

Sportivisation impact of physical éducation on state anxiety and Mood states of secondray students

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Abstract-This study focuses on the phenomenon of sportivisation in Physical Education School through the state of anxiety and mood perceptions of 200 students of third year male and female secondary states. The sportivity of Physical Education is characterized by an emotional grip which can be translated by an inability to manage the state of anxiety generated by a purely sports situation which leads to the emergence of negative mood in the student. The students studying three educational institutions, it was possible to show that because of the sporty character of the meeting of Physical Education, the concept of state anxiety is associated with the notion of state mood as assessed by questionnaires (STAI) identifying the state anxiety score and (PANAS) identifying scores of positive and negative affects in sport. The results of our research showed a perfect positive correlation between state anxiety and negative affect. No correlation was observed between state anxiety and positive affect. The comparison based on gender showed no significant difference. This study, however, shows that the sportivisation of Physical Education is a source of high anxiety and negative moods in the student. The phenomenon sportivisation was not studied by us, from a scientific point of view in physical education, and advanced following the completion of this research provide suggestions to better understand the future.

Index Terms: positive affect, sport, negative moods, education

I-INTRODUCTION

Physical Education and Sport (EPS) is a unique discipline in the school system. On the one hand, this is the only brand singularity based on the driving behavior of students, on the other hand, it is also the only one who is confused with the media it uses, it is ie the physical and sporting activities. Indeed, from the student or parent, it is common to share the idea that the physical practice in schools is reduced to the sport. In other words, EPS, it is not because of the EPS, but the sport! However, in a sports club, it is not likely to physical education (Arnaud, 1992). The means and ends are transparent: athletes, runners, jumpers or team sports players are prepared to go higher, further and stronger in short, to be competitive, because the competition is a winner and a loser, first and last, or validate a record. So why the confusion is it unilateral? In other words, why do we confuse the means and ends in EPS? We will not discuss at this level content and educational objectives of the EPS which obviously differ from those of sport, but just remember the injunction supported official texts of 1994 stating that the EPS should not be confused with the Sports and Physical Activities (APS) that uses, and the EPS Teacher is not a coach or a sports teacher. He chose "support activities" according to educational standards and depending on the desired learning objectives.

Another issue deserves our attention: why EPS means they are mainly sport? The sport, however, is only part of the set of physical practices, one link in the chain ludomotrice. Why do other physical activity categories are they part of the submerged part of the iceberg? Do they have special features that cause teachers to neglect or ignore them? What kind of logic leads educational institution and school physical education teachers to choose physical activities that they believe correspond with the desired educational effects? In other words, what schooling process accompanies social physical practices to facilitate the development of students ludomoteur? This modest working memory based on the results of several studies in the field who have guided us, and

mainly the work of Eric Dugas which states that there are three types of logic in which fits the choice of physical practices in schools. On the one hand, an institutional logic (Sport), on the other hand, a sense of legitimacy and / or prestige, and finally, a pragmatic logic that takes into account environmental constraints and educational teachers. According to sociologist Pierre Parlebas (1981), sports institutionalized differ from other (traditional games or leisure activities) because they are the only ones to meet the following three distinctive characteristics: sport is a driving situation, competition and set a institutionalization of rules under the aegis of international federations. Sports therefore represent the highest degree of institutionalization because they have a body of rules and rules governed by international bodies body.

In summary, the influence of sport extends across the globe and marks the culmination ludomoteur physical activities. The various surveys on school practices and reveal long and convergent manner that sport also extends its hegemony within the PE sessions in college (Didon,1897), And the triplet "team sports, athletics and gymnastics" still has a bright future ahead of him. Standardization of EPS land and the legitimate need of the institution to assess the national level students on a limited and common physical practice range, this can only lead to recurrent observation. All what you just described leads us to wonder about the possible effects of the choice of teaching content in EPS, centered on sports activities on the mood of the student, including the level of anxiety estate, including the relationships that can be established between these two psychological clues that have been the subject of several fieldwork (Woodman & Hardy, 2001). Our modest contribution is to explore the educational sphere taking into account the institutional features, effective and environment of school.

