



Solutions for Reducing Male Student's Anxiety at Physical Education Classes of Gulbarga University Kalaburagi

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Abstract

Exercising and sports have become an essential part in human's lives. Health and intelligence are the most valuable possession of human beings as a sound mind is in a sound body. Physical education at universities, thus, has been developed to improve students' physical well-being and shape their personalities. Yet, there are a number of students not interested in these classes. Inventory over 100 male students, we have found that there were 45 student feeling anxious in which there were feeling very anxious. The causes of this anxiety varied from the fear of failing course requirements, re-taking the course, late graduation, wearisome, anxiety after class hours, to inability to join their favorite PE classes. A number of measures were then suggested to reduce the students' anxiety: pre-class registration counselling, in-class counselling, course information proliferation to increase students' awareness, organizing activities in class hours to motivate students.

Keywords

male students physical education; anxiety at physical education: solution to reducing anxiety; university.

Introduction

Physical well-being is the greast treasure of human being. Being healthy means having everything. "Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life".

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities.

A study on solutions to reducing female students' anxiety at PE classes is aimed at recommending methods to inspire students' participation, and motivating their activeness, creativity in protecting their health.

Apitzsch, E. (Ed.). (1983); Steptoe, A., & Fidler, H. (1987); Simon, J. A., & Martens, R. (1979); Hatfield, B. D., & Landers, D. M. (1987) described anxiety as: Anxiety is a natural reaction of human being against difficulties or natural and social threats they have to overcome to survive. According to Atkinson, J. W., & Feather, N. T. (1966); Beuter, A., Duda, J. L., & Widule, C. J. (1989), anxiety is an alarming signal, warning an upcoming danger, helping people to employ all measures to cope with the threat.

A study by Dinh Dang Hoe (2005) said that anxiety is a natural reaction (normal) of human being against difficulties or natural and social threats they have to overcome, to survive and developing. Nguyen Minh Tuan (2006) described anxiety disorder as an illness without a clear objective, longlasting, and affecting the patient's life.

Expressions of anxiety: According to Spielberger, C. D., Gorsuch, R. L., & Lushene, R. E. (1970); Coddington, R. D. (1972). Steptoe, A., & Fidler, H. (1987), anxiety had both physiological and mental expressions. In terms of physiological aspect, patients with anxiety disorder tend to suffer from: headache, stomachache, sweating, leg and hand shaking, insomnia, eating disorder, fainting, etc. A study by Fenz, W. D. (1988); Gould, D., Petlichkoff, L., Simons, J., & Vivera, M. (1987); Lazarus, R. S., & Folkman, S. (1984); Smith, R. E., & Smoll, F. L. (1989) added: physical expressions of anxiety disorder include behavioral, emotional, and cognitive expressions. In terms of behavioral aspect, the patient tends to refuse to move, offend, and sigh. In terms of emotional aspect, common expressions include disappointment, boredom, sorrow, stress, etc. Regarding cognitive aspect, common expressions include inability to think, calculate, and mistaking. Therefore, people with anxiety have physiological, mental (cognitive – emotional – behavioral) expressions which could be assessed using observation and calculation methods.

Solutions to reducing levels of anxiety

A study on solutions to reducing levels of anxiety by Scanlan, T. K. (1986). Scanlan, T. K., & Lewthwaite, R. (1986). Roberts, G. C. (1986) showed that people with anxiety disorder require specific and repeated explanation to the causes of their worry. Other studies by Rahe, R. H., & Arthur, R. J. (1978); Robinson, T. T., & Carron, A. V. (1982). Sarason, I. G. (1984) recommended a variety of measures to reduce pupils' levels of anxiety: re-distribution of exercises; increased recess time during class hours; video-based learning; providing instruction in advance; organizing more games; relaxing activities; etc.

This paper focuses on describing current situation of female students' levels of anxiety and solutions to reducing their anxiety at PE classes at the University of Da Nang (UD).

Methods.

We used the Charler D. Spilberger (1989) State Trait Anxiety Inventory, including 40 items with 4 increasing levels from 1 to 4. The first 20 items are used to assess state of anxiety, the second 20 items are used to assess personality of anxiety. There are 20 items to be normalized before calculation. Questionnaire –A set of questions are developed to study levels, expressions, causes, impacts of female students' anxiety in certain situation and solutions to reducing levels of anxiety at PE classes. All collected data is analyzed using SPSS software.

Table 1: Research participants

Departments of university	No.	Weight	Subject	No.	Weight
Physical Education	182	31.45%	Soccer	55	9.63
Life Science	154	26.7%	Basketball	43	7.47
Arts	103	17.9%	Athletics	48	8.38

Economics department	128	22.22%	Volleyball	122	21.19
Commerce and management	9	1.56%	Aerobics	133	23.03
			Badminton	119	20.72
			handball	26	4.43
			cricket	30	5.15
Total	100				100

Among 100 students taking part in the research, the University of physical Education has the most number of participants of 45 students (accounting for 21.40%), while Faculty of commerce and management has the least, with only 5 students. The number of students taking part in Aerobics (15.03%) and Volleyball (20.19%) were the most while the least number were in ping pong classes with only 2.43%.

Results

male students' anxiety

Common levels of anxiety: Using the Charler D. Spilberger (1989) State Trait Anxiety Inventory to study the current situation of anxiety, we found that among 100 participants, 2.43% students felt very anxious; 11.9% students felt anxious with average points at 20 and above; 64.2% had normal levels of anxiety while 19.9% felt happy, positive and had no expressions of anxiety in the previous 2 weeks.

Therefore, about 18.1% student participants felt anxious. Compared with previous research findings in which 15-20% population felt anxious.

Conclusion: the findings of the present study, most of the participants reported that of physical education the research has revealed a simple male of all department students physical education or more anxiety the classes

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