International Journal of Multidisciplinary Research and Development

IJMRD 2015; 2(3): 485-489
www.allsubjectjournal.com
Impact factor: 3.672
Received: 05-03-2015
Accepted: 23-03-2015
E-ISSN: 2349-4182
P-ISSN: 2349-5979

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The comparison of participating with non-participating third grade students' anxiety components in the 12 instructional sessions of swimming of Tehran

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Abstract
The purpose of this study was to compare participating with non-participating third grade students' anxiety components in the 12 instructional sessions of swimming of Tehran city. The method was casual-comparative. The Spielberger State-Trait Anxiety Inventory was used for the collecting of data. 424 third grade students (girls and boys) were randomly selected as sample that none of them were familiar with the skill of swimming. The collected data were analyzed by independent t-test and ($\alpha \leq 0.05$). The results of this study showed that there is no significant difference between participants' anxiety and non-participants in the 12 instructional sessions of swimming.

Keywords: Trait anxiety, state anxiety, third grade students, swimming

1. Introduction
Anxiety is an important form of fear or stress that is occurred with the awareness of arousal. It means that anxiety is a state of negative emotions that is occurs due to considered for a situation like as threatening situation [1]. Anxiety is a negative emotional state in which feelings of nervousness, worry, and apprehension are associated with activation or arousal of the body [2]. Spielberger (1996) was who divided anxiety into two types: state anxiety and trait anxiety. State anxiety is a state of anxiety (cognitive and physical) that is typically before or experienced during the competition. Trait anxiety refers to the anxiety that is one aspect of the character [3]. The person who has high score on state anxiety, she/he is always anxious and this type of anxiety often is not related to environmental conditions [3]. Exercise is the behavior that has psychological dimension and it needs mental training moreover physical training and it is reinforced simultaneously the physical and psychological factors as well as human, s growth and excellence. Anxiety can have a negative effect on athletic performance in two ways: a) anxiety is caused unnecessary contraction in muscles [3]. When you call up someone to take his/her prize. If he/she is anxious, the walking that is the most natural activity will be difficult for her/his. Walking will be uncomfortable due to many muscles are contracted. B) In general, all mental activities are slowed by the lack of precision when we are anxious [4]. The person's attention is limited and narrow when he/she has a lot of anxiety and athlete can not monitor all the games [4]. Feltcher & Hanton' s (2001) study showed that the swimmers who used a high level of mental relaxation skills can control their anxiety in competitions better than swimmers who use a lower level of these skills [5]. Various programs for quality of sport and physical education especially swimming instructional programs were done due to students' fitness and vitality in Iran. The Sabah program is one of them that this program is instructional sessions of swimming for the third grade students in schools [6]. The instruction of swimming is in introductory level and including 12 sessions for one term. The goal of Sabah program is to achieve the floating on water skills with the bike leg, necessary awareness when exposed to water and finally correct instruction of crawl swimming [6]. Farokhi and Hakak' s (1999) research about the comparison of trait and state anxiety between participating male athletes in international basketball competitions showed that there is a significant difference between state and trait anxiety in all participating teams [7]. Abolqasemi, et al (2006) examined the relationship of role ambiguity, role conflict, and competitive anxiety with sports performance and academic

achievement in athlete students. The results showed that there is a negative significant relationship between role ambiguity, role conflict, and competitive anxiety with sports performance and academic achievement in athlete students [8]. These results showed that the increasing of role ambiguity, role conflict, and competitive anxiety are decreased the sports performance and academic achievement [8]. The results of Zamani, s (2009) study about the comparison of trait and state anxiety and self-confidence in male athletes of individual and team sports was showed that athletes in individual sports have high trait anxiety and less self-confidence than athletes in team sports [9]. Finkenberg, et al (1998) examined the anxiety of other people judgment about body image in student athletes, students in physical education and sport sciences and control group. The results of this study showed that the student athletes had less anxiety than the other two groups [10]. According to the obtained results of these studies that are sometimes contradictory and the lack of an adequate theoretical foundations and numerous uncertainties in scientific and sports topics, the researchers of this study wants to know whether there is a difference between participating and non-participating third grade students' anxiety components in the 12 instructional sessions of swimming Or not And whether there is a difference between participating and non-participating third grade girl and boy students' anxiety components in the 12 instructional sessions of swimming or not.

