



## A STUDY OF ANXIETY IN PHYSICAL EDUCATION STUDENTS

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### ABSTRACT

The levels and causes of teaching practice anxieties of PG physical education students were examined. Ninety nine male physical education student- teachers of Guru Ghasidas Central University, Bilaspur (CG) were selected for the present investigation. Student Teacher Anxiety Scale( Hart, 1987) was administered for the purpose of data collection. To investigate the anxieties of physical education students on first teaching practice, descriptive statistics ,and ANOVA with all the subjects were computed .Results of the study indicated that the physical education student-teachers did not differ in the way they experience anxiety from practice teaching related factors.

**Keywords:** Physical education, student-teacher, anxieties.

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## 1. INTRODUCTION

Teaching practice is considered by the experts to be one of the most critical aspects of professional preparation. Research has shown that generally teaching practice is a cause of anxiety for student teachers and also for the student teachers of physical education.

Notably, student teacher anxiety factors related to practice teaching are common in many countries. These studies also reveal that student teachers world-wide are anxious about evaluation. Researchers have noted that student teachers' perceptions of potential sources of anxiety related to practice teaching can vary greatly from individual to individual.

A number of studies in various countries have explored the extent to which student teachers experience anxiety from practice teaching related factors. Some studies indicate that student teachers experience moderate levels of anxiety (Capel, 1997; Morton, Vesco, Williams & Awender, 1997) while others show that student teachers report high anxiety levels (Bradley, 1984 & Kazu, 2001).

Capel (1997) reported that anxiety was due to evaluation, professional preparation, class control, and school staff factors. Student- teacher anxiety factors related to practice teaching are common in many countries. These studies also reveal that student teachers world-wide are anxious about evaluation. Morton et al. (1997) reported that student teacher anxieties were related to evaluation, pedagogical, classroom management and staff relations factors. Capel (1998) T revealed that students are likely to be anxious about being observed, evaluated and assessed on teaching practice. It should also be recognized that students may not perform to their best ability when being observed, evaluated and assessed. Murray-Harvey (2001) found that the cooperating teacher was regarded by student teachers as the most important factor in coping with practicum stresses. Student teachers' responses highlighted the supportive role of the cooperating teacher. Ngidi and Sibaya (2003) indicated that the dimension of neurotic personality is significantly correlated with professional preparation as well as with an unsuccessful lesson. The results also showed significant three-way interaction effects of student teachers' biographical variables (gender, age and grade placement) on practice-teaching related factors such as evaluation and an unsuccessful lesson. The findings are discussed and Carpel (2006) showed that these students were moderately anxious and concerned on teaching practice, and the main cause of the anxiety and concern on both teaching practices was being observed, evaluated and assessed. However, there were some differences in the causes of anxiety and concern on the two teaching practices. Merc (2011). revealed the six main categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. The findings are discussed along the recent literature on foreign language student teacher anxiety. Suggestions for foreign language teacher education programs are also provided.

Research on students' anxieties can help to provide for these realistic expectations. Those supervising teaching practice should also consider their practice in, and the effect on students of observation, evaluation and assessment of students' teaching performance. Further, students must be prepared for being observed, evaluated and assessed, as well as being prepared for the teaching role. They also need to be able to recognize causes and symptoms of anxiety and have an understanding of strategies to cope with any anxiety that does occur.

The purpose of this study, therefore, was to look at levels and causes of teaching practice anxiety of physical education students on a year Bachelor of physical Education (BPEd) degree program their first block of teaching

## 2. METHODOLOGY

### 2.1 Selection of Subjects:

The present study was conducted on 99 male physical education student- teachers belonging to Bachelor and Master of physical education (First year)) and 25 physical education teachers from Guru Ghasidas University, Bilaspur (CG) and Govt. Physical college Pendra (Chhattisgarh) during the academic year 2011-2012. All of the students were informed by researcher well in time to conduct the present study, therefore no difficulty was encountered in administering to the psychological tests.

### 2.2 Instrumentation:

Student Teacher Anxiety Scale (STAS) is an instrument to measure student teacher anxieties related to practice teaching was developed by Hart (1987). Emergent factors were termed: Evaluation anxiety; Class control anxiety; Professional preparation; School staff relations anxiety, and Unsuccessful lesson anxiety. Test-retest Reliability of 0.88; 0.89; 0.83; 0.85 and 0.81 for Evaluation anxiety; Class control anxiety; Professional preparation; School staff relations anxiety, and Unsuccessful lesson anxiety respectively was measured by Cronbach's alpha. The ratings were: very much (4), moderately (3), somewhat (2), rarely (1), never (0). The STAS consists of 26 items. The highest possible score on this scale is  $26 \times 4 = 104$  and the lowest possible score is  $26 \times 0 = 0$ . This continuum 0–104 was arbitrarily divided into three categories namely: 0–34 indicating low anxiety, 35–69 moderate anxiety and 70–104 high anxiety.

### 2.3 Administration of Questionnaire:

With the permission of principal/head of the institutions, the researcher was made contact with the subjects and concerned teachers in the teaching class room personally. Students in the first year of Bachelor and Master of physical Education degree programme at two institution in Bilaspur districts were administered a questionnaires after their first five week block of teaching practice during the first year of their programme in the academic year 2011-12. and data was collected by distributing the questionnaires one after another.

