



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2018; 3(1): 542-544

© 2018 Yoga

www.theyogicjournal.com

Received: 16-11-2017

Accepted: 17-12-2017

Dr. Ajay Kumar

Head of Deptt. Assistant

Professor of Physical Education,

SGGS Khalsa College Mahilpur,

Punjab, India

A study of state anxiety, trait anxiety and overall anxiety of successful male and unsuccessful male sports groups

Dr. Ajay Kumar

Abstract

The purpose of this study was to compare the State anxiety, Trait anxiety and overall anxiety of successful sports male and sports unsuccessful male college level. The present study was conducted on the 60 successful sports male and sports unsuccessful male sports college level of Punjab. Their age was ranged 18 to 25 year. The collection of data to measure State anxiety, trait anxiety, Spielberger, Gorsuch and Lushene, (1970) State- Trait Anxiety inventory (STAI) was used. For the analysis of data, collected by administering the questionnaire to all the subject's t- test was employed at $p < .005$ level of significant. The result of the study concluded that there was statistically not significant difference in successful sports male and sports female. It is clear that the mean successful sports male and sports unsuccessful male between is not significantly state anxiety, trait anxiety and overall anxiety.

Keywords: Sports, inventory, competition, questionnaire, unsuccessful, successful etc.

Introduction

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).

Correspondence

Dr. Ajay Kumar

Head of Deptt. Assistant

Professor of Physical Education,

SGGS Khalsa College Mahilpur,

Punjab, India

Procedure and Methodology

In the present study a sample of 30 successful male sports and 30 unsuccessful male sports (Total=60 male & male) of Punjab. The collection of data to measure Sports State anxiety, trait anxiety, Spielberger, Gorsuch and Lushene,s (1970) State- Trait Anxiety inventory (STAI) was used. For the analysis of data, collected by administering the questionnaire to all the subject's t- test was employed at 0.01 level of significant.

Results

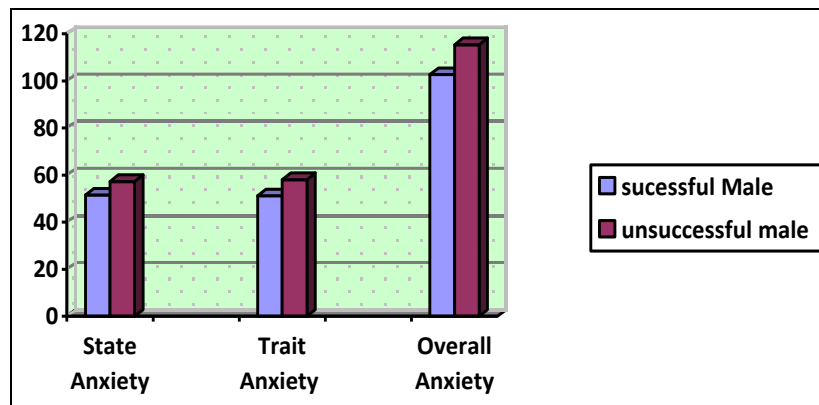
To find out the significant differences State anxiety, Trait anxiety and overall anxiety of successful sports male and sports unsuccessful male college level. The analysis of data, collected by administering the questionnaire to the entire

subject's t- test was employed at 0.05 level of significant. The statistical analysis of data pertaining to anxiety, Trait anxiety and overall anxiety is given below. Finding of the study show that all there was significant the successful sports male and unsuccessful sports male of Punjab. It is clearly indicates that Sports anxiety, Trait anxiety and overall anxiety of sports is significantly successful sports male and unsuccessful male of Punjab. This may be attributed due to the reality that the players of anxiety, Trait anxiety and overall anxiety for various competition and develop team composition in them and it also help them to distribute the pressure of the completion. It is necessary to train players of team sports to anxiety, Trait anxiety and overall anxiety. These outcomes may realize to develop the various training plans.

Table 1: Mean, Sd And T-Values With Regard To Successful Male And Unsuccessful Female On The Variable Anxiety, Trait Anxiety And Overall Anxiety

Variable	Groups	Mean	SD	SEM	t-value
State Anxiety	Successful Male	51.50	5.649	1.031	2.911**
	Unsuccessful Male	57.27	9.262	1.691	
Trait Anxiety	Successful Male	51.17	5.837	1.066	3.477**
	Unsuccessful Male	58.07	9.169	1.1764	
Overall Anxiety	Successful Male	102.67	10.512	1.919	3.555**
	Unsuccessful Male	115.33	16.441	3.002	

**p<0.05



t,<0.05(58)

A glance at the results depicted in table would show that with regard to successful male and unsuccessful male group on the variable state anxiety, the successful male group has obtained the mean score and SD values of 51.50 and 5.649. As compared to there values of 57.27 and 9.262 respectively. The t-values was 2.911 which was found to be significant (P<0.01)

The result presented in table on the variable Trait Anxiety among successful male and unsuccessful male groups unsuccessful male groups revealed the mean score of 51.17 and SD= 5.837 for former group whereas for the other group i.e. Unsuccessful male group the same were 58.07 and 9.169 respectively. The obtained t- value being 3.477 the same has been found to be significant (<0.05)

A perusal of content of table pertaining to successful male and unsuccessful male groups on the variable overall anxiety would show that the first groups on the variable overall anxiety would show that the first group i.e. successful male group had secured the mean and SD values of 102.67 and 10.512 respectively. On the other hand, unsuccessful male group had meant secured mean and SD values of 115.33 and 16.441. the t-value being 3.555, the same was found to be significant (p<0.01).

