.57257	.862
	PGGC-11	-.45000	.57257	.433
	S.G.G.S Khalsa College	-1.07500	.57257	.062
	Govind National College	1.35000*	.57257	.019
Govind National College Narangwal (Mean=18.0500)	Panjab University Chandigarh	-1.45000*	.57257	.012
	PGGC- 11	-1.80000*	.57257	.002
	S.G.G.S Khalsa College	-2.42500*	.57257	.000
	G.H.G Khalsa College	-1.35000*	.57257	.019
S.G.G.S Khalsa College Mahilpur (Mean=20.4750)	Panjab University Chandigarh	.97500	.57257	.090
	PGGC-11	.62500	.57257	.276
	Govind National College	2.42500*	.57257	.000
	G.H.G Khalsa College	1.07500	.57257	.062

***Significant at 0.05**

A glance at Table-3 showed that the mean difference between Panjab University campus and PGGC-11 College students, as mean value of panjab university campus students was 19.5000, whereas PGGC-11 students had mean value as 19.8500 and the mean difference between both the groups was found -.35000. The p-value sig .54 shows that Panjab University campus students had demonstrated insignificantly better on Anxiety level than their counterpart PGGC-11 students.

It has been exhibited that the mean value of Panjab University campus students was 19.5000, whereas G.H.G Khalsa College students had mean value as 19.4000. The mean difference between Panjab University campus students and G.H.G Khalsa college was found .10000. The p-value sig .86 showed that the G.H.G khalsa College students had demonstrated insignificantly better on Anxiety level than their counterpart Panjab University campus students.

It has been depicted that the mean value of Panjab University campus students was 19.5000, whereas Govind National College students had mean value as 18.0500. The mean difference between Panjab University campus and Govind National College students was found 1.45000*. The p-value sig .01 showed that the Govind National College students had demonstrated significantly better on Anxiety level than their counterpart Panjab University campus students.

It has been observed that the mean value of Panjab University campus students was 19.5000, whereas S.G.G.S Khalsa College students had a mean value as 20.4750. The mean difference between Panjab University students and S.G.G.S Khalsa College students was found -.97500. The p-value sig .09 showed that the Panjab University students had demonstrated insignificantly better on Anxiety level than their counterpart S.G.G.S Khalsa College students.

The mean difference between PGGC-11 and S.G.G.S Khalsa College students was found -.62500. The p-value sig .27 shows that the PGGC-11 students had demonstrated insignificantly better on Anxiety level than their counterpart S.G.G.S Khalsa College students.

The mean difference between PGGC-11 and Govind National College students was found 1.80000*. The p-value sig .002 shows that the Govind National College students had demonstrated significantly better on Anxiety level than their counterpart PGGC-11 students.

The mean difference between PGGC-11 and G.H.G Khalsa college students was found .45000. The p-value sig .43 shows that the G.H.G Khalsa college students had demonstrated insignificantly better on anxiety level than their counterpart PGGC-11 students.

The mean difference between S.G.G.S Khalsa College and Govind National College students was found 2.42500*. The p-value sig .000* shows that the Govind National College students had demonstrated significantly better on Anxiety level than their counterpart S.G.G.S Khalsa College students.

The mean difference between S.G.G.S Khalsa College and G.H.G Khalsa College students was found at 1.07500. The p-value sig .06 shows that the G.H.G Khalsa College students had demonstrated insignificantly better on Anxiety level than their counterpart S.G.G.S Khalsa College students.

The mean difference between Govind National College and G.H.G Khalsa College students was found - 1.35000*. The p-value sig .01 shows that the Govind National students had demonstrated significantly better on Anxiety level than their counterpart G.H.G Khalsa College students. The graphical representation of responses has been exhibited in Figure 1.1

