

Effect of the Sportization on Physical Education Process Influenced by the Temperament and Anxiety in the Young Secondary School Students.

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Abstract- This study aimed to assess the process of sportization of physical education program (PEP) in young in school with the phenomenon of anxiety and temperament of students. The students studying three educational sessions and it possible to show the sport characteristics of the physical education, however the concept of anxiety is associated with the temperament as studied with the questionnaires of *identifying the state anxiety score* (STAI) and to identify the scores of positive or negative relation in sport (PANAS). The strong results of our study give an important correlation between anxiety and negative effects. Perhaps, we founded no correlation between the anxiety and positive effects. But, the comparison of the nature gender was no significant difference. The Sportization of (PEP) is great parameters of anxiety and negative temperament of the young students.

Index Terms- education, students, moods, anxiety, emotions.

I. INTRODUCTION

Physical Education is one practice phenomenal with an integral processes the school system. It is important to take the idea that the physical practice (PP) in the young school is reduced. But, the sport does not surely PP. For this reason we ask why the confusion between sport and physical education? But just we discuss the opposites situations that supported official texts of 1994 in Tunisia low stating that the EP not confused with the sports uses, however the teacher is desired learning objectives. This work based on the results of several study that and mainly the work of some authors which states that there are three types in which fits the choice of physical practices in schools, an *institutional logic* (sport); *the logic of legitimating* and / or a *pragmatic logic* into account environmental of teaching.

The anxiety panic interfere with daily of several activities, are difficult to control, are out of proportion to the actual danger and can last a long time of life . The Symptoms start during childhood or the teen years and continue into adulthood. The people with anxiety disorders have intense, excessive and persistent worry and fear about everyday situations in the life with great frequently situations. However, the anxiety disorders involve repeated episodes of feelings of intense anxiety and fear or terror that reach a peak within panic attacks.

The physical benefits of improving physical condition and disease have long been established, and PE encourage staying physically active in mood live. The E is also considered vital for maintaining mental and it can reduce the strong stress. Many studies show that it is very effective at reducing the felling of fatigue, improving alertness and motive concentration, to enhancing the cognitive function. This can be helpful when the stress has depleted the energy or the ability to concentrate in over practical life.

For this reason we outlined leads to wonder about the possible effects of the choice of teaching content in EP, centered about the sports activity on the temperament of the young student, include the anxiety with the relationships established between these psychological processes of several fieldwork. The modest contribution was to explore the EP taking into effective and environment of school. The experiment steps we conducted during in the end of 2010 year, the student were also allowed an idea to assess the reality of the EP. We experiment with a process of observations for to choose the school of the EP.

We start to consult the scientific literature studies about this subject and we have fixed the aim of our work. However, to study the influences of processes of sportization in the PE and the temperament and degree of anxiety. We have adopted for the experiment of the third year of secondary school; *firstly*, the group of third-year students are not faced with an emotion situation same that of anxiety degree. *Secondly*, we are complete the questionnaire given in French language with fewer faults, so with fewer methodology for the job.

We postulated the hypothesis that the anxiety and affect states measured during a session of EP change proportional. Particularly, the changes in anxiety and the state affect both the two sex of girls and boys compared with the theoretical model. In our study, we test the idea that the sport characteristics' of the EP session on anxiety of students and also to help to look the mood affecting theirs psycho-multicity engagement. We also found to know the manifest of the psycho-motors for the both girls and boys comparably to specific academic level.

Our hypothesis based on the idea that the sporty characteristics of the EP with the service of anxiety of young students and to contribute to temperament their affected with the motor ability. We also try to show the manifest psycho-multicity for the both girls and boys comparably with the specific academic literature. The analysis study was focuses on a sample of more two hundred young students in the third level of one

secondary school and to test the degree of anxiety and positive or negative temperament states after a PE session.

II. METHODS

1-Participants

The choice of a participant of relevant the research subject seems essential to develop the relationships between all variables that we can analyze. The choice can move the population to confront with the level of anxiety generated by the sports situation in the EP session. Thus, after revising the scientific reasons for the choice presented the all characteristics of activity. We were interviewed a total population a more of two hundred young students (101 boys and 102 girls) operating within the three schools and practicing EP an average of two hours per week.

2-Testing protocols

We opted for the questionnaire of *investigative technique*. The questionnaire was used to collect information from a population study.

**STAI (Spielberger, 1964)*: The STAI measured the level of intensity states of cognitive and somatic anxiety of sport, as well as its degree of confidence. The questionnaire consists of twenty seven items when the sports meet from a likert- scale with 4 points. It consists of 3 subscales of 9 items, that measuring; the *cognitive anxiety*, *somatic anxiety* and *self-confidence*. For our study, we use the questionnaire previously used in French language as suggested by Jones and Swain (1992).

** Positive and negative effect in Sport (PANAS), (Watson, Clark, & Tellegen, 1988).*

The PANAS measure the emotional experience in the sport but, the French version consists of twenty four adjectives, describe positively emotion level and negative emotion. The emotional state, sports evaluated the high intensity of his feelings on a scale of 5 points.

3- Evaluation and procedures

This study was designed at the end of the EP session, the young students asked to complete the PANAS recalling during their best service performed during a major competition of the season. Then, participants were again asked to complete the PANAS form, one reference to their performance achieved during a PE session. However, the period between the two sessions was avoiding the influence of the teachers on the latter. In each time the PANAS was presented voluntarily before CSAI-2, to latter affects the answers to first. Indeed, the PANAS, with a either positive or negative emotional level, seem unlikely to affect responses then made to the CSAI-2.

