

Vol 4 Issue 5 June 2014

ISSN No : 2230-7850

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International Multidisciplinary  
Research Journal

*Indian Streams  
Research Journal*

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**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

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## A COMPARATIVE STUDY OF ANXIETY BEHAVIOR BETWEEN THE CO- EDUCATION AND NON CO- EDUCATION COLLEGE SPORTSPERSON OF BIJAPUR

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**Abstract:**-Sports are a psycho-social activity. It has both psychological and social dimensions beside sports are a psycho-social activity. Physical, physiological and technical aspect. Man's interest in sports is found in all societies of the world. Most of the nations have a common interest in sports competition, especially at certain times during the Olympic Games, where people from all nations focus their attention on the drams of competition. But the quality of participation of the athletes and sportsperson determined by psychological factor.

**Keywords:**Anxiety Behavior , Sportsperson , Co-Education , psycho-social .

### INTRODUCTION:

In this modern era of competition, the different skills of a game on the scientific lines .The terms are prepared not only to play the games, but to win the games and for winning the games, it is not only the proficiency in skills which bring victory, but more important is the spirit of the players with which they play and perform their best in the competition.

### CONCEPT OF ANXIETY

Anxiety is a physiological response to a real or emarginated threat. It is a complex emotional state characterized by a general fear or foreboding usually accompanied by tension. It is related to apprehension and is frequently associated with failure, either real or anticipated. It often has to do with inter-personal relations and social situations. Feeling of rejection and insecurity are usually a part of anxiety. According to FROST (1971): anxiety is "an uneasiness and feeling of foreboding often accompanied by a strong desire to excel". Hence, anxiety state arises from faulty adaptation to the stress and strains of life and is caused by over actions in an attempt to meet these difficulties.

### Co- education:

Coeducation, the practice of educating male and female students in the same institution, is the dominant mode at all levels of Education in the United States. The custom began in the colonial period, when New England colonies legally obligated parents to teach reading and writing to boys and at least reading to girls. While much of this education took place in the home, many towns also funded primary schools. Female education expanded after the American Revolution, when the ideology of republican womanhood supported elite women's arguments that educated wives and mothers were essential to an enlightened citizenry. By the early nineteenth century, a few chartered academies admitted girls on an equal basis with boys; others allowed girls restricted use of their facilities. Although coeducational secondary schools had appeared by the 1840s, people generally maintained that girls required no education beyond elementary school. Paradoxically, rising female attendance necessitated more elementary school teachers, which eventually opened up educational opportunities for women.

### Non co- education:

Non Co education is the best. It s not like that students studying in non co-education schools do not shine and only

students studying in co-education shine. Above Views says that co education helps in group Discussion and According to me it not like that It your confidence level and not the mode of education. I say study in boy's school and we have won debates against girls.

Hypothesis: There will be significant difference between co-education and non co-education sports parson in anxiety behavior.

**VARIABLES:**

1. Co-education and non co-education sports players of Bijapur Independent.
2. Competitive anxiety behavior Dependent.

**OBJECTIVES OF THE PRESENT STUDY**

To know anxiety behavior between co-education and non co-education sportsperson.

**Methodology:**

The present investigation pertaining to “A Comparative study of anxiety behavior between the co-education and non co-education college Sportsperson of Bijapur” is in the framework of empirical research. The particulars of samples, tools, collection of data and statistical techniques are given as under;

**Sample**

CO-EDUCATION	NON CO-EDUCATION	TOTAL
30 sports girls	30 sports girls	60

**Tools;**

Standardized questionnaire used to measure anxiety behavior co-education and non co-education sports person.

**Statistical tools;**

After calculated the mean and standard deviation for competitive anxiety compared and discussed these were subjected to 't' test to attest the level of significance of difference between the two group.

For the purpose of the present study to samples were drawn from the co-education and non co education sports presences of degree college student of Bijapur. The total sample consisted of 60sports person. The subjects were divided in 4 groups, each group consisted 15 sports person. The competitive anxiety question distribute to all the time games.

At first instance, the SCAT comprehensive anxiety scale distrusted to each students in the group . They wear asked to go through the instruction given in the first page of SCAT. Then for the whole group the instructions were read out loudly and method making in the answer sheet. The subject was informed to be free in working their responses. The SCAT scale was administered in a good and permissive atmosphere and it was maintained throughout the administration to all groups as for a possible. They were also informed that the test is neither a test of their intelligence not of their proficiency. While there were answering the question supervision was done to know whether subject were following instructions in answering SCAT or not personals data sheet was also checked to know whether they have filled on all the information that was given on the personal data sheet.

**Table shows the Mean, SD and t value of the Co-education and non coeducation sportsperson.**

	Variables	Mean	SD	t-value
1	Non coeducation	19.0333	2.32	1.806
2	Coeducation	18.2333	1.61	

The mean scores on co-education and non co-education sportsperson were 18.23, & 19.03 and SD is 1.63 & 2.32 respectively which show that there is not much or little deviation in the anxiety level of sportsperson.

Both co-education and non co-education sports person showed almost same level in anxiety text. t value was 1.80 which is significant at table value 0.05 level hence. It may be accepted that the level of significance in anxiety for performance between co-education and non co- education was in significant. This may be due to the fact that the respondents consisted to co-education and non co-education from rural areas that are practice in public ground.

There will be significant difference in the competitive anxiety between co education and non co- education girls Bijapur city only.

Hence all the hypotheses were proved, this may be due to the fact that the non co-education players might have been irregular in practice of sports activities due to heavy burden of studies. This might have contributed to the rise in level of anxiety co- education sports players. As such the scoring of the non co- education sports players was higher that co- education sports players.

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