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Comparative study on anxiety level among physical education students of guru Kashi University

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Abstract
The present study was conducted to investigate the sports competition anxiety between the B.P.E.S and B.P.Ed students from Guru Kashi University. Total 120 students, with 60 participants from each program (B.P.E.S and B.P.Ed). The Conclusion of the study depicts that B.P.Ed students exhibited higher mean anxiety levels as compared to B.P.E.S students. However, statistically no significant difference in anxiety levels were seen between B.P.E.S and B.P.Ed students.

Keywords: Anxiety, GKU, sports, students B.P.E.S and B.P.Ed

Introduction
Anxiety is multidimensional in two different ways. Anxiety includes a characteristic component as well as a state component, just like all other emotions. While the State component is a response particular to a certain scenario, the Trait component is similar to a personality disposition. An acute emotional condition known as "state anxiety" is marked by tension, fear, worry, and a rise in physiological reactivity. On the other hand, trait anxiety refers to a tendency to see specific environmental circumstances as hazardous and to react to them by elevating one's level of state anxiety (Spielberger, 1971) [8].

There is a time correlation between anxiety and performance. Arousal during a performance could differ from the degree of nervousness displayed beforehand. Since the performer must focus on his own activities rather than on his inner anxieties, anxiety is frequently reduced during performances (Alam *et al*., 2016) [5].

Players today are under a lot of pressure, which, if handled negatively, might impair their performance (Legrand & LeScanff, 2003) [1]. Pressure from fans, opponents, injuries, coaches' expectations, one's own performance concerns, and other factors all contribute to competitive anxiety during games. These are all innate characteristics of nature that cannot be negated by participation in sports. Players are able to turn this competitive pressure into a positive because of their personal experiences. Rather than impeding the performance, this may really assist bring out the best in them (Hamilton, 2017) [2].

Gamers with varying game experiences and skill levels are weathering the strain of competition differently. How well and quickly a player can adjust to a scenario when the circumstances of the match remain the same but the players' performance levels and personal experiences vary shows how well he can withstand the strain of competition anxiety (Humara, 1999; Martens *et al*., 1990) [3, 4].

"A state of tension arising from the experience of disapproval in interpersonal relationships" is how Sullivan (1953) [7] defines anxiety.

Objectives of the Study
- To examine the anxiety level of male students enrolled in the bachelor of physical education & sports (B.P.E.S).
- To find out the anxiety level of male students enrolled in the bachelor of physical education (B.P.Ed).
- To compare the anxiety level among male students enrolled in the bachelor of physical education and sports and bachelor of physical education.

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Methodology
Design of Study
This study adopts a comparative research design to examine the anxiety levels among male students enrolled in two different programs within the field of physical education.
- The bachelor of physical education and sports (B.P.E.S)
- The bachelor of physical education (B.P.Ed).

By comparing these two groups, the study aims to discern any significant differences in anxiety levels between them.

Source of Data
The primary data source for this study was the respondents themselves. Data were collected through self-report measures, specifically using standardized anxiety assessment scales or questionnaires administered to the participants. These instruments were chosen for their validity and reliability in measuring anxiety levels.

Sampling Method
A purposive sampling method was used to select participants from the target population. This method was chosen to ensure that the sample was representative of the specific population of interest, namely male students enrolled in the B.P.E.S and B.P.Ed programs at GKU. Participants were selected based on their availability and willingness to participate in the study.

Selection of Subjects
Subjects for this study were male students enrolled in either the B.P.E.S or B.P.Ed programs at Guru Kashi University, during the academic year 2023-24. The total sample size was 120 students, with 60 participants from each program (B.P.E.S and B.P.Ed). This sample size was chosen to provide adequate power for statistical comparisons between the groups.

Collection of Data
Data were collected through the administration of standardized anxiety assessment scales or questionnaires to the selected participants. These instruments were distributed and collected in a controlled setting to ensure uniformity in data collection procedures. The controlled setting minimized external influences and ensured that the data accurately reflected the anxiety levels of the participants.