## 3.RESULTS

To assess the anxieties of physical education students on first teaching practice, means, standard deviations, one way analysis of variance and Chi-square with all the subjects were computed . The level of significance was set at .05. data pertaining to this have been presented in Table 1 to 4.

**TABELE 1**  
**DESCRIPTIVE STATISTICS OF ANXIETIES OF PHYSICAL EDUCATION**  
**STUDENT ON FIRST TEACHING PRACTICE**

S.NO.	Practice- Teaching Related Factors	Mean (N=99)	SD
1	Evaluation	2.696	0.815
2	Class Control	1.647	0.981
3	Professional preparation	2.648	0.801
4	School Staff	2.591	0.879
5.	Unsuccessful lesson	2.808	0.753

The mean scores of five factors of anxiety of physical education students on first teaching practice have been depicted in figures 1.

**TABELE 2**  
**ANALYSIS OF VARIANCE FOR ANXIETIES OF PHYSICAL EDUCATION**  
**STUDENT ON FIRST TEACHING PRACTICE**

Source of Variance	df	Sum of Squares	Mean Square	F-ratio
Between Groups	4	87.942	21.985	30.457*
Within Groups	490	353.702	0.722	
Total	494	441.644		

\*Significant at .05 level.

F.05 ( 4, 490) =2.39.

From Table 2, It is evident that the statistically significant difference existed physical education students on first teaching practice on five factors of anxiety, as the obtained F-value of 30.457 was much higher than the required F.05 (4, 490) = 2.39.

As the F-ratio was found to be significant, Scheffe's Test of Post-hoc comparison was applied to study the significance of differences among physical education students on first teaching practice on five factors of anxiety and the data pertaining to this have been presented in Table 3.

**TABLE 3**  
**SIGNIFICANCE OF DIFFERENCES AMONG PHYSICAL EDUCATION STUDENT**  
**ON FIRST TEACHING PRACTICE BETWEEN ORDERED PAIRED MEANS**  
**ON FIVE FACTORS OF ANXIETY**

Mean Scores					Paired mean difference	Confidence Interval (C. I.)
EA	CCA	PPA	SSA	ULA		
2.696	1.647	-	-	-	1.049*	0.373
2.696	-	2.647	-	-	0.049	
2.696	-	-	2.591	-	0.105	
2.696	-	-	-	2.808	0.112	
-	1.647	2.647	-	-	1.000*	
-	1.647	-	2.591	-	0.844*	
-	1.647	-	-	2.808	1.161*	
-	-	2.647	2.591	-	0.056	
-	-	2.647	-	2.808	0.161	
-	-	-	2.591	2.808	0.217	

\*Significant at .05 level

It is quite obvious from the table 3, that there were significant differences on anxiety among physical education students on first teaching practice between evaluation anxiety (EA) - class control anxiety (CCA); class control anxiety(CCA) - professional preparation anxiety (PPA) followed School staff anxiety; and unsuccessful lesson anxiety (ULA) , as the paired mean differences of 1.049, 1.00, 0.844 and 1.161 respectively were higher than the confidence interval (C.I.) of 0.373. But the mean differences between evaluation anxiety (EA)- professional preparation anxiety (PPA) followed by school staff anxiety (SSA) and unsuccessful lesson anxiety (ULA); PPA-SSA followed by ULA; between SSA-ULA respectively were not significant at .05 level, as the confidence interval of 0.373 was higher than the mean differences.

**TABELE 4**  
**RESPONDENTS GROUPED ACCORDING TO THE ANXIETY LEVELS**

S.NO.	Anxiety levels	Frequency	Percentage	Chi-Square ( $\chi^2$ )
1.	Low	06	06.06	<b>5.77</b>
2.	Moderate	48	48.49	
3.	High	45	45.45	
	Total	99	100	

Insignificant at .05 level  
 $\chi^2 .05 (2) = 5.99$

From Table 4, The chi-square test indicated that no the statistically significant difference was found among low, moderate and high anxiety groups of physical education students on first teaching practice in their anxiety levels, as the obtained  $\chi^2$  -value of 5.77 was lesser than the required  $\chi^2.05 (2) = 5.99$ . This findings showed that student teachers did not differ in the way they experience anxiety from practice teaching related factors.

#### 4. DISCUSSION

The results of one way analysis of variance (ANOVA) for five factors of anxiety expressed the significant differences among physical education students on the first teaching practice which may be due to teaching by newly teaching staff and their unknown nature and behaviour. The Scheffe's Test of Post-hoc comparisons showed that physical education students felt more of unsuccessful lesson anxiety followed evaluation, professional preparation, school staff and class control anxieties on the first teaching practice.

The research finding indicated that student teacher do not differ in the extent to which they experience anxiety from factors related to practice teaching Nevertheless, a higher percentage of students teachers (48.45%) reported a moderate level anxiety compared to those who reported a high level (45.45%) and those with low levels (6.06%). These findings support the results of previous studies which have shown students teacher to moderately anxious and concerned about practice teaching ( Hart, 1987; Wnndt & bain, 1989; Beht, 1990; capel, 1997; Ngidi & Sibaya, 2003).

#### 5. CONCLUSIONS

1. Significance of difference existed physical education students on first teaching practice on five factors of anxiety.
2. Student teachers did not differ in the way they experience anxiety from practice teaching related factors..

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