Discussion and Conclusions

The results of the study are concluded as follows:

This study was an effort in similar way to find out and compare the variety among the tow different field's men in terms of State anxiety, Trait anxiety and overall anxiety. In the researcher had selected successful male sports and unsuccessful male sports. In the light of the results of analysis researcher found that there were significant difference was observed between the successful male sports and unsuccessful male sports in terms of surrounding especially where you work having more influence. This may be attributed due to the reality that the players of prepare mentally for various competition and develop team composition in them and it also help them to distribute the pressure of the completion. Researcher feel this I above factor might be reason to bring the significant difference between the successful male sports and unsuccessful male sports who are not involved in any sports activities.

References

1. Anyanwu SU. Physical Fitness of Nigerian Youth. Dissertation Abstract International. 1977; 38:2642.
2. Arnason A. Physical Fitness, Injuries and Team

- Performance in Soccer. *Journal of Medical Science & Sports*. 2004; 36(2):278-285.
3. Ball DC. The Effect of Physical Education Curricula on Physical Fitness Knowledge and Life-Style. Dissertation Abstract International. 1995; 48:861-A.
 4. Barbanti VJ. A Comparative Study of Selected Anthropometric and Physical Fitness Measurement of Brazilian and American School Children. Dissertation Abstract International. 1983; 43:3840.
 5. Barbara A. Childhood Physical Fitness Tests: Predictor of Adult Physical Activity Levels. *Journal of Pediatrics*. 1998; 82(3):324-330.
 6. Carlyle F. Physical Fitness Training and Mental Health. *Journal of American Psychologist*. 1981; 36(4):373-389.
 7. Chandel AS. A Comparative study of selected Physical Fitness Physiological and Anthropometric Variables of Tribal and Non-Tribal Students of Himachal Pradesh. Unpublished Doctoral Thesis, Panjab University, Chandigarh. 1993.
 8. Cottyn JC. The measurement of Competitive Anxiety during balance beam performance in gymnasts. *Journal of sports science*. 2006; 24:157-164.
 9. Cox JC. The measurement of Competitive Anxiety during balance beam performance in gymnasts. *Journal of sports science*. 2006; 24:157-164.
 10. Ford Robert. Anxiety non-competitive and pre-competitive situations involving intercollegiate football players. Doctoral Thesis, Springfield, Massachusetts.
 11. Frost RB. *Psychology Concept Apple Physical Education and Coaching*. Addison Wesley Publication C. Inc. 1971, 15-155.
 12. Gatchell B. *Physical Fitness a Way of Life*. New York: John Wiley & Sons, Inc. 1976.
 13. Goslin RB, Stephen BB. Physical Fitness of South African Children. *Journal of Sports Medicine and Physical Fitness*. 1986; 26(2):120-136.
 14. Hamer M. Prospective Study of Physical Fitness, Adiposity, and Inflammatory Markers in Healthy Middle-Aged Men and Women. *Journal of American Clinical Nutrition*. 2009; 89:85-89.
 15. Harma M. Ageing, Physical Fitness and Shift-Work Tolerance. *Journal of Applied Ergonomics*. 1996; 27(1):25-29.
 16. Harold MMR. A Practical Approach to Measurement in Physical Health Education. 1979; 40(1)30-36.
 17. <http://en.wikipedia.org>
 18. Marten RH. *The Sports Psychology: Concepts and Applications*. Brown, Scibuque, IA. 1986.
 19. Schofield G. The online journal of sports psychology. 2000.
 20. Singh H. Comparative study of psychologies variables of athletes of individuals and team sports. Ph. D Thesis, Deptt. Phy. Edu. Panjab University Chandigarh.
 21. Sloan AW. Physical Fitness of College Student in South African, United States of American and England. *Research Quarterly*. 1963; 34:244.
 22. Stephens GH. The Effect of the Additions of an Obstacle Course on Physical Fitness of Fifth Grade Children. Dissertation Abstract International. 1970; 30:5278.
 23. Stroth S. Physical Fitness, But Not Acute Exercise Modulates Event-Related Potential Indices for Executive Control in Healthy Adolescents. *Journal of Brain Research, Germany*. 2009; 1269:114-124.
 24. Stube KL. Improving Motor Skills and Physical Fitness in the Elementary School: Can you do both. Dissertation Abstract International. 1990; 51:1547-A.
 25. Uppal AK. *Physical Fitness How to Develop*. New Delhi: Friends Publication. 1992.
 26. Woodworth RS. *Psychology*, Methuen. London. 1945.
 27. Zajko C. Physical Fitness Cognitive Performance and Aging. *Journal of American Medical Association*. 1991; 23(7).
 28. Zuti B, William CBC. Physical Fitness Norms for College Freshman. *Research Journal, Quarterly*. 1977; 48:499.