Comparative Study of Anxiety Level between Aurangabad & Kashmiri Physical Education students

Riyaz Ahmad Parry[1], Dr. Abdul Waheed[2]

Research Scholar Department of Physical Education Dr. Babasaheb Ambedkar Marathwada University,

Aurangabad, Maharashtra[1]

Associate Professor, M.S.M's College of Physical Education Khadkeshwar, Aurangabad, 431001[2]

Abstract: The present study was aimed to compare the level of Anxiety between Aurangabad and Kashmiri physical education students. A total of two hundred [200] subjects were taken, hundred [N=100] were belongs to Aurangabad and hundred [N=100] were from the Kashmiri physical education students from Kashmir were randomly selected for the collection of data. The DASS-21 (1995) level of anxiety was used on Aurangabad and Kashmiri physical education students. 21 items DASS Questionnaire was published In the Lovibond, S.H. & Lovibond, P.E., consists of items on three scales namely, Depression, Anxiety, and Stress. The comparison of the data revealed regarding anxiety between Aurangabad and Kashmiri students shown that significant difference existed when the total group of Aurangabad physical education students is compared with total group of Kashmiri physical education students. the age of the subjects ranging from 18-25 years old. The data collected for the selected psychological component were statistically analysed. The results were expressed as mean ± and standard deviation (S.D). differences between the groups were determined by t-test. The level of significance was set at 0.05.

Keywords: Anxiety, Aurangabad, Kashmir, physical education students.

I. INTRODUCTION

Anxiety is a state of mind in which the individual respond with discomfort to some event that has occurred or is doing to occur. The person's worry about events, their occurrences and consequence, in general are the sources of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprise mental worries and fears. In simple words, it is a type of emotional disturbance. The sports men like other athletes are anxiety prone while participating in competitive sports. Anxiety is one of the most common deterrents to good performance. At worst the effect of the anxiety gets the athlete so tied up in knots that he is frozen in fear. At best anxiety subtly impairs performance by distracting the attention. The purpose of the study was to compare the anxiety levels of individual sports and team game.

The 20th century has been called "the age of anxiety", but concern with anxiety with anxiety phenomena is as the history of humanity. Anxiety is currently explanatory concept in most theories of personality and psychological, and it is also widely regarded as a principal cause of such diverse behaviour as insomnia, debilitating psychological and psychosomatic symptoms, immoral and sinful acts, and even instances of creative self-expression. Athletes can learn to think very clearly about physical activity.

Training sessions need to combine thinking practice to develop the skill of controlling one's thought, so that it can be used in a competition. Mental functioning should be trained to overcome physically stressful conditions. At all time, in practices and competitions, an athlete should remain mentally calm. The initial stages of developing this capacity will require concentrated effort, by the athlete (Rushall, 1995). A great deal of research has been developed to the effects of anxiety on sports performance.

Researcher has found that competitive state anxiety is higher for amateur athletes in individual sports compared with athletes in team sports (Simon & Martens, 1977). Anxiety exerts a variety of athletic performance. These effects vary based on sport, gender and level of experience. In order to facilitate peak performances by athletes, sport psychologists must consider the three different facts of anxiety: cognitive anxiety, somatic anxiety and self-confidence.

Given the researcher that indicates that successful athletes who interpret their anxiety as being facilitative is characterized by high scores on self-confidence and low scores on somatic and cognitive anxiety, sport psychology should work achieving this ideal state among their clients. Let us now turn our attention to the variety of treatment that is available for the treatment of anxiety within the athletic context. Stress is a state that results from the demands that are placed on the individual which require that person to engage in some coping behaviour (Jones 1990). Arousal can be considered to be a single to the individual that he or she has entered a stressful state and is characterized by physiological sigs (Hardy 1996).

The concept of anxiety has occupied an important place in psychological theory and research since Freud (1959) emphasized its role in neurosis. The concept has suffered for lack of a clear and widely accepted definition. Most definitions have tended to treat it as a unitary state (or trait) and failed to recognize its complexity.

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioural components. The root meaning of word anxiety is 'to vex or trouble'. In either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread.

Anxiety is considered is to be a normal reaction to a stress or it may help someone to deal with a difficult situation by prompting them to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus. As such, it is distinguished from fear, which is an emotional response to a perceived threat.

