Chapter – 2

REVIEW OF RELATED LITERATURE
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The study of relevant literature is an essential step to achieve a clear idea of what has been done with regard to the problem under study. Such a review brings about a deep and clear perspective of the field, in its totality.

A serious and scholarly attempt has been made by the scholar to go through the related literature and present a brief review of the studies related to the present problem is described in this chapter.

2.0 RESEARCH STUDIES ON ACHIEVEMENT MOTIVATION:

Uppal, A.K. Sidhy and S.R. Gangopadhyay (1988) administered Butt's sports motivation scale to 15 Indian and 15 Zimbabwean Women hockey players. It was concluded that the Indian and Zimbabwean women hockey players and the total Zimbabwean team was higher or neurotic conflict score and Indian hockey team's co-cooperativeness was higher than the Zimbabwean team.
Ghosh Anita (1991), conducted a study on “Achievement Motivation among National and International sportsmen”, The study was undertaken to investigate the Achievement Motivation of National and International sportsmen and sportswomen. Kamlesh Achievement Motivation scale was administered to a sample of one hundred one athletes, fifty six sportmen and forty five sportswomen. The sample comprised seventy six Indian athletes and twenty five foreign athletes. The results comprised seventy six Indian athletes and twenty foreign athletes. The results indicate that sportswomen have more Achievement than sportmen and foreign sportsmen have a higher need for Achievement Motivation.

Kamlesh, and Om Kumari (1991) conducted a study on psychological profiles on International female Indian hockey players. It is generally believed by sports scientists that high level performance in sports are characterized by definite psychological profiles which generally distinguish them from lower level performers. In the present study an effort has been made to sketch the psychological profile of Indian Women Hockey players who represented India in International Tournaments.

Kumari Om and Kamlesh (1991) Psychological Profiles of International Remake Indian Hockey Players conducted a study on psychological profiles on international Female Indian Hockey
players. It is generally believed by sport scientists that high level performers in sports are characterized by definite psychological profile which generally distinguishes them from lower level performers. In the study, effort has been made to sketch the psychological profile of Indian women hockey players who represented India in International tournaments. The data was collected from 238 national and International women hockey players on inventive motivation (consisting of seven different systems, excellence, power, sensation, independence, prestige, ability and aggression).

Radha K. Pown (1991) conducted a study on psychological factors in the performance of South Indian University players in Soccer. In this study, Psychological factors namely competition anxiety and aggressiveness were studied in relation to Soccer playing ability. Accordingly, 100 South Indian Inter-University Soccer players from the states of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka were selected for sports competition anxiety test (SCAT) questionnaire and aggressive questionnaire (AQ) developed by Rainer Marten and Smith to measure the anxiety and aggressiveness. The results of this investigation revealed that among the two Psychological factors, aggressiveness highly correlated with Soccer playing ability at a significant level.
Rajendar Singh A.G. Bujarke, Hayal (1991), conducted a study on relationship of Achievement Motivation and attribution to performance outcome in competitive athletics. The data for the study was collected from the survey conducted on 50 men athletes who participated in the All India Inter-University Athletic Meet. The investigation highlighted that Achievement Motivation is a contributory factor to the performance in events like 10 Mts and 800 Mts run. Ability is the factor attributable to the performance in long jump. Efforts and luck are attributed to the performance in 5000 Mts run. However, for 800Mts run and discus throw, ability is the major psychological attributing factor.

Rajender Singh, Bujarke A.G. and P.S.Hayal (1991) "Relationship on Achievement Motivation and Attribution of Performance Outcome in Competitive Athletics" conducted a study on relationship of Achievement Motivation and attribution to performance outcome in competitive athletics. This concept on Achievement Motivation and attribution are well known in the field on sports psychology. The present study makes an attempt to investigate the relationship of Achievement Motivation and attribution to the performance in some athletic events. The data for the study were collected from 50 men athletes who participated in the All India Inter-varsity Athletic meet. A questionnaire pertaining to
the two main psychological concepts was used for the purpose. The investigation highlights that Achievement Motivation is a contributory factor to be performed in events like 100 meters and 800 meters race. Ability and task difficulty are two psychological attributing factors to the 100 meters race but effort and ability are the factors attributing to the performance in long jump. Effort and luck are attributed to the performance in 5000 meters race. However, for 800 meters race and discuss throw, ability is the major psychological attributing factor.

S. Sivarama Krishnan (1991), in his study stated that both physical education students, arts and science students possessed that Self-Concept level. In his study psychological difference among Physical Education major Arts and Science major he selected Self-Concept and personality as the psychological variable for Self Concept. Self Concept scale questionnaire constructed on the standard employed by Mukta Rani Rastogi was used. The subjects for the study were the students randomly selected from the arts and sciences.

S. Sivarama Krishnan (1991) studied the self concept and anxiety differentials among men and women basketball and volleyball teams, prior to SAF games, 1991. Spielberger and
associates trait anxiety inventory were administered respectively. The analysis revealed that:

Members of the Indian men's volleyball team showed better self concept level than the Indian men's basketball team players. Indian women volleyball players showed better self concept than Indian basketball women team players.

