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RESEARCH ARTICLE

COMPARATIVE STUDY OF PRE-COMPETITIVE ANXIETY IN PHYSICAL EDUCATION STUDENTS OF HIGHER AND SENIOR SECONDARY SCHOOLS

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Abstract

Anxiety is a normal and often healthy emotion. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder. Competitive anxiety is the fear of studying including not having good study habits, fear of failure among others and Fear to compete with others. In the present study there was state trait anxiety test (STAT) used to measure anxiety level of selected subjects. The present study was conducted in Higher and Senior Secondary students. Study will find out significant level of anxiety and its effect on Academic performance. In the present study, 120 questionnaires about different anxiety levels were filled and discussed with the students and it was concluded that there is a significant difference in Anxiety level and have a positive effect on Academic performance of students of the proposed University. The study was concluded with proper recommendations and Suggestions.

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Introduction:-

Anxiety is a state of mind which the individual responds with discomfort to some event that has occurred or is going to occur. The persons worries about events their occurrences and consequences. In general these are the source of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprise mental worries as fears. In simple world, it is a type of emotional disturbance.

Anxiety is related to emotional stability, tough mindedness and self confidence. A more stable and confident person is reequipped to handle anxiety and convert it into something very productive. The ability to deal efficiently with anxiety is one of the prime considerations in players. Each athlete must learn to cope with anxiety involved in his career. The various behaviour patterns indicating anxiety are rather desperate and are often hard to recognize.

The interaction of anxiety with performance outcomes dependent on several levels is more than what is required for good performance by distressing the sportsman. Anxiety usually involves mediating processes (thoughts) that result in feelings that are not parallel to some measurable danger. Anxiety has variously been considered as a phenomenon state of human organization, the evidence of noxious stimuli, as a physiological syndrome, and as a theoretical construct invoked to account for defensive behaviour.

Psychological correlation of the anxiety experience may include sweating, increased heart scale, heightened blood pressure, rapid and shallow breathing, nausea, chest, pain, frequent urination, choking sensation, hot dizziness and old flushes, faintness and trembling or shakiness (American Psychiatrist Association, 1980). All these indications

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may not be present but several usually occur on combination. However, some form of motor tension as automatic activity is always present, so that the person inevitably experiences a sense of jumpiness, increased heart beating rate and heightened blood pressure. The psychological correlates of anxiety can be described to anxiety only if they are accompanied by the psychological experiences of apprehension with respect to impending gloom and mental ideation. Playing situations, either in individual or team sports to which the players is by and large fearful to some degree eventually affect their performances. The degree to which anxiety level an individual in interface with performance, therefore is probably to the individual's feelings about the success or failure and his overall need for achievement (Cratty, 1973).

Mahato and Jangir (2012) define academic anxiety as a consequence or outcome of biological or emotional reactions that lower concentration level of students during learning. This current study adopts Gourav's (2015) four key scopes or dimensions of academic anxiety which include; emotionality, worry, deficits in studying skills and interference generated by duty or task. Basically, these aspects of academic anxiety have a significant bearing on the students' education outcomes, particularly post-secondary school students.

The first component of academic anxiety is emotionality that is characterized with symptoms which include distress, fright (panic), high palpitations, queasiness (nausea), moist palms, touchiness (irritability), and tenseness among others. In most cases, these are feelings emanating from the inability to perform expected duties. Specifically, such feelings are as a result of inadequate preparation or inability to comprehend learning concepts. Consequently, students undergoing these signs are likely to experience diminishing concentration levels during academic activities. Undeniably, emotionality can impact negatively on student academic performance if not attended to (Saini, 2012).

Review of Literature:-

Singh and Gaurav (2011) the objectives of the study were to compare precompetitive anxiety and post-competitive anxiety among inter- collegiate volleyball players. And to analysis the competitiveness among the volleyball players which is growing up day by day with different levels. For the investigation 170 volleyball players (85 boys and 85 girls) were selected from the different colleges affiliated to Guru Nanak Dev University, Amritsar Punjab. **Sisodiya and Purashwani (2011)** the purpose of the study was to investigate the relationship between achievement motivation and anxiety of Inter-university level male and female shutter"s. Thirty (15 male and 15 female) shutters who participated in West Zone Inter-University Badminton Tournament were selected randomly for the test. Sports Achievement Motivation Test by M. L. Kamlesh and Sports Competition Anxiety Test by Rainer Marten were used to collect the data.