Following consultation of the scientific literature on the subject, we have developed the object of our memory work. This is to study the possible influence of this phenomenon portivisation physical education on mood states and the level of anxiety-state students third year of secondary school. Under the guidance of our Director of memory, we decided to carry out the experiment beyond the third year of secondary school students, regardless of sections, first, the third graders are not facing an anxiety-producing situation such as the bachelor. Second, they are able to understand and complete the questionnaires presented in French with fewer mistakes and estimates, so less work for methodological bias. At the choice of questionnaires, we opted for the STAI and PANAS, we found worthy to measure what we want to measure. Both questionnaires were investigative tool of a large number of jobs, something that encouraged us to administer our study population. We want to work through this memory to what extent the purely sporting situation on the EPS is sitting on the psychomotor status of the student. In other words, we explore the influences on both the cognitive and the motor level (Vallerand, 1997) From there, we postulated the hypothesis that state anxiety and affect states measured during a meeting EPS change proportionally. In particular, changes in state anxiety affect both girls and boys compared to a theoretical model.

In this study, we want to test the hypothesis that the sporty character of the EPS is sitting on the anxiety of students and also contributes to mood disorders affecting their motor engagement. We also try to show that these are manifest psychomotor among both girls and boys and are comparable to specific academic standards. To do so, the 2011-2012 school year served as a reference to carry life this modest work. We chose to perform our experiments on three educational institutions located in the Greater Tunis, out trying to hit three different governments (Tunis, Ariana, Ben Arous), to promote the representativeness of our sample. The analysis focuses on a sample of 200 students in the third year of secondary school. This is to test the level of state anxiety and positive and negative mood states after a PE session.

II-METHODS

1-Participants

The three central variables of this work are the type of student the one hand and the state of anxiety resulting from a potentially threatening situation secondly, plus changes in mood states. The choice of a population of relevant research seems essential in the preamble to the development of studies to the relationship between these variables can be analyzed. This choice must move towards a population likely to be confronted with a state of anxiety generated by a sports situation in the EPS session. The sessions of EPS containers individual partical of sport have relevant to our problem characteristics. Thus, after setting out the

scientific reasons for this choice will be presented the characteristics of these activities. To make this work, we were able to interview a total population of 200 students (101 boys and 99 girls) operating within the three schools previously appointed and practicing EPS average of 2 hours per week.

2-Test protocol

We opted for the achievement of our research, the questionnaire as an investigative technique. The questionnaire is in fact a set of ordered questions used to collect information from a defined population. According to Madeleine Grawitz (1996: 615) "the questionnaire should reflect the purpose of the research in question and arouse the respondents sincere and can be analyzed in terms of the purpose of the survey responses ...".

*STAI (Speilberger, 1964): The STAI is a questionnaire to measure the level of intensity states of cognitive and somatic anxiety of sport, as well as its degree of confidence. The original questionnaire consists of 27 items that the sports meet from a Likert-type scale with four points. It consists of three subscales of nine items each, measuring respectively the cognitive state anxiety, somatic state anxiety and self-confidence. For this study, a version of the questionnaire previously validated in French was used. Then, as suggested by Jones and Swain (1992), one ("very unfavorable") wide "direction" from -3 to +3 ("very favorable") method was added to allow each participant to estimate the extent to which each symptom intensity proven appeared to him in favor or not) to unfavorable future performance.

* Positive Affect Negative Affect in Sport (PANAS, Watson, Clark, & Tellegen, 1988). The PANAS is an affective states inventory to measure the emotional experience of the sport. The French version consists of 24 adjectives, 12 and 12 describe positive emotional states of negative emotional states. For each emotional state, sports evaluates the intensity of his feelings on a scale of 5 points Lykert type ranging from "very little or not at all" to "extremely." For this study, a wide direction from -3 (strongly disagree) to +3 (very positive) was added to allow each participant to estimate to what extent the proven strength of each symptom seemed to him rather favorable or unfavorable for future performance.