Table 1: Selection of subjects

Scale	Group	N	Total
Anxiety	B.P.E.S	60	120
	B.P.Ed	60	

Variables
Dependent Variable
The dependent variable in this study was the anxiety level of the students, measured on a continuous scale using standardized assessment tools.

Independent Variables
The independent variables included the type of program (B.P.E.S vs B.P.Ed) and demographic variables such as age, academic year and prior experience in sports or physical education.

Results and Discussion
Statistical analysis is a crucial component of research as it allows researchers to systematically collect, analyze and interpret data to uncover patterns, relationships and trends. In this study, statistical analysis was employed to compare the anxiety levels among male students enrolled in two different physical education programs at GKU: the Bachelor of Physical Education and Sports (B.P.E.S) and the Bachelor of Physical Education (B.P.Ed).

The primary aim of using statistical techniques was to determine whether there are significant differences in anxiety levels between these two groups. The following sections outline the methods and results of the statistical analyses conducted in this study.

Table-2: Mean of anxiety level of bachelor of physical education & sports students.

Scale	N	Mean	SD
Anxiety	60	46.63	5.97

The table 2 provides insights into the anxiety levels within the Bachelor of Physical Education and Sports program students. Anxiety, representing the emotional state of students within this academic program. The Mean reveals that the average anxiety level among Bachelor of Physical Education and Sports students is 46.63 (Figure-1).

Furthermore, the SD indicates the standard deviation, measuring the extent of variation or dispersion in anxiety levels, which stands at 5.97. This data illuminates the typical anxiety experiences within the Bachelor of Physical Education and Sports program students, providing valuable insights for potential interventions or support mechanisms tailored to the specific needs of students in this field.
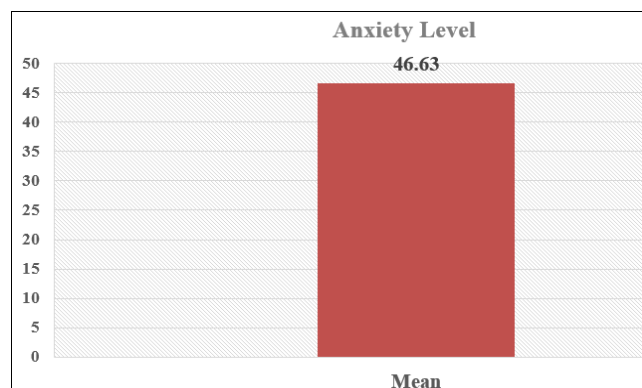

Fig 1: Anxiety level of bachelor of physical education & sports students

Table 3: Mean of anxiety level of bachelor of physical education students

Scale	N	Mean	SD
Anxiety	60	55.96	7.01

The table 3 presents data regarding the mean anxiety level among Bachelor of Physical Education students, accompanied by the standard deviation. Within the context of academic pursuits, the Bachelor of Physical Education program is known to encompass rigorous physical training, theoretical coursework and practical experiences in sports and exercise sciences.

Against this backdrop, the recorded mean anxiety level of 55.96 suggests a significant degree of emotional distress or apprehension experienced by students enrolled in this program (Figure-2). This figure, combined with the standard deviation of 7.01, highlights the variability in anxiety levels among these students, indicating that while the average anxiety level is relatively high, individual experiences may vary widely.
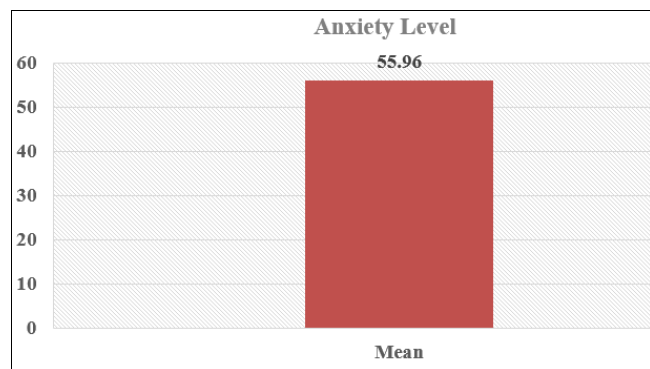
Fig 2: Anxiety level of bachelor of physical education students

Table 4: Comparison of Anxiety level of bachelor of physical education & sports and bachelor of physical education students.