4-Selected variables in study:

- *The Gender*, the social relations between both sexes who transforming and evolving at different times and contexts, are marked in all world and a hierarchy. Indeed the men were dominant in idea of power and decision level. The gender as a social construction is codified, but also the all variables in the space of time, and the cultural environment. The social constructs, the relations can deconstruct towards greater equality. *The level of anxiety*-was the *behavioral* response from perception is defined as "Spielberger" a *behavioral* disposition an individual to receive the variety of circumstances, as threatening, and

respond with anxiety reactions compared to the magnitude of the dangerous objective.

The temperament states-The state of *temperament* are more diffuse and last longer than emotion trailed. To both what we feel in the moment and what is expected of the experience interactions (Batson, Shaw, & Oleson, 1992). Finally, the level of temperament can considered to include the emotions in the life, the feelings and the emotional level.

5-Statistical Analyses:

Means and SDs were calculated using standard statistical methods. Indeed the simple linear correlation coefficient, of Pearson was normalization bay the covariance with the product of standard deviations of the variables. Among the most interesting include the geometric interpretation that equates (r) the cosine of the angle between the two vectors (n). We chose the general correlation for our population subjects without differentiation based on gender in order to study the general in relations between our used variables. The ANOVA is used when we want to compare the means of different groups according to categorical variables. We use ANOVA for one-way ANOVA when comparing the average of at least three groups based on a single variable.

III. RESULTS

Our study showed a significant positive correlation between level of anxiety of the participants and their scores of negative emotions, ($r = 0.90, p < 0.01$). The situation was recognized as anxiety, more negative emotions for the high intensity; indicate a low controllability of the studied situation. The anxiety is a generalized negative temperament when the condition can occur without an identifiable stimulus in the EP. Additionally, the specific behaviors of escape and avoidance, anxiety were related to situations unavoidable. Conversely to the correlation made between the scores of positive affect states and level of anxiety scores of the subjects showed a lack of significance ($r = 0.03, p < 0.001$). This relationship proportional to the dominance of negative affect and level anxiety by a sports situation, which clash with the affects positive comfortable situation.

The comparison of state anxiety scores recorded among girls and boys, given a no-significant difference, ($f = 0.21, p < 0.05$). This significance was opposed to theoretical giving great importance to the kind of participant, considered with the strong factor affecting the degree of anxiety. The comparison of ANOVA revealed a no-significant difference between positive scores affected girls and boys, ($f = 0.21, p < 0.05$). This significance indicates the negative temperament affect girls and boys equally. Thus, the gender cannot consider as differential element, comparable to all literature investigation.

IV. DISCUSSION

The first part of our work it appears important to consider gender as a high central element, among the young students and to full construction of the sense of the self worth. But, in the sports situations of EP it's important the development of level of the anxiety and temperament states. Perhaps, it's the level relative to others, and to collect the assessments by significant

people as the teacher or parents. The social and cognitive development of the young colligate student have a significant impact on the construction of temperament level, but also on the different degree of anxiety process, including cognitive assessments, and protocol was implemented allowed to evolution of the model of the first evaluation of social situations. Firstly the protocol allowed the anxiety process appropriate for children student and it came to check up temperament of states in this model, even though the situations of students were involved in the construction. The type was proved to be important into account in this model. Thereby, the second hypothesis was to identify the role all variable in the level of anxiety and the affect of this process. Quantitative analyzes provide the more answers, but there are only suitable for very special situations. It is impossible to generalize these all results. The, comparison of our results we analysis explanatory hypotheses of results of statistical tests used in the study. The various hypotheses will be explored for the first hypothesis, with the test anxiety proposed by Speilberger (1964) state processes and affects states (Clark, & Tellegen, 1988) with a population of third graders secondary. Firstly, was expected that the relation between the state of anxiety and different issues as a direct result of this process of transaction between the young student and the practical sports. The young student's schools who receive important issues were supposed to be particularly demanding and less forgiving in their all performance suspected, as a sports or school. In the perceived success was assumed to have a very important impact on perceived issues, with the questioning at the end of the EPS session. Indeed, the perceived success could be a source of damage stress for young students, especially if the students are able to understand the issues related. The degree of anxiety processes emerged as being the process to better understand the interactions between the young student and the demands situational. (Woodman, 2001). Therefore, we expected that the correlations between the level of anxiety, especially its cognitive aspect, and the various components of temperament. However, the student with great anxiety would consider the situation action like as threatening, and the perception with more important issues. Similarly, the young child with a very lower anxiety have evoked less important issues, and it has been justified under the assumption, and this have a negative impact on the temperament that the scores of negative emotions are high.

The all correlations observed between the components of the level of anxiety and temperament, but the results are not all in direction of our hypothesis in this study. The significant positive correlation was found between degree of anxiety and negative effect, thereby, no correlation was made the relationship between anxiety and positive affect. In addition, the contrary no significant differences were found between the means of the state of anxiety, affect (positive or negative) and the young student

school for any of the three phases of the protocol used in our study.

V. CONCLUSION

Our study presented the better visualizes the level of anxiety and temperament psychological process. However, the analysis showed that the different elements of the cognitive process do not meaning for all young students. It was also highlighted that the significance was of the situation for each young student, as well as strategies to-face that he was involved before. The place that is the student in the model has been high defined. Therefore, to promoting the social situations we would change the meaning that these last take for the young students. In addition, they are important to take practice skills to effectively cope with a stressful situation of social evaluation and testing. Thereby, it appropriate to expand the population in an age then later in childhood and adolescence.

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