3-Procedure

At the end of the EPS session, participants were asked to complete the PANAS and the CSAI-2 presented in retrospective form, recalling the spirit in which they were just before the test during their best service performed during a major competition of the season just ended. Then, participants were again asked to complete the PANAS and the CSAI-2 in retrospective form, but in reference to their poorer performance achieved during a PE session just ended. The period between two sessions was at least two weeks in order to avoid the influence of the former on the latter. In addition, each time the PANAS was presented voluntarily before CSAI-2, to prevent the latter affects the answers to the first. Indeed, the PANAS, with a balanced both positive and negative emotional states, seemed unlikely to affect responses then made to the CSAI-2. Instead, the CSAI-2, consisting mostly proposals outlining the components of negative affective state, seemed likely to introduce a bias in the answers then made to the PANAS.

4-Selected variables :

The Genre-Gender, sociological concept, it expresses the social relations of gender, social construction characteristics, values and attached to both men and women by culture standards, education, institutions ... These social relations between women and men, who transforming and evolving at different times and contexts, are marked in all regions of the world, a hierarchy and inequality against women. In particular, men are dominant in terms of power and decision-making at political and economic level, while free domestic work and household women, which is the basis for the organization of society and productive human labor remains invisible and not taken into account in national wealth. Gender relations as a social construction are codified, hierarchical, asymmetrical, but also variable in space and time, and the socio-cultural environment. Social constructs, gender relations can be deconstructed and move towards greater equality. Gender and gender training, as a method of analysis and set of practical tools supports these changes.

The state of anxiety-state anxiety, which is the behavioral response derived from perception of the threat is defined as << Speilberber a behavioral disposition aqise predisposing an individual to receive a wide variety of circumstances, not objectively

dangerous as threatening, and respond with anxiety reactions disproportional compared to the magnitude of the danger objective.

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The mood states-The state of mood is more diffuse and lasts longer than emotion. It is linked to both what we feel in the present moment and what is expected to experience because of our interactions (Batson, Shaw, & Oleson, 1992). Finally, the state of moods can be considered to include the emotions, feelings and emotional states.

5-Statistical Analyses:

Means and SDs were calculated using standard statistical methods. The simple linear correlation coefficient, called Bravais-Pearson (or Pearson) is a normalization of the covariance by the product of standard deviations of the variables. The correlation coefficient is a measure of the intensity of linear connection between two variables. There are also other interpretations of the Pearson correlation coefficient. Among the most interesting include the geometric interpretation that equates r the cosine of the angle between the two vectors n . We chose to make the general correlation for our population without differentiation based on gender in order to study the general trends in relations between our variables used. The ANOVA is used when you want to compare the means of different groups according to one or more categorical variables, ie sex, received the treatment, etc.. We talk ANOVA I or one-way ANOVA in English when comparing the average of at least three groups based on a single explanatory variable.

III-RESULTATS

The results showed a significant positive correlation between state anxiety scores of the subjects and their scores of negative emotions, ($r = 0.90$, $p < 0.05$). In other words, the more a situation was recognized as anxiety, more negative emotions are high intensity, indicating a low controllability of the situation. Anxiety is a generalized negative mood condition that can often occur without an identifiable stimulus. As such, it is distinguished from fear, which is an emotional response to perceived threats. Additionally, fear is related to the specific behaviors of escape and avoidance, whereas anxiety is related to situations perceived as uncontrollable or unavoidable. An alternative view defines anxiety as "state-oriented future in which the individual soul is expecting negative responses." Conversely to the previous correlation made between the scores of positive affect states and state anxiety scores of the subjects showed a lack of significance ($r = 0.03$, $p < 0.05$). This relationship disproportionality refers to the dominance of negative affect and state anxiety generated by a sports situation, which clash with the outbreak affects positive preachers a comfortable situation. The comparison of average state anxiety scores recorded among girls and boys, showed a non-significant difference, ($f = 0, 21$, $p < 0.05$). This lack of significance is opposed to theoretical postulates giving great importance to the kind of subject, considered a strong factor affecting the state anxiety intensity. The comparison of means through ANOVA revealed a non-significant difference between positive scores recorded affects girls and boys, ($f = 0, 21$, $p < 0.05$). This lack of significance indicates that triggers negative moods affect girls and boys equally. Thus, gender can not be considered as differential element, comparable to literature results.

