



Trait Anxiety Differentials between Men and Women Physical Education and Non Physical Education Students

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Abstract

The purpose of the study was to compare the trait anxiety between men and women physical education and non physical education students. To achieve this purpose of the study, only sixty students were selected. Among them, fifteen men physical education students, fifteen men non physical education students, fifteen women physical education students and fifteen women non physical education students studying in and around colleges in Uttar Pradesh, India with an age group of 18 to 27 years were selected at random. The following psychological variable such as trait anxiety was selected as criterion variable. The data were collected on trait anxiety by using State-Trait Anxiety Inventory developed by Dr. Roma Pal and Dr. Govind Tiwari. The 2x2 factorial ANOVA was used to analyze the significant difference, if any among the groups. The .05 level of confidence was fixed to test the level of significance which was considered as an appropriate. The results of the study showed that there was a significant difference exists between men and women students irrespective of their major on trait anxiety. And also the results of the study showed that there was a significant differences between physical education students and non physical education students irrespective of the gender on trait anxiety. The results of the study further showed that there was no significant difference between men and women physical education students and non physical education students on trait anxiety.

Keywords: Psychological Variables, Trait Anxiety, Two Way ANOVA.

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Introduction

“A sound mind in a sound body” is a short but full description of a happy state in this world. This state can be brought about by not merely “not being sick” or “being well”. It is a positive quality extending from death to abundant life. Psychology in physical education and sports may be a dimension of applied psychology, deriving its subject matter from various branches of psychology. If education is considered as the process of modification of behaviour and psychology as the study of the behaviour our wisdom is in including that education and psychology is the obverse and reverse side of the same coin two subjects with one aim ad soul. Anxiety is an emotion, that is difficult to define and even more difficult to reliably detect in performers “Nervousness” is often used synonymously with anxiety. At one time or another almost everyone has been nervous. Nervousness can be experienced at various levels of intensity. Fear, a still higher level of anxiety can have a serious effect on sport performance. Walker describes fear as “intense anxiety experienced in response to a specific threat”. Anxiety can take the form of unconscious anxiety, an anxiety of which we are not

consciously aware or free floating anxiety, intense anxiety that appears and disappears only to return again later.

Panic is the most serious level of anxiety. We would never want panic to be a part of the athletic environment. It is a condition in which the anxiety has become so great that the person loses complete control of himself and the situation. Anxiety plays a paramount role in sports. It is the challenge in sports participation which produces anxiety. How an athlete handles the anxiety determines how successful he would be. Anxiety may be positive motivating force or it may interfere with successful performance in sports events. The degree of anxiety is also varies with a number of different conditions. Anxiety is likely to be greater in higher competitive sports participants are expected to win and great demands are made upon them to succeed

Methodology

The purpose of the study was to compare the trait anxiety between men and women physical education and non physical education students. To achieve this purpose of the study, only sixty students were selected. Among them, fifteen men physical education students, fifteen men non physical education students, fifteen women physical education students and fifteen women non physical education students studying in and around colleges in Uttar Pradesh, India with an age group of 18

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to 27 years were selected at random. The following psychological variable such as trait anxiety was selected as criterion variable. The data were collected on trait anxiety by using State-Trait Anxiety Inventory developed by Dr. Roma Pal and Dr. Govind Tiwari. The 2x2 factorial ANOVA was used to analyze the significant difference, if any among the groups. The .05 level of confidence was fixed to test the level of significance which was considered as an appropriate.

Table I. The mean and standard deviation values on trait anxiety of men and women physical education and non physical education students

Gender / Major		Physical Education Students	Non Physical Education Students
Men	Mean	59.13	57.11
	Standard Deviation	0.92	1.03
Women	Mean	56.89	55.36
	Standard Deviation	1.12	1.17

Table I shows that the mean values of men physical education students, men non physical education students, women physical education students and women non physical education students on trait anxiety were

Analysis of the Data

Trait Anxiety

The mean and standard deviation values on trait anxiety of men and women physical education and non physical education students have been analyzed and presented in table I.

59.13, 57.11, 56.89 and 55.36 respectively. The 2x2 factorial ANOVA values on trait anxiety of men and women physical education and non physical education students have been presented in table II.

Table II. The 2x2 factorial ANOVA on trait anxiety of men and women physical education and non physical education students

Source of Variance	Sum of squares	df	Mean squares	Obtained 'F' ratio
A factor (Gender)	281.67	1	281.67	216.64*
B factor (Major)	1706.67	1	1706.67	1312.82*
AB factor (Interaction)	4.89	1	4.89	3.49
Within or Error	76.67	56	1.43	

* Significant at .05 level of confidence.

(The table values required for significance at .05 level of confidence for df 1 and 56 is 4.012 respectively).

Table II shows that the obtained 'F' ratio value 216.64 for rows (men and women) irrespective of major (physical education and non physical education) on trait anxiety which is greater than the required table value 4.012 for significance with df 1 and 56. It also shows that the obtained 'F' ratio value 1312.82 for columns (physical education and non physical education students) irrespective of gender (men and women) on trait anxiety which is greater than the required table value 4.012 for significance with df 1 and 56. Table II shows that the obtained 'F' ratio value 3.49 for interaction effect (gender x major) on trait anxiety which is lesser than the required table value 4.012 for significance with df 1 and 56. The results of the study indicated that there was a significant difference between physical education and non physical education students irrespective of their gender (men and women) on trait anxiety. The results of the study further showed that there was a significant difference between men and women players irrespective of major (physical education and non physical education) on trait anxiety. And also from the mean, it was concluded from the mean values

that the improvement of trait anxiety in favor of men physical education students. The results of the study indicated that there was no significant difference between men and women physical education and non physical education students on trait anxiety.

Conclusions

From the analysis of the data, the following conclusions were drawn.

1. There was a significant difference between men and women students on trait anxiety irrespective of their major (physical education and non physical education).
2. There was a significant difference between physical education students and non physical education students on trait anxiety irrespective of their gender (men and women).
3. There was no significant difference between men and women physical education and non physical education students on trait anxiety.
4. Among the groups men physical education students were better on trait anxiety.

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