Leslie (2002) conduct the study on "The academic achievement of African American students during early adolescence: An examination of multiple risk, promotive, and protective factors". This study examined the effects of multiple risk, promotive, and protective factors on three achievement-related measures--grade point average, number of absences, and math achievement test scores--for African American 7th-grade students. **Brendgen(2003)** conduct the study on "Assessing aggressive and depressed children's social relations with classmates and friends: A matter of perspective" This study examined aggressive, depressed, and aggressive depressed children's peer relations from the children's own and from their peers' perspective. Participants were 819 fourth through sixth graders (50.2% girls) who were assessed twice during the same school year. **D'Zurilla (2003)** conduct a study on "Self-esteem and social problem solving as predictors of aggression in college students "This study examined the relations between self-esteem, social problem-solving ability, and aggression in a sample of 205 college students. **Shin (2004)** conduct a study on "Exploring Pathways From Television Viewing to Academic Achievement in School Age Children". The author's purpose in this study was to test 4 hypotheses that proposed different paths for the influences of children's television viewing on their academic achievement. **Jyoti (2005)** conduct a study on "Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills1-3"Food insecurity has been associated with diverse developmental consequences for U.S. children primarily from cross-sectional studies. **Masten (2006)**, conducted of study which investigated the issues related to "Competence and Stress in School Children: The Moderating Effects of Individual and Family Qualities". This study examined the associations of stress exposure to various aspects of school-based competence in a normative sample of 205 children aged 8–13. Potential moderators of these relations, including child attributes of sex and IQ, and environmental attributes of socioeconomic status (SES) and family qualities, were also studied.

Source of Data:

For the present study subjects was selected from Higher and Senior Secondary Schools from three professional Courses and three Academic courses for the collection of data for the present study.

Sampling Method:-

The subjects were selected by using simple random sampling method.

Criterion measures:

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

Anxiety:

In the present study there was state trait anxiety test (STAT) used to measure anxiety level among Higher and Senior Secondary Schools.

Results:-

The data was obtained by state trait anxiety test (STAT) used to measure anxiety level of Higher and Senior Secondary Schools and Aggression by Arun Singh, Ashish, K, Singh, and Arpana Singh, and R. L. Bhardwaj scale respectively. After the collection of data from the Higher and Senior Secondary Schools, the raw data was converted into standard one by using a statistical technique 't' test for testing of hypothesis.

During the present study there were 45 higher students having mean of 101.8000 with standard deviation of 12.09437 and standard error of mean 2.70438 respectively. The study also established that most students were mainly affected by emotional reactions such as fast heartbeat, nausea, sweaty, irritability, nervousness, panic and stomach upset as well as fear of failure were emotional reactions to challenging academic activities. Supporting this finding, Ebrahimi, and Khoshima, (2014), found out that emotional issues significantly impacted negatively on students' academic performance. The results of the study also showed that emotional reactions are often correlated with academic performance among students.

The percentage of Aggression Level of Higher and Senior Secondary Schools was Very high, level of Aggression category is 82.22% . The percentage of Academic students in High level of Aggression category is 17.77%. The percentage of Aggression Level of Academic students in the Average category is 0.00% as shown in table below.

Aggression Level	Academic performance
Norms	percentage
Very High level of Aggression	82.22%
High	17.77%
Average	0.00%
Low	0.00%
Very low	0.00%

Finally, on correlating the level of anxiety on the academic achievement, the study confirmed increased levels of learning anxiety reduce chances of student excelling academically. Hence, the present study confirms a robust connotation between anxiety and student achievement academically. It is against this background that the conclusions below are made. Despite its limitations, this study should be considered to add to the existing knowledge in this area.

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