IV-DISCUSSION

The first part of this work has helped build a theoretical overview taking consider the EPS state anxiety and mood states in the student. This model is intended to serve the investigative tools used for the confrontation of a student in an educational situation potentially stressful, as is the case in sports situations EPS. It appears important to consider gender as a central element, especially among young students because they are in full construction of the sense of self worth. In addition, sports situations EPS play an important role in the development of state anxiety and mood states. Indeed, they can judge its level relative to others, and to collect assessments issued by significant people in the entourage, as the teacher or peers. It was then a question of putting this model to the test of facts. A population of 200 students in the third year of secondary school was chosen as the school year preceding the Bachelor has emerged as a pivotal period in the development of this model. Indeed, social and cognitive

development of children at this age have a significant impact on the construction of mood states, but also on the different elements of the anxiety process, including cognitive assessments, understanding the issues. .. A retrospective protocol was implemented because it allowed to highlight the evolution of the model through the first evaluation of social situations and their progressive multiplication.

This protocol would allow, firstly, whether the anxiety process was appropriate for children. Then it came to check up mood states in this model, even though the situations faced students were involved in its construction. Then, the type proved to be important to take into account in the model. Thus, the second hypothesis was to identify the role of this variable in the state of anxiety and affect states of process. Furthermore, quantitative analyzes provide more answers, but these are only suitable for very special cases. It is therefore impossible to generalize these results. In contrast, comparison of the results of this form of analysis underpins the explanatory hypotheses of the results of statistical tests. It is in this context that the various hypotheses will be explored. For the first hypothesis, it is test anxiety proposed by Spielberger (1964) state processes and affects states (PANAS, Watson, Clark, & Tellegen, 1988) with a population of 200 third graders secondary. Thus, the existence of links between these two processes was tested.

First, it is expected that the links between the state of perceived anxiety and different issues as a direct result of this process the transaction between the student and the sports situation. Thus, students who receive important issues were supposed to be particularly demanding and less forgiving in their performance, as it is sports or school. Instead, students who do not have particularly perceived challenge the situation would have been no reason to focus on their mistakes, or give them any importance. In turn, the perceived success is assumed to have an impact on issues perceived, since the questioning takes place at the end of the EPS session, and it is difficult to know if the issues are related to the session itself or perceived success in the sports situation. Indeed, the perceived success could be a source of stress for students, especially if it is mediocre, provided that students are able to understand the issues related thereto. The state of anxiety processes emerged as being the process to better understand the interactions between the student and the situational demands. (Woodman, 2001). It was therefore expected that the correlations between state anxiety, especially its cognitive aspect, and the various components of mood. In this sense, a student with high anxiety would consider the situation as threatening, so a perception with more important issues, and would subsequently moodiness. Similarly, a child with a lower anxiety have evoked less important issues, as it has been justified under the assumption 1, and this would have a negative impact on your mood so that the scores of negative emotions are high. The Correlations were indeed observed between the components of the state of anxiety and mood, but the results are not all going in the direction of our hypothesis, a significant positive correlation was found between state anxiety and negative affect, however, no correlation marks the relationship between anxiety and positive affect. In addition, contrary to what was expected, no significant differences were found between the means of the state of anxiety, affect (positive and negative) and the kind of student for any of the three phases of the protocol.

V-CONCLUSION

The study has been presented has to be imaged, and thus to better visualize the state of anxiety and mood process. Indeed, the quantitative analysis showed that the different elements of the process does not take the same meaning for all students. The interplay of relationships between the different components of the model was also detailed. We saw, for example, what were the key issues for some children, or how the perception of these issues could cause a sense of challenge or threat. It was also highlighted that épaudait of particular significance was of the situation for each student, as well as strategies to-face that he was involved. Similarly, the place that is the kind of student in the model has been better defined. Indeed, promoting the proliferation of situations social assessment, they would change or improve, meaning that these last take for students. In all cases, they are close enough situations school sports in the way children live, as it was demonstrated in these analyzes. In addition, they are the place of practice skills to effectively cope with a stressful situation of social evaluation. In addition, it may be appropriate to

expand the population in an age more wide, for example upon entry to kindergarten, and then later in childhood and adolescence. Indeed, this work has focused on students in the third year of secondary school, so between 16 and 19 years, because this period is a crucial period in the development of students.

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