

## Relationship between Anxiety and Psychomotor abilities of college going Girls students

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### Abstract

This study was conducted that to know the relationship between anxiety and Psychomotor variables of college going girls students the relationship between Psychomotor abilities and anxiety of college going girls students and the combined contribution of Psychomotor ability to anxiety on college going girls students fifty girls students were selected as the subject for the study from S.G.G.S Khalsa College Mahilpur the age ranged from 16 to 20 years and the following Psychomotor variables were taken for study differentiation ability kinesthetic perception, reaction time and visual perception. Descriptive statistics was used to characterize the Psychomotor abilities of college going girls students product moment correlation was used to determine the relationship among Psychomotor abilities and anxiety multiple correlation was applied and the level of significance was set at 0.05.among all the Psychomotor variables i.e. differentiation ability  $15.18 \pm 4.014$ , kinesthetic perception  $25.10 \pm 11.92$ , visual perception  $.37 \pm .285$ , reaction time  $.08 \pm .028$ , kinesthetic perception in girls were having greater mean in comparison to other Psychomotor variables. The result obtained from the analysis of data revealed that the attribution variables i.e. differentiate ability was negatively related to the anxiety. It also revealed that there was an insignificant relationship found in relation time with the comity of college going girls students. There was a significant relationship found between criterion variable and independent variables differentiation ability kinesthetic perception, visual perception, reaction time because the calculated value .510 was greater than the tabulated value .288 at 48 d.f.

**KEYWORDS:** Psychomotor, perception, anxiety, kinesthetic, reaction time, descriptive deaf anxious anxiety

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### Introduction

Due to equality everyone has equal opportunity to improve their self or grow. Adopted physical education programs are now days often used for the physical activities for children with disabilities to enable them for participating safely successfully and with satisfaction adopted physical education is a sub discipline of program created for the students with disabilities in order to ensure safe and successful opportunity typically the word adapt means to adjust or to fit adopted physical education is a direct service. Not a related service in physical education gives so many exercises that can reduce the disability of man. The study was conducted to test the differences found in psychomotor abilities of the students who were suffering from hearing impairment. Here psychomotor ability can be defined as the ability to perform body motor movement with precision, coordination or strength the capacity that influences the capacity to manipulate and control objects. The subjects taken for study was college going girls students selected

from different deaf institutions in Delhi. Different tests were applied to assess the selected psychomotor variable and psychomotor variable of the subjects.

God has created a specific group called challenged which is different from normal to such extent that a specific program is required to meet their needs among the challenged ones.

### Procedure & Methodology

This study was conducted 50 girls college going students from different deaf institutions of Delhi the age ranged 16 to 20 years and the following Psychomotor variables were taken for study differentiation ability, kinesthetic perception, reaction time and visual perception the differentiation ability was measured with the help of kinesthetic obstacle test in points, reaction time by using Nelson Hand reaction time test using Nelson Formulae and visual perception test by Muller Layer visual perception apparatus in C.M. Anxiety of the students was measured by using manual for general anxiety scale for students standardized. Descriptive statistics was used to characterize the psychomotor ability of college going girl's students. Product moment correlation was used to determine the relationship among psychomotor abilities and anxiety of college going girl's students. To know the combined contribution of psychomotor abilities and anxiety multiple correlations was applied and the level of significance was set at 0.05.

### Result and Discussion

The present study were among all the Psychomotor variables i.e. differentiation ability, kinesthetic perception, visual perception, reaction time, kinesthetic perception in girls were having greater mean in comparison to other Psychomotor variables.

**Table-A**

#### Mean and Standard Deviation of Psychomotor Variables of College Going Girls

Psychomotor abilities	Mean	Standard Deviation
Differentiation ability	15.18	4.014
KINESTHETIC PERCEPTION	25.10	11.92
VISUAL PERCEPTION	.37	285
REACTION TIME	.08	.028

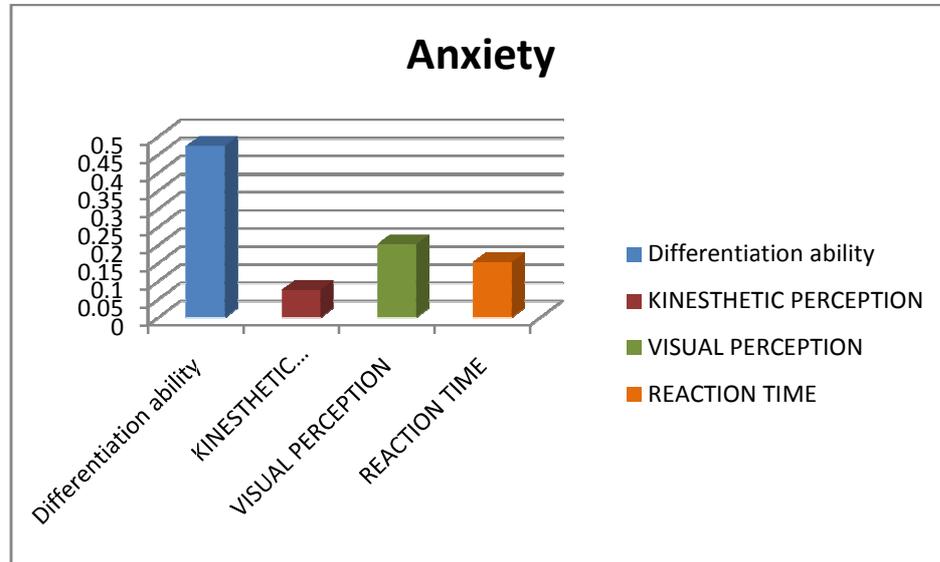
The result obtained from the analysis of data in table-A revealed that the mean value of Differentiation ability 15.18, Kinesthetic Perception 25.10, Visual Perception .37, Reaction Time .08.

**Table-B**

#### Relationship of Psychomotor Abilities with the Anxiety of College Going Girls

Psychomotor abilities	Anxiety
Differentiation ability	.475*
KINESTHETIC PERCEPTION	.077

VISUAL PERCEPTION	.203
REACTION TIME	.154

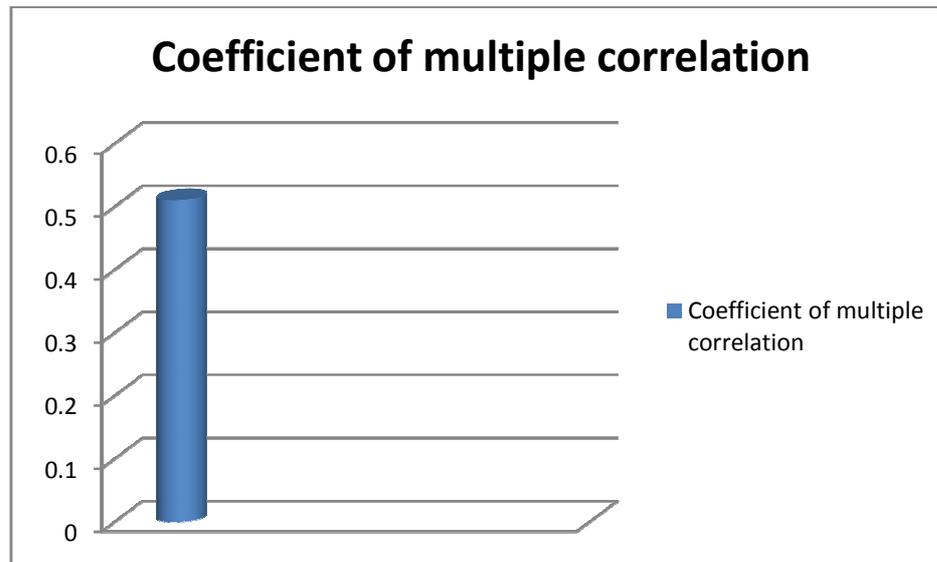


The result obtained from the analysis of data in table-B revealed that the attribution variable i.e. differentiation ability was negatively related to the anxiety. It also revealed that there was an insignificant relationship found in relation to kinesthetic perception. Visual perception and reaction time with the anxiety of college going girl's students.

**Table-C**

**Combined contribution of psychomotor abilities of anxiety**

Criterion variables	Independent variables	Coefficient of multiple correlation
Anxiety	1) Differentiation ability 2) Kinesthetic perception 3) Visual perception 4) Reaction time	.510*



From Table-C: It is evident that there was a significant relationship found between criterion variable and independent variable because the calculated value .510 was greater than that the tabulated value (.288) at 48 d.f. Among all the Psychomotor variables i.e. differentiation ability  $15.18 \pm 4.014$ , kinesthetic perception  $25.10 \pm 11.92$ , visual perception  $.37 \pm .285$ , reaction time  $.08 \pm .028$ , kinesthetic perception in boys were having greater mean in comparison to other Psychomotor variables which shows that somehow the kinesthetic perception i.e. the sense which enables to determine the position of segments of the body their rate extent and direction of movement is highly associated with the movement and action of college going students. As the students are unable to hear the surrounding clearly. They use their perception or sense of motion weight or position of the body to do action. Bu in a study revealed that hearing students scored higher power in kinesthesia perception.

The result obtained from the analysis of the data revealed that the attribution variable i.e. differentiation ability was negatively related to anxiety. This differentiation ability can b defined as the ability to achieve a high level of fine tuning of individual movements phases cud body part movement. Therefore it could be said that if the anxiety is low in such students then they would possess a high degree of differentiation ability and vice-versa.

It was also revealed from the finding that there was an insignificant relationship found in relation to kinesthetic perception, visual perception and reaction time with the anxiety of college going girl students. Here we can say that kinesthetic perception, visual reaction and reaction time are not effecting the movement and activity of college going girl students either they are highly anxious or not there was a contradictory result found because long and found that hearing students scored higher than the college going students in Psychomotor abilities but revealed that deaf and hearing students have no significant difference in Psychomotor performance. It was also evident that there was a significant relationship found between criterion variables and independent variables differentiation ability, kinesthetic perception, visual perception, reaction time, because the calculated value .510 was greater than the tabulated value .288 which shows that

although the Psychomotor variables are not contributing in the action and movements of college going girl students separately in relation to anxiety i.e. the Psychological and Physiological state characterized by cognitive, Somatic, emotional and behavioral components which collectively create an unpleasant feeling of worry, uneasiness or fear etc, but as a whole they influence the anxious state of such college going girl students. Boston has showed in his research that college going is less confident, less assertive and lower in making friends and was more anxious and sad. Marit H. 2006 reveals that the deaf respondents showed significantly more symptoms of mental problems than the hearing individuals from here it can be concluded that if the Psychomotor abilities are developed in college going girl student they would be able to overcome anxiety to an extent.

### **Conclusion**

This study showed that the college going students were having greater kinesthetic perception in comparison to other Psychomotor variables such as differentiation ability, visual perception and reaction time. The study also showed that differentiation ability is negatively significantly correlated to the anxiety of college going girl students and psychomotor variables such as kinesthetic perception, visual perception and reaction time were having insignificant relationship to the anxiety of college going girl students.

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