



A COMPARATIVE STUDY ON COMPETITION ANXIETY AMONG PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION STUDENTS

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ABSTRACT:

This study investigates the differences in competition anxiety between physical education and non-physical education students in Uttar Pradesh. A total of 100 male students aged 20 to 27 years were randomly selected, with 50 participants from physical education backgrounds and 50 from non-physical education backgrounds. The study employed the Sports Competition Anxiety Test (SCAT) developed by Rainer Martens to measure competition anxiety as the dependent variable. An independent 't' test was conducted to analyze the data at a 0.05 level of confidence. The findings revealed that physical education students exhibited significantly higher competition anxiety levels ($M = 26.71$, $SD = 0.91$) compared to non-physical education students ($M = 18.95$, $SD = 1.08$). Factors such as frequent exposure to competitive environments, pressure to perform, and fear of failure contribute to this heightened anxiety. The study underscores the need for psychological interventions such as mindfulness training, relaxation techniques, and cognitive-behavioral strategies to help students manage competition-related stress. Future research should examine gender-based variations, cultural influences, and the effectiveness of anxiety management interventions.

Keywords: COMPETITION ANXIETY, PHYSICAL EDUCATION STUDENTS, NON-PHYSICAL EDUCATION STUDENTS, INDEPENDENT 't' RATIO.

1. INTRODUCTION:

A psycho-social activity is sports. In addition to its technical, physiological, and physical components, it also has social and psychological components. Sports are a global phenomena now; at no other time in history have they been as well-organised, significant, and popular. At the club, district, state, and national levels, there are organisations that promote sports participation and are in charge of providing

the necessary equipment and supplies to run coaching camps. Sports and physical activities are known to enhance physical fitness, psychological resilience, and social well-being (Weinberg & Gould, 2007). Participation in sports fosters discipline, teamwork, and stress management skills (Jones & Hardy, 1990). However, the competitive nature of sports can also induce performance-related anxiety, commonly referred to as competition anxiety. This psychological state is characterized by nervousness, worry, and physiological responses such as increased heart rate, muscle tension, and impaired focus (Martens et al., 1990).

While physical education students regularly engage in competitive sports, non-physical education students often lack this exposure. Understanding how competition anxiety varies between these two groups is essential for designing effective psychological support systems in academic and athletic settings.

OBJECTIVES OF THE STUDY:

The primary objective of this study is to compare competition anxiety between physical education and non-physical education students. It also suggests ways to help students reduce anxiety during competitions.

SIGNIFICANCE OF THE STUDY:

This study offers valuable insights into the psychological challenges faced by students engaged in sports. The findings can help educators, coaches, and sports psychologists implement strategies to reduce competition anxiety and enhance athletic performance. Additionally, the study contributes to sports psychology by emphasizing the importance of mental preparation alongside physical training.

LITERATURE REVIEW:

Previous studies suggest that competition anxiety can negatively impact sports performance by affecting concentration, decision-making, and motor execution (Martens et al., 1990). Research by Hardy (1996) highlighted that anxiety manifests in both cognitive (worry, self-doubt) and somatic (physical tension, fatigue) forms. Smith and Smoll (2002) found that athletes exposed to frequent competitions often experience heightened anxiety due to increased performance expectations. Similarly, Weinberg and Gould (2007) emphasized the role of mental training in reducing anxiety and enhancing performance outcomes. This study builds upon existing literature by exploring anxiety differences among students with varying levels of sports participation.

METHODS AND MATERIALS

Sample: The study comprised 100 male students aged 20 to 27 years from various colleges in Uttar Pradesh. Participants were divided into two equal groups:

Physical Education Students (n=50) Regularly engage in structured sports training and competitions.

Non-Physical Education Students (n=50) Engage in limited or no formal sports training.

Measurement Tool: Competition anxiety was assessed using the Sports Competition Anxiety Test (SCAT) by Rainer Martens, a standardized tool widely used in sports psychology research.

Research Design: An independent 't' test was conducted to analyze group differences in competition anxiety, with a confidence level set at 0.05. Data analysis was performed using SPSS software to ensure statistical accuracy.

ANALYSIS OF THE DATA:

The mean, standard deviation and 't' ratio values on competition anxiety between physical education students and non physical education students in Uttar Pradesh have been analyzed separately and presented below.

COMPETITION ANXIETY ANALYSIS

The mean, standard deviation and 't' ratio values on competition anxiety between physical education students and non-physical education students in Uttar Pradesh have been analyzed and presented in Table I.

THE MEAN, STANDARD DEVIATION AND 'T' RATIO VALUES ON COMPETITION ANXIETY BETWEEN PHYSICAL EDUCATION STUDENTS AND NON PHYSICAL EDUCATION STUDENTS IN UTTAR PRADESH

Groups	Mean	Standard Deviation	't' ratio
Physical Education Students	26.61	0.85	38.80*
Non Physical Education Students	19.24	1.04	

TABLE I

*Significant at .05 level of confidence.

(The table value required for significance at .05 level of confidence with df 98 was 1.982)

The table I show that the mean values on competition anxiety for physical education student s and non-physical education students in Uttar Pradesh are 26.61 and 19.24 respectively. The obtained't' ratio value on achievement motivation 38.80 which was greater than the table value required for significance with df 98 was 1.982.

The results of the study showed that there was a significant difference between physical education student s and non-physical education students in Uttar Pradesh on competition anxiety. And also the table, resulted that physical education students are having higher competition anxiety than non-physical education students in Uttar Pradesh.

RESULT:

The findings reveal a substantial difference in competition anxiety between physical education and non-physical education students. Higher anxiety levels among physical education students suggest that frequent exposure to competitive situations increases psychological stress.

DISCUSSION:

- The elevated anxiety among physical education students may be attributed to several factors:

- Increased Competitive Exposure: Regular involvement in sports intensifies pressure to perform (Smith & Smoll, 2002).
- Expectations and Evaluation Pressure: Coaches, teammates, and personal ambitions contribute to heightened anxiety (Williams, 2001).
- Fear of Failure: Concerns about underperformance, losing status, or disappointing others lead to stress (Hanton et al., 2008).

These findings align with previous studies emphasizing the need for mental training programs to help athletes manage competition anxiety effectively (Orlick & Partington, 1988).

LIMITATIONS OF THE STUDY:

Sample Size: A larger sample may improve generalizability.

Gender Bias: The study focuses only on male students, limiting applicability to female athletes.

Regional Context: Results may differ in different cultural or institutional settings.

FUTURE RESEARCH DIRECTIONS:

Investigate gender-based differences in competition anxiety.

Examine the effectiveness of psychological interventions such as mindfulness training.

Extend the study to different regions to assess cultural variations in competition anxiety.

CONCLUSIONS:

This study concludes that physical education students experience significantly higher competition anxiety than non-physical education students. The results highlight the need for integrating psychological training into physical education curricula to help students develop anxiety management techniques. Future research should further explore interventions to reduce competition anxiety and improve overall performance in sports.

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