



Anxiety Dimension of Personality among Urban and Rural Physical Education Students of Higher Secondary Schools

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Abstract

The present study is undertaken with a view to find and compare the Anxiety level among rural and urban Physical Education Students of Higher Secondary Schools. It is hypothesized that there exists a non significant difference between the anxiety level among the rural and urban higher secondary students. For verification of these hypotheses, the data was collected from 140 (70 from rural areas and 70 from urban areas) higher secondary students of Jammu district in Jammu and Kashmir by adopting random sampling. The data collected is subjected to statistical analysis t-test. The purpose of the study was to compare.

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Introduction

Generally anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teachers, certain subjects like Mathematics, Science, Language etc.

Anxiety is an essential, physical response that communicates the need to pay attention something in the environment. The reaction has been essential for animals to survive, and is also important for people. It starts as a biochemical changes in your brain and body with the release of adrenalin. Anxiety also called angst or worry, is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural component. David Barlow define anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events,".

Anxiety has been a central concept for sport psychology and has received a huge amount of investigation because of its influence on performance. It is generally defined as a negative emotion characterized by feelings of apprehension and tension. Unlike arousal it is not emotionally neutral, but rather is at the unpleasant end of the affect continuum.

The present age may be said to be an age of anxiety. Anxiety has been taken synonymous with apprehension, dread an uneasiness. This emotion stems from fear, but it is more a fear of what will happen or what has happened

than of clearly apparent fear provoking situation. Anxiety is a state of diffused apprehension. It is vague, non-specific and objectless.

Researcher generally agree that certain degree if anxiety may motivate the student and make inclined to better achievement. Hence, anxiety is considered a motive for high achievement. However, a high anxiety score may be one of the obstacles to achievement.

Definition of The Term Used:

Anxiety: It is the anticipation of some threatening situation. It is generalized feeling of appreciation of discontent and distress.

Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life.

People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation.

Objectives of The Study

1. To study and compare the significance difference between the mean scores of urban and rural physical education students of higher secondary

schools on Anxiety Dimension of Personality.

2. To study whether there is significant difference between the mean scores of urban male & female (sex) physical education students of higher secondary schools of on Anxiety Dimension of Personality.
3. To study whether there is significant difference between the mean scores of rural male & female (sex) physical education students of higher secondary schools of on Anxiety Dimension of Personality.

Hypothesis:

1. There will be no significant difference of mean scores between urban and rural physical education students of higher secondary schools on Anxiety of Dimension.
2. There will be no significant difference between the mean scores of urban male & female (sex) physical education students of higher secondary schools of on Anxiety Dimension of Personality.
3. There will be no significant difference between the mean scores of urban male & female (sex) physical education students of higher secondary schools on Anxiety Dimension of Personality.

Delimitation of the Study:

1. The present study was confined only Physical Education Students.
2. To Study was confined Higher Secondary school.
3. The study was restricted to students belonging to urban and rural localities.
4. Boys and Girls both were considered for the study.

Sampling:

The sample of the present study comprised of 140 distance learners from urban and rural localities (urban locality-70, rural locality-70) having equal number of boys and girls. These students were picked randomly from 11th & 12th classes of Higher Secondary Schools.

Tool Employed:

In the present study, the investigator employed multidimensional personality inventory for collection of data. The investigator select the inventory constructed and standardized by Km. Manju Agarwal. The inventory is in Hindi. It is suitable for using on both the sexes. This inventory helps in studying six separate dimension of personality but we use & want only last portion of the tool.

Statistical Technique Employed:

Mean, Standard Deviation (S.D), & C.R Values.

Result's:

Table 1-: Compare the mean scores between urban and rural physical education students of Higher Secondary Schools on Anxiety Dimension of Personality.

S.No	Locality	N	Mean	S.D	SEM	SEDM	CR
01.	Urban	70	43.07	9.4	1.12	1.50	2.43**
02.	Rural	70	46.74	8.5	1.01		

**Significant at 0.05 level

In this table the significant difference was found between distance learner of urban and rural locality on Anxiety dimension of personality as CR value (2.43) came significant at 0.05 level of significance. The distance learner of rural locality 46.74 depicted more anxiety than distance learner of urban locality (43.07).

Table 2-: Mean score difference between Urban Male & Female (Sex) Physical Education Students of Higher Secondary School in Anxiety Dimension of Personality.

S.No	Locality	Sex	N	Mean	S.D	SEM	SEDM	CR
01.	Urban	Male	35	40.23	9.54	1.62	2.15	2.64*
		Female	35	45.95	8.36	1.41		

*Significant at 0.01 level

In this table shows that significant sex difference was found among the distance learners of urban locality in Anxiety as the C.R value (2.64) came significant at 0.01 level of significance. The girls of urban locality (45.92) depicted more anxiety tendencies than boys (40.23) of the same locality.

Table 3-:Male & Female (Sex) Difference in Anxiety Dimension of Personality Rural Physical Education Students of Higher Secondary Schools.

S.No	Locality	Sex	N	Mean	S.D	SEM	SEDM	CR
01.	Rural	Male	35	46.02	9.86	1.69	2.05	0.65
		Female	35	47.40	6.90	1.17		

*Significant at 0.01 level

In This table there is no significant difference was found among distance learner of rural locality in anxiety dimension of personality as the CR value (0.65) came significant. The boys and girls of rural locality did not differ significantly as far as anxiety factor of personality is concerned.

Summary:

In Table first mean value shows the urban student's lower anxiety compared to rural once may be due to the fact that urban physical education students are more intelligent active alert and have more facilities for getting

education at their disposal and hence reach with all situations without being anxious. Moreover, their parents are also educated and help their wards in solving their problems whereas mostly the rural parents are illiterate and students have to help in their parent's work besides getting education. On the basis of the above results interpreted.

The result of both the sex difference table reveals that girls are more anxious than boys and these are in line with the findings of previous studies (Dodds, 1975; Abu Marak, 1988; Pomerantz, Altamatt and Saxon, 2002; El-Anzi, Freih Owayed, 2005). The reasons for sex difference in anxiety may be society's attitude towards females. They bear more responsibilities and demands in different situations of life. In order to see the mean value shows, this may be due to the high anxiety score of the girls as compared to boys but researchers agree that anxiety can be a multifaceted agent. At its simple or optional level it can be a motive, but at its high level it can be a hindrance. Anxiety in its earlier phase puts a person in a state of instability and imbalance. To reduce that tension, the person must remove causes, and here anxiety may be a motive to get rid of what upsets an individual.

Conclusion:

Anxiety plays a negative role in the achievement of the higher secondary school students. Significant

differences exist between boys and girls, rural and urban students on the basis of their anxiety.

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