Scale	N	Mean	SD	t-value	Tabulated t-value
Anxiety	60	46.63	5.97	1.07	2.00
	60	55.96	7.01		

*Significance level at 0.05

Based on this analysis, it appears that the mean anxiety level of Bachelor of Physical Education & Sports students (46.63) is lower compared to that of Bachelor of Physical Education students (55.96) (Figure-3). However, this difference is not statistically significant according to the t-test conducted at the specified significance level.

The calculated t-value (1.07) is less than the tabulated t-value (2.00) at the 0.05 significance level.

This implies that the observed difference in anxiety levels between Bachelor of Physical Education & Sports students and Bachelor of Physical Education students is not statistically significant at the 0.05 significance level.

Findings

This suggests that the variation in anxiety levels between the two groups is likely due to random variation rather than a systematic difference. While the data shows that Bachelor of Physical Education students tend to experience higher anxiety on average, the lack of statistical significance implies that interventions aimed at addressing anxiety should be broadly applied to support all students, without assuming a marked difference based on their specific program.
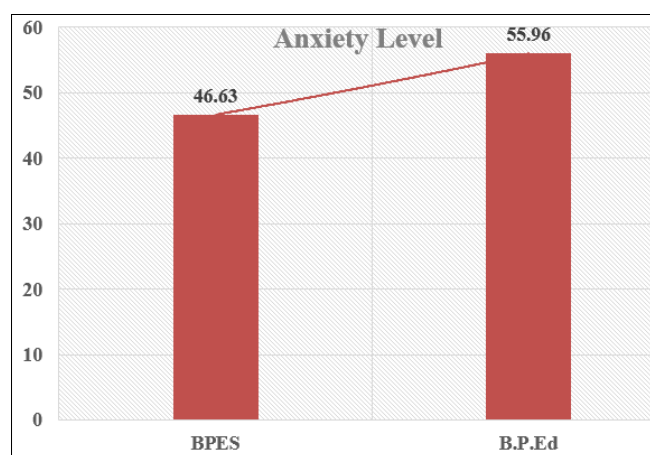

Fig 3: Comparison of Anxiety level of bachelor of physical education & sports and bachelor of physical education students.

This study aimed to compare the anxiety levels of male students enrolled in two different physical education programs at GKU: the Bachelor of Physical Education and Sports (B.P.E.S) and the Bachelor of Physical Education (B.P.Ed). The primary objectives were to examine and compare the anxiety levels of students in these programs and to identify any significant differences between the groups. Data were collected from 120 students (60 from each program) using standardized anxiety assessment scales.

Key findings from the study include
- B.P.E.S students had a mean anxiety score of 46.63 with a standard deviation of 5.97.
- B.P.Ed students had a mean anxiety score of 55.96 with a standard deviation of 7.01.

The independent samples t-test showed no statistically significant difference in anxiety levels between B.P.E.S and B.P.Ed students, with a calculated t-value of 1.07, which is less than the tabulated t-value of 2.00 at the 0.05 significance level.

The hypotheses were tested and rejected based on the statistical analyses, indicating that while there were differences in mean anxiety levels between the groups, these differences were not statistically significant.

Conclusion

The study concluded that while B.P. Ed students exhibited higher mean anxiety levels compared to B.P.E.S students, the difference was not statistically significant. This suggests that the observed variation in anxiety levels between the two groups could be attributed to random variation rather than a systematic difference. The findings highlight the importance of addressing anxiety among all physical education students, regardless of their specific program, and suggest that interventions should be broadly applied to support students' mental health.

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