1. Material & methods

2.1 Method

The method of this study was casual-comparative.

2.2 Participants

The statistical population of this study was participating and non-participating third grade students in the 12 instructional sessions of swimming of Tehran city. Statistical Sample was 424 students. 256 girl and boy participating students were randomly selected and 168 girl and boy non-participating students were randomly selected.

2.3 Instruments

The instrument was personal inventory and the Spielberger State-Trait Anxiety Inventory (STAI). STAI was revised in 1983. Revised form of STAI provides separated measures of state and trait anxiety using 40 questions: The state anxiety (1-20 questions) with four options (not at all, sometimes, often, and very often) and the trait anxiety (21-40 questions) with four options (almost never, sometimes, often, and almost always). Reliability coefficient of questions for 1-20 questions is 0.889 and for 21-40 questions is 0.846.

2.4 Procedure

After the coordination with the administration officials of education, schools were randomly selected in Tehran city and were referred to schools at appropriate times. Then, the third grade classes were selected and the subjects were given the questionnaires. The subjects were presented explanations bout the purpose of the study and the completion of the questionnaires to eliminate any ambiguity or uncertainty in subjects' feeling.

2.5 Data analysis

In this study was used independent t-test for data analysis in addition to the descriptive statistics ($\alpha \leq 5.50$). Also was used the SPSS software, version 19 f50or data analysis.

2. Results

The data of descriptive statistics including the numbers of participating and non-participating subjects in the 12 instructional sessions was presented in table 1.

Table1. The numbers of participating and non-participating Subjects**.**

	Participating	Non-participating	Total
Boy	100	80	**180**
Girl	156	88	**244**
Total	256	168	**424**

Table 2. The results of independent t-test for the comparison of participating and non-participating girls' trait anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
Girls' trait anxiety	Equal variances assumed	111.63	0.000	10.65	210	0.002	41.93	3.11
	Equal variances not assumed			12.89	160.3	0.217	9.88000	0.75

There is no significant difference between the participating and non-participating girls' trait anxiety (P=0.217) in the instructional sessions of swimming (Table 2).

Table 3. The results of independent t-test for the comparison of participating and non-participating girls' state anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
Girls' state anxiety	Equal variances assumed	98.14	0.000	11.31	210	0.001	41.01	3.16
	Equal variances not assumed			13.59	160.3	0.313	21.03	0.46

There is no significant difference between the participating and non-participating girls' state anxiety (P=0.313) in the instructional sessions of swimming (Table 3).

Table 4. The results of independent t-test for the comparison of participating and non-participating boys' trait anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
Boys' trait anxiety	Equal variances assumed	99.10	0.000	11.13	210	0.001	45.34	1.02
	Equal variances not assumed			14.79	160.3	0.138	23.56	0.12

There is no significant difference between the participating and non-participating boys' state anxiety (P=0.138) in the instructional sessions of swimming (Table 4).

Table 5. The results of independent t-test for the comparison of participating and non-participating boys' state anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
boys' state anxiety	Equal variances assumed	55.19	0.000	12.21	210	0.001	12.54	2.15
	Equal variances not assumed			13.11	160.3	0.081	36.80	0.19

There is no significant difference between the participating and non-participating boys' state anxiety (P=0.081) in the instructional sessions of swimming (Table 5).

Table6. The results of independent t-test for the comparison of participating and non-participating girls and boys' trait anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
boys' state anxiety	Equal variances assumed	86.92	0.000	38.14	420	0.001	9.26	2.16
	Equal variances not assumed			13.49	384.2	0.114	12.47	0.20

There is no significant difference between the participating and non-participating girl and boys' trait anxiety (P=0.114) in the instructional sessions of swimming (Table6).