Anxiety could be separated into realistic, moral and neurotic forms according to Freud's tripartite model. Realistic anxiety is a direct response to real external threat and on its own cannot cause psychological difficulties. Moral anxiety is associated with shame and guilt resulting from conflict between ego and superego and neurotic anxiety compose of three element, focused system such as phobic anxiety free floating feelings of displeasure causes by many and varied stimuli and thirdly fully developed sensations of panic.

Educational psychologists have studied test anxiety, or the emotional states the students experience under the stressful conditions of taking a test. According to Sarason (1972, 1978) test anxiety may be conceptualized as a proneness to emit self-centred interfering responses when confronted with an evaluative situation. Sarason & Mandler, (1952) the student may fall in the anxious group for whom tests arise anxiety, who make test irrelevant responses such as worrying about failing, their inadequacies, anticipating punishment and blocking on question responses which lead to poor test performance and those individuals who are without such tendencies and therefore improve their performance.

II.   OBJECTIVES OF THE STUDY

To analysis and quantify the level of anxiety of the Aurangabad and Kashmiri physical education students. To analysis the effect of the different culture on the level of anxiety of the physical education students. To compare the level of anxiety of these two groups (Aurangabad and Kashmiri) physical education students by using the DASS-21 questionnaire

programme of mental level. The study may suggest effective teaching, training methods for physical education students. The coach/trainer will know about the level of anxiety in sports performance by predicting success of student to expect the peak performance.

HYPOTHESIS
H_1: there will be significant difference in anxiety level between Aurangabad and Kashmiri physical education students.

DELIMITATION OF THE PROBLEM
The study was conducted only on the physical education students of the Aurangabad and Kashmir region. The study was conducted on only male students. The study was conducted only on the age group of 18-25 years. The study was limited to only two hundred (200) students. By using DASS-21 standard questionnaire.

LIMITATION OF THE PROBLEM
There may be few factors which are beyond control research and hence may consider as limitation of study. Response of students towards the questionnaire may be limitation of the study. No specific motivational technique is used to motivate the subjects.

III. METHODOLOGY

The purpose of the study was to find out the level of anxiety among Aurangabad and Kashmiri students. This study was done under the survey method. The Aurangabad physical education college students and Kashmiri physical education college students were the population of study. A total of two hundred (N=100) Aurangabad students and hundred (N=100) Kashmiri students were randomly and purposely selected for the collection of data.

INDEPENDENT VARIABLES

DASS-21 test of anxiety level

DEPENDENT VARIABLES

Anxiety

INTERVENING VARIABLES

Depends on age, sex, social environment & culture

TOOLS

For assessing level of anxiety of Aurangabad and Kashmiri physical education students a 21 items DASS questionnaire was used. The questionnaire consists of items in three different scales namely; depression, anxiety and stress.

PROCEDURE

The result is established and compared to the established norms to determine the level of Anxiety among the students. The essential function of the DASS is to assess the severity of the core symptoms of the Depression, Anxiety and Stress. The scoring of each item was need to be multiplied by 2 to calculate the final score.

There is no right or wrong answers in this DASS-21 questionnaire. The subjects were instructed not taken too much time over any questions. The questionnaire is distributed to the students in the class room. After completion of the questionnaire, questionnaire is collected and checked that no response was left unanswered.

INTERPRETATION AND DISCUSSION

The comparison of the variable is analysed with t-test. The comparison between variable and standard deviation was performed by using the t-test. The interpretation and analysis of the variable are presented under the following table.

Table 1: comparison of mean score and standard deviation with regard to 'Anxi' between Aurangabad and Kashmiri physical education students (n=100)

Name of the group	mean	Standard deviation (SD)	't' test
Aurangabad students	5,45	1,97	6.328[*]
Kashmiri students	8,23	3.50	

