

## GENERAL PROSPECTIVE OF MODIFIED COMPETITIVE ANXIETY LEVEL IN TEACHERS

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### ABSTRACT

*Teachers are traditional educators and must be able to deliver good quantity of competitive spirit. Sport competition has become so important in today's society that extremely lofty expectations by others are placed on competing athletes regardless of competitors' abilities, reasons for participation, and skill levels. The stressful nature of sport and the competitive environment place many demands on athletes (Jones, 1995). Sport psychology has been directed towards the emotional responses to such stressors and in particular the study of competitive anxiety (Martens, Vealey, & Burton, 1990; Woodman & Hardy, 2001). Competitive state anxiety is conceptualized as a situation-specific multidimensional construct comprising cognitive and somatic components (Martens et al., 1990; Smith, Smoll, Cumming, & Grossbard, 2006).*

**KEY WORD:** Teacher, Subjects, Competition and Anxiety.

### INTRODUCTION:

In the experience of competitive anxiety, three main dimensions have been differentiated: cognitive anxiety, somatic anxiety, and self-confidence (Martens et al., 1990). Cognitive anxiety involves cognitions about possible failure, while somatic anxiety involves the perception of bodily symptoms and heightened negative arousal. Self confidence, on the other hand, involves cognitions that one is up to the task and able to give one's best possible performance. Consequently, self-confidence prior to and during competitions usually indicates low competitive anxiety and is often associated with higher performance (Craft, Magyar, Becker, & Feltz, 2003). Spielberg (1966) told that anxiety is a palpable but transitory emotional state or condition characterized by feelings of tension and apprehension and heightened autonomic nervous activity. Scalan and Passer (1978) suggested that anxiety can be experienced, at any point, during the competition process that a person perceives, including prior to competition if the person anticipates an inadequate performance. During completions, if the person perceives the ongoing performance to be inadequate and therefore, anticipates future failure; this could account for the high anxiety. The purpose of the study was to assess the competitive anxiety between Teacher Educators and General Teachers.

### OBJECTIVE OF THE STUDY

1. To compare the competitive anxiety between Teacher Educators and General Teachers of recognized Colleges in Jammu.

## MATERIALS AND METHODS

**Sample:** Total forty (N=40) subjects were selected for this study, twenty five (N=25) Teacher Educators from different teacher education institutions/colleges in Jammu, J&K and twenty (N=20) General Teachers from different degree colleges in Jammu, J&K. The age of Teacher Educators and General Teachers ranges from 35 to 45 years. The Mean, SD and 't'-value were calculated to find out the significance of difference and direction of difference between Teacher Educators and General Teachers. The level of significance was set at 0.05.

**Tool:** Competitive anxiety was measured by applying Modified Competitive State Anxiety Inventory-2 (Modified CSAI-2) prepared by Jones & Swain, 1992, which includes sub-variables of cognitive anxiety, somatic anxiety, and self-confidence.

**Statistical treatment:** To find out the significant difference between Teacher Educators and General Teachers, that independent samples t-test was used through statistical package for social sciences (SPSS).

## RESULTS

The results of competitive anxiety between Teacher Educators and General Teachers are presented in tables.

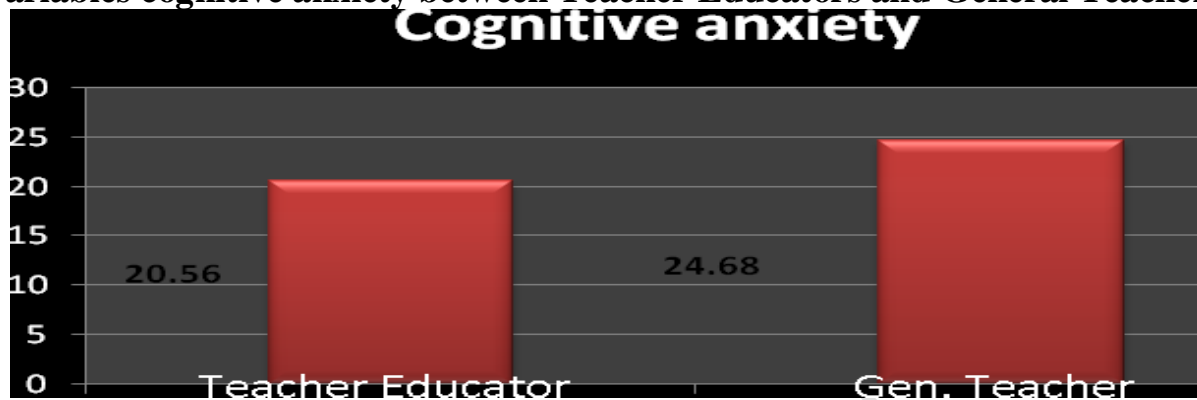
**TABLE-1: Comparison of mean scores with regard to cognitive anxiety between Teacher Educators and General Teachers**

S. No	Variable	Teacher Educator (N=20)		General Teacher (N=20)		MD	SED M	't' ratio
		Mean	SD	Mean	SD			
1.	Cognitive anxiety	24.68	4.70	20.56	5.81	4.12	1.494	2.75*

\*Significant at .05 level  $t > 2.00$  (df=48)

It has been observed from the Table-1 that mean values on the sub-variable cognitive anxiety between Teacher Educators and General Teachers was 24.68 and 20.56 and standard deviation was 4.70 and 5.81 respectively. The "t" value 2.75 was found higher than the table value 2.00 and hence found significant at .05 level of confidence.