Table7. The results of independent t-test for the comparison of participating and non-participating girls and boys' state anxiety in the instructional sessions of swimming.

		Levene's test for equality of variances		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	95% Confidence interval of the difference
								Upper Lower
boys' state anxiety	Equal variances assumed	84.38	0.000	25.10	420	0.002	10.26	3.09
	Equal variances not assumed			33.78	384.2	0.099	9.41	0.02

There is no significant difference between the participating and non-participating girl and boys' state anxiety (P=0.099) in the instructional sessions of swimming (Table7).

3. Discussion

According to table 2, there is no significant difference between the participating and non-participating girls' trait anxiety (P=0.217) in the instructional sessions of swimming. This finding is consistent with Martin & Mack's (1996) study that they examined the relationship between physical self presentation and trait anxiety of sport competition. They expressed that there is no significant difference between male and female's trait anxiety. This finding is conflicted with Burce' s (1998) study that he assessed college women' s anxiety and he stated that the women who had high trait anxiety had high state anxiety than other women [11]. According to statistic result, lake of consistent of Burce's study with this study can be due to subjects' age.

According to table 3, there is no significant difference between the participating and non-participating girls' state anxiety (P=0.313) in the instructional sessions of swimming. This finding is consistent with Elgin' s (1998) study that she examined state anxiety levels of women basketball players prior to a scheduled competitive event. The results showed that there was no significant difference between state anxiety of the first and second year students but first year students had high self-confidence than second year students [12]. Also, the results showed that time had no effect on the anxiety levels [12].

According to table4 and 5, there is no significant difference between the participating and non-participating boys' state anxiety (P=0.138) and between the participating and non-participating boys' state anxiety (P=0.081) in the instructional sessions of swimming. This finding is conflicted with Seif s (1995) study that he examined the comparison of athlete and non-athlete students' anxiety of Tehran city [12]. The results of his study showed that there is a significant difference between male athletes and non-athletes in trait and state anxiety, in real boy athletes had less trait and state anxiety [12].

According to table6, there is no significant difference between the participating and non-participating girl and boys, trait anxiety (P=0.114) in the instructional sessions of swimming. This finding is conflicted with Seif (1995) and Furuzesh's (1992) study that they examined the comparison of athlete and non-athlete high school students' anxiety [12, 13]. They showed that athlete students had less trait anxiety than non-athlete students [12, 13]. The lake of consistent of Seif and Furuzeh's study with this study can be due to subjects' age and mental condition.

According to table7, there is no significant difference between the participating and non-participating girl and boys' state anxiety (P=0.099) in the instructional sessions of swimming (Table7). This finding is conflicted with Jones's (1992) study that he examined the relationship sport development and male's state anxiety [15]. The results of his study showed that professional male athletes have less state anxiety and more confidence [14]. The lake of consistent of Jones's study with this study can be due to subjects' level.

The anxiety level may be not appropriate in very high and very low levels due to the inverted U theory. This theory considers that the optimal level of anxiety is useful but the anxiety level is different in different sports. For example: the athlete's anxiety should be low level in archery due to the athlete's attention and focus. In contrast, high level of anxiety can increase the performance in weightlifting. Because the appropriate and specific criteria is determined for anxiety in different sports, so in this study appropriate level is examined with attention to the participating students' performance.

4. Conclusions

It should be noted that several factors can influence on participating students' anxiety levels. Such as: fear of water, outside expectation of student, and the degree of knowledge about swimming. Now, the anxiety components (trait and state anxiety) are evaluated for discussion about the results of study: according to the results of this study, there is no significant difference between participating and non-participating students' trait and state anxiety in the12 instructional sessions s of swimming. It means that there is no difference between participating and non-participating students' anxiety.

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