The significant level at 0.05

Graph no.1: Mean, Standard Deviation of Anxiety
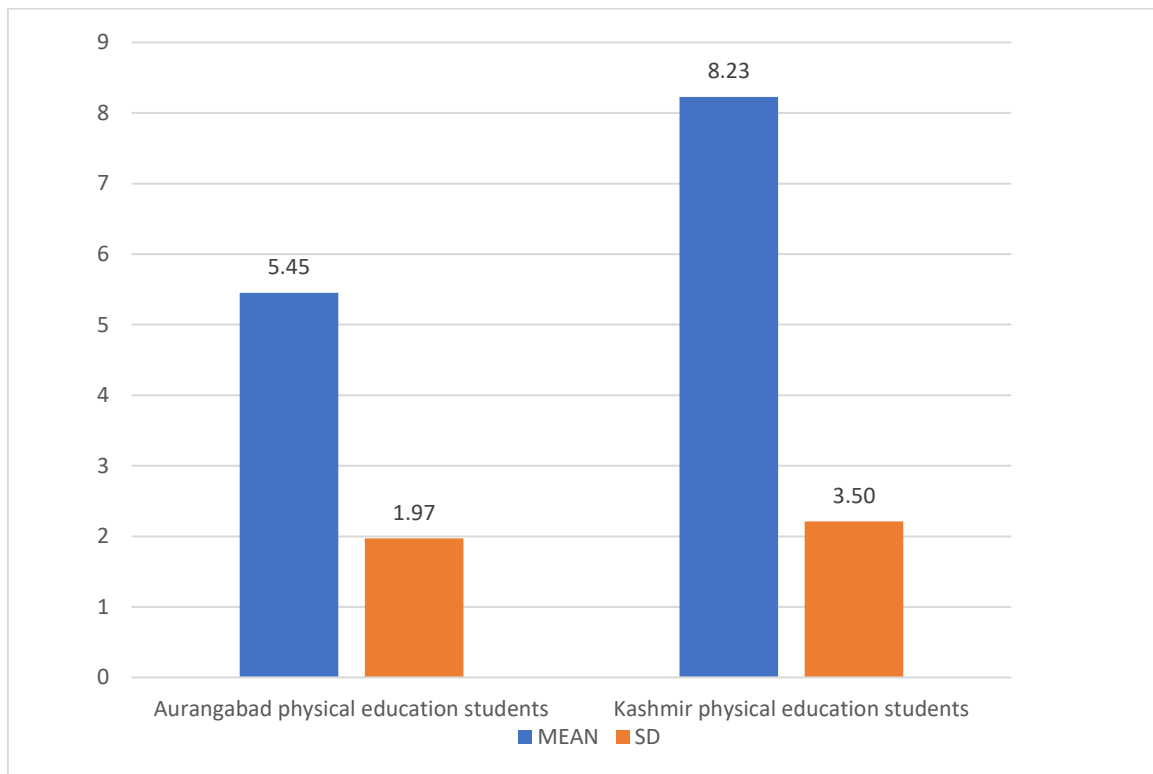
The comparison of the data revealed in table no 1 regarding between Aurangabad and Kashmiri physical education students shown that significant difference existed when the total group of Aurangabad physical education students is compared with the total group of Kashmiri physical education students.

The 't' value of 6.328 was found which is to be significant with degree of freedom 198 and while comparing the mean values it shows that Aurangabad students have less 'anxiety' than their Kashmiri students.

IV.   RESULTS

After the interpretation and analysis of this study, the following result can be drawn, it is concluded that there is significant difference in 'Anxiety' between Aurangabad and Kashmiri physical education students.

V.   SOCIAL SIGNIFICANCE

Studying anxiety levels among physical education students in different regions like Aurangabad and Kashmir can have several social significances:

1. **Cultural Variances**: It can highlight how cultural, societal, or environmental factors impact anxiety. Aurangabad and Kashmir have distinct cultural backgrounds, and comparing anxiety levels can shed light on how these cultural differences affect the mental health of students.

2. **Educational Policies**: Findings might influence educational policies, emphasizing the need for region-specific approaches to mental health support in educational institutions. Tailoring support systems based on these findings could better address anxiety issues among students.

3. **Mental Health Awareness**: By highlighting varying anxiety levels, it can raise awareness about mental health disparities in different regions. This knowledge could prompt discussions and initiatives to address mental health stigma and encourage seeking help.

4. **Resource Allocation**: It may influence resource allocation for mental health services. If significant differences in anxiety levels are found, it could prompt the allocation of more resources towards mental health programs in regions where the need is higher.

5. **Long-term Impact on Health and Performance**: Anxiety can affect academic performance, physical health, and overall well-being. Understanding the regional differences could help in developing targeted interventions to improve the overall health and academic outcomes of students.

6. **Research and Future Studies**: This comparative study can serve as a baseline for further research. It could inspire similar studies in different regions, leading to a broader understanding of anxiety triggers and coping mechanisms among students across diverse cultural landscapes.

7. **Community Engagement**: Engaging communities in discussions about mental health and the importance of addressing anxiety can foster a supportive environment for students. It might encourage families, educators, and communities to collaborate in promoting mental well-being.

In summary, the social significance lies in understanding regional variations in anxiety levels among students, enabling tailored support mechanisms, fostering awareness, and potentially influencing policies and resource allocation for better mental health support in educational settings.

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