**Figure 1: Graphical representation of mean scores with regard to the variables cognitive anxiety between Teacher Educators and General Teachers.**



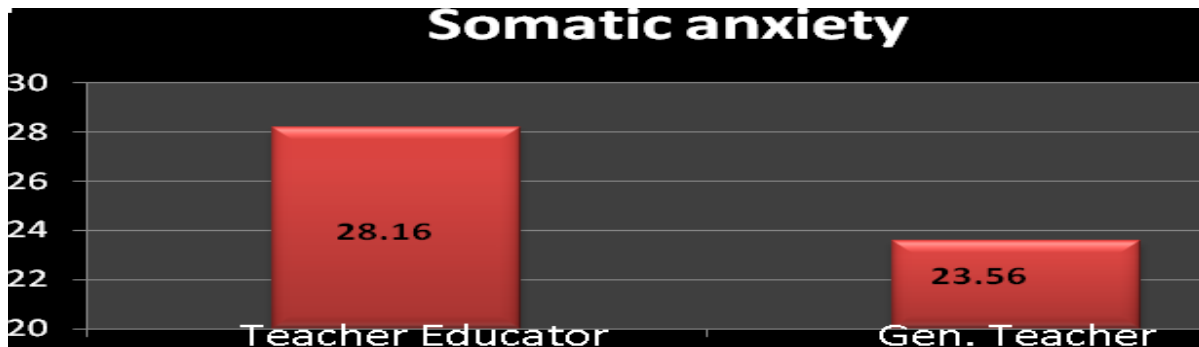
**TABLE-2: Comparison of mean scores with regard to somatic anxiety between Teacher Educators and General Teachers**

S. No	Variable	Teacher Educator (N=20)		General Teacher (N=20)		MD	SED M	't' ratio
		Mean	SD	Mean	SD			
1.	Somatic anxiety	23.56	6.51	28.16	7.09	4.60	1.926	2.39*

\*Significant at .05 level  $t > 2.00$  (df=48)

Table-2 shows that mean values on the sub-variable somatic anxiety between Teacher Educators and General Teachers was 23.56 and 28.16 and standard deviation was 6.51 and 7.09 respectively. The "t" value 2.39 was found higher than table value 2.00 and found significant at .05 level of confidence.

**Figure 2: Graphical representation of mean scores with regard to the somatic anxiety between Teacher Educators and General Teachers.**



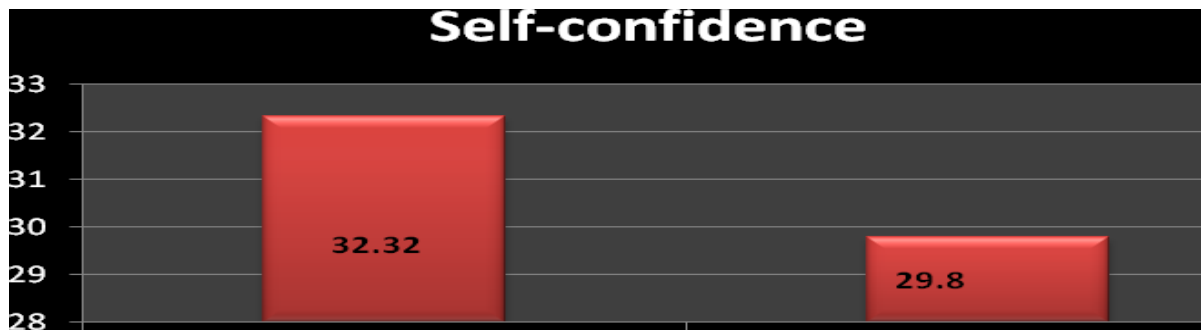
**TABLE-3: Comparison of mean scores with regard to self-confidence between Teacher Educators and General Teachers**

S. No	Variable	Teacher Educators (N=20)		General Teachers (N=20)		MD	SED M	't' ratio
		Mean	SD	Mean	SD			
1.	Self-confidence	29.80	7.58	32.32	9.15	2.52	2.376	1.06

\*Significant at .05 level  $t > 2.00$  (df = 48)

From the table-3 has been observed that mean values on the sub-variable self-confidence between Teacher Educators and General Teachers was 29.80 and 32.32 and standard deviation was 7.58 and 9.15 respectively. The “t” value 1.06 was found lesser than table value 2.00 and found non-significant at .05 level of confidence.