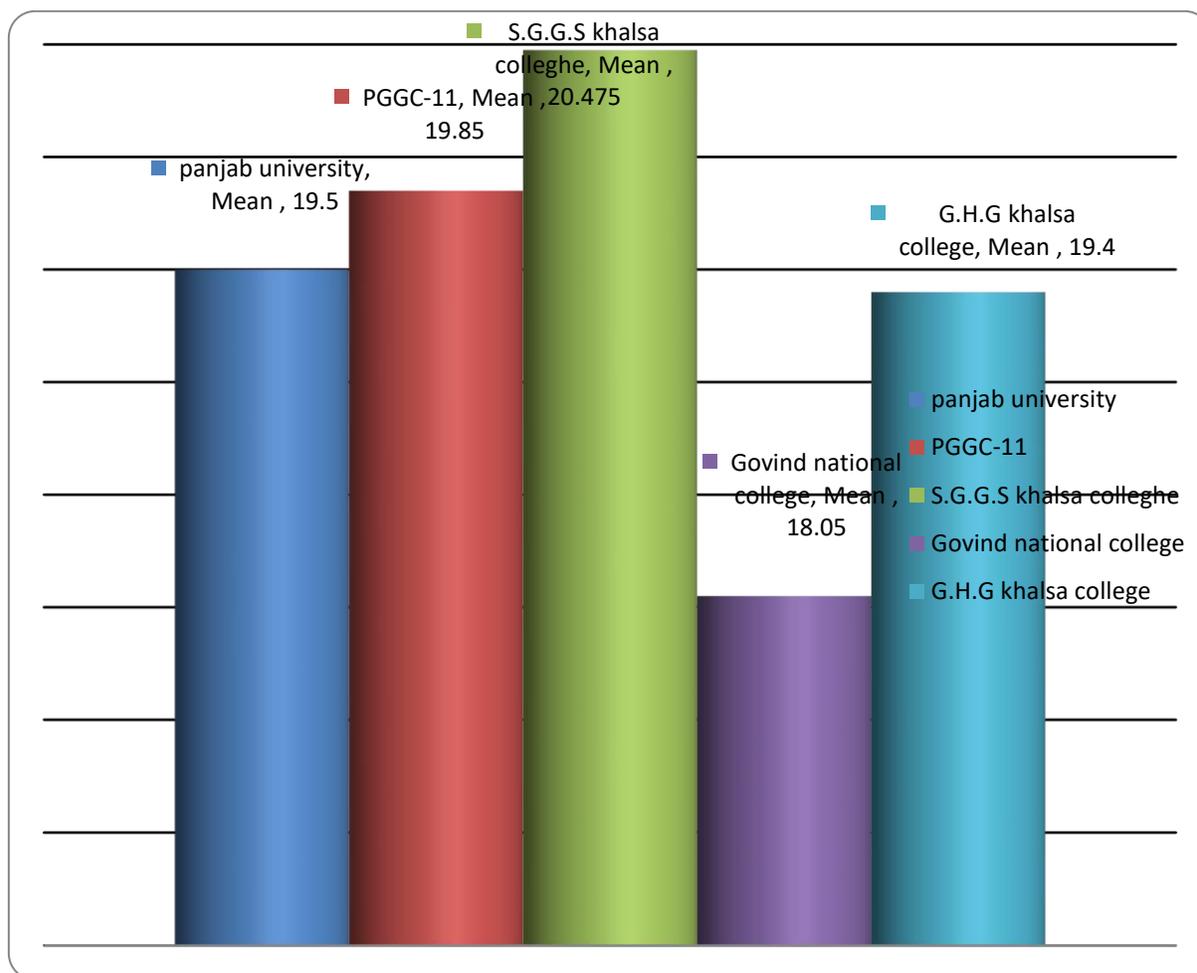


Figure 1.1. Graphical representation of Mean scores with regard to Anxiety level among the M.P.Ed students of Panjab University Chandigarh

DISCUSSION/CONCLUSIONS:

It has been observed from (Table 1 to 3) that significant differences have been found among the different M.P.Ed students of Panjab University, Chandigarh. The outcomes of the study represent that there were significant differences among the M.P.Ed students of Panjab University Campus, PGGC-11, G.H.G Khalsa College Sadhar, Govind National College Narangwal and S.G.G.S Khalsa College Mahilpur with regard to their Anxiety level. It was established that these five groups' students were statistically different when compared with each

other. While calculating the mean value of all the groups, It has been observed that Govind national college Narangwal students had much superior on Anxiety level as compared to Panjab University campus, PGGC-11, G.H.G Khalsa College Sadhar and S.G.G.S Khalsa College Mahilpur students. **Thakur (2016)** had conducted a study on a comparison of anxiety and aggression level between male and female players. while supporting the present finding also revealed significant differences on the variable Anxiety between male and female players. **Singh (1988)** had carried out a study to compare anxiety levels between male and female hockey players; researchers also reported significant differences between male and female hockey players on the variable Anxiety. He further revealed that female hockey players demonstrated better Anxiety than male hockey players.

CONCLUSIONS:

It is concluded that significant differences have been found among the M.P.Ed students of Panjab University Campus, PGGC-11, G.H.G Khalsa College Sadhar, Govind National College Narangwal and S.G.G.S Khalsa College Mahilpur with regard to their Anxiety level. While calculating the mean value of all the groups, It has been observed that Govind National College Narangwal students were much superior than other four groups.

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