M.S. Balasubramanian (1992) conducted a study on “Analysis on Achievement Motivation and Self-Concept among the tennis players”. The purpose was to analyse the Achievement Motivation and Self-Concept among tennis players. Ninety tennis players from Madras, Coimbatore, Madurai and Chidambaram were selected as the subject from various clubs for this study. Dr. Mukta Rani Rastogi’s questionnaire was the tool used to measure the Self-Concept level. T-ratio was completed to find out the significant difference. The result showed that women tennis players had better level of self concept than the men tennis players.

Babu, Ramesh A.V (1992) conducted a study on relationship between Achievement Motivation and performance among athletes at the south Zone Inter-University level. He selected 19 men and 11 women players among sprinters aged between 18 to 25 years from 9 universities. The SMAT questionnaire was used to find out the
Achievement Motivation correlation that different kinds of Achievement Motivation could be given to sprinters and other athletes in order to increase the performance. There was significant relationship between Achievement Motivation and the performance of sprinters.

Sapapathi S.Paramasivan Pillai (1992) conducted “An analytical study of Achievement Motivation and Self-Concept of men athletes belonging to team sports and individual sports at University level of participants”.

The purpose was to find out the Achievement Motivation and Self-Concept of men athletes belong to team sports and individual sport at University level. The investigator selected hundred and twenty men players of team sport game such as basketball and volleyball consisting of thirty players in each discipline as subject and hundred and twenty men athletes of individual sport events such as sprint, middle distance run, discus, javelin throw, shot put, high jump, long jump and triple jump consisted of fifteen athletes who showed more self-confidence than the team sport players.

Sundari Padmashri (1992) conducted a study on impact of extramural on Achievement Motivation, aggression and anxiety among college women volleyball, basketball and kho-kho players.
She selected ninety college women players as the subject. The purpose of the study was to find out the influence of Intramural competition on Achievement Motivation, aggression and anxiety on. The Achievement Motivation data was collected through sports Achievement Motivation questionnaire. She came to the conclusion that extramural competitions among college women did not have any impact on Achievement Motivation, aggression and anxiety.

Valath and Saraswathy Kumaran (1992) conducted a study on, "Analysis of Achievement Motivation, Self-Concept and physical fitness among boys". The purpose was to analyse the Achievement Motivation, Self-Concept and physical fitness among school boys, hundred and fifty students were selected at random from a school at Chalakudi, Kerala, as the subject for this study. Dr. Mukta Rani Rastogi's questionnaire for Self-Concept was the tool used to measure the Self-Concept level. F-ratio was completed to find out the significance. The result showed that schoolboys were less in their Self-Concept level.

Vimala (1992) conducted a study on "Analysis of Achievement Motivation between Inter-Collegiate Basketball and Volleyball players". The purpose was to analyse the Self-Concept between Inter-Collegiate Basketball and Volleyball players. Fifty Basketball and Volleyball players from Seethalakshmi College, Trichy and
twenty from Y.M.C.A. College of Physical Education, Madras, six were chosen as the subject for this study. T-ratio was used to find out the significant difference. The result showed that Basketball players had a high level of Achievement Motivation than the Volleyball players. Anxiety and stress of Volleyball, Basketball and Football players who were winners and runners in the Madras University Inter-Collegiate level tournaments were compared. The level of significance set at 0.05 level of confidence was adequate considered for the purpose of study.

Parthasarathy Nallayan (1993) conducted a comparative study of Anxiety, stress and Achievement Motivation of Basketball, Volleyball and Football players

Marimuthu (1995) conducted a study on Analysis Achievement Motivation, Aggression and Anxiety among volleyball players at different levels. The purpose of the study was to compare the level of Achievement Motivation, aggression and anxiety among the University, College and district volleyball players. The data collected were statistically analysed through the one way analysis of variance and Schefe’s post hoc test to find out the overall significant difference and aired mean difference respectively. It was concluded that the University level of volleyball players had a greater level of Achievement Motivation: and aggression than the district, college
level volleyball and there was no difference in anxiety level among University college and district volleyball players.

Vellaidurai Mani and Kamaraj (2002) conducted, “A comparative study of Achievement Motivation and Self-Concept of Bharathiar day participants in team games and individual event athletes”. The purpose of this study was to compare the Achievement Motivation and self concept of Bharathiar day participants in team games. 120 athletes of Vellaidurai Mani conducted, “A comparative study of Achievement Motivation and self concept of Bharathiyar day participants in team games and individual games”. The purpose of the study was to compare the Achievement Motivation and self concept of Bharathiar day participants in team games. 120 school players of team games and 120 athletes of individual sport events were selected as subjects for this study. T-ratio was computed to find out the significance. The result showed that the character Analysis of variance was used. No significant difference was found between volleyball, basketball and football players in Achievement Motivation and Anxiety stress.

Strong Clinton H (1963) “Motivation Related to performance of Physical Fitness test” attempted to explore the effect of six motivating conditions on the performance of VI grade children on seven physical fitness tests. Data was obtained from VI grade pupils
by administering seven physical fitness tests. It was observed that two of the motivating conditions were found to be more effective than the other