**Figure 3: Graphical representation of mean scores with regard to the self-confidence between Teacher Educators and General Teachers.**



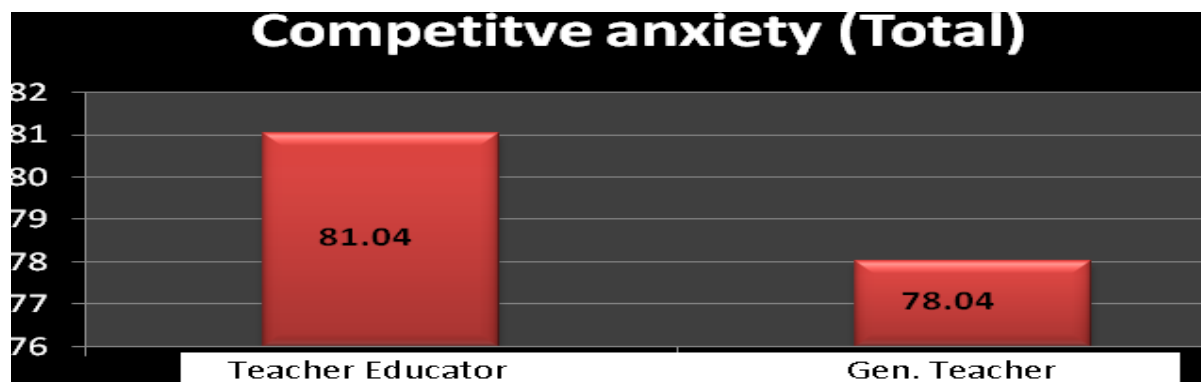
**TABLE-4: Comparison of mean scores with regard to competitive anxiety (total) between Teacher Educators and General Teachers**

S. No	Variable	Teacher Educators (N=20)		General Teachers (N=20)		MD	SED M	't' ratio
		Mean	SD	Mean	SD			
1.	Competitive anxiety (Total)	78.04	18.79	81.04	22.05	3.00	5.794	0.51

\*Significant at .05 level  $t > 2.00$  (df=48)

The mean values in regard to variable competitive anxiety (total) between Teacher Educators and General Teachers were 78.04 and 81.04 and standard deviation was 18.79 and 22.05 respectively. The "t" value 0.51 was lesser than table value 2.00 and hence found non-significant at .05 level of confidence.

**Figure 4: Graphical representation of mean scores with regard to competitive anxiety (total) between Teacher Educators and General Teachers.**



## DISCUSSION

This study was conducted to find out the competitive anxiety between Teacher Educators and General Teachers. It is evident from the results presented with regard to the sub-variable of cognitive anxiety that significant difference was observed between Teacher Educators and General Teachers. Teacher Educators were found to be significantly better on the sub-variable of cognitive anxiety as compared General Teachers. The results on the sub-variable somatic anxiety revealed significant difference between Teacher Educators and General Teachers. In somatic anxiety, General Teachers were found to be significantly better as compared to their counterpart Teacher Educators. These results might be attributed to depend on their training environment etc. Fletcher and Hanton (2001) found that athletes who use imagery technique were related to higher self-confidence in athletics, but that it did not influence cognitive or somatic anxiety. The results regarding sub-variable self-confidence revealed no significant difference between the Teacher Educators and General Teachers. While comparing the mean values of both the groups, the General Teachers has edge over the Teacher Educators and performed better but not significantly. Sharyn (2005) was examined that no differences were found between open and close teaching in terms of their interpretation of competitive anxiety and self-confidence.

The results on the variable competitive anxiety (Total) revealed no significant differences between Teacher Educators and General Teachers. Teacher Educators with significantly higher mean score were found to have higher competitive anxiety (Total) General Teachers. Martens et al. (1990) research has shown that athletes in individual sports such as wrestling, swimming, and track and field experience higher levels of competitive anxiety and lower levels of self-confidence as compared to team sport in athletes. Singh (1992) found that with regard to inter-game differences on competitive anxiety, significant differences existed in competitive anxiety



between the students of different professions; both in the case of males as well as females. Singh et al(2007) concluded that significant differences were observed in competitive anxiety among judo and softball and softball and basketball .

## CONCLUSION

The results revealed significant differences with regard to sub-variables cognitive anxiety and somatic anxiety between Teacher Educators and General Teachers. The results with regard to the sub-variable of self-confidence were found to be no significant between Teacher Educators and General Teachers. However, the results with regard to the variable competitive anxiety (total) were found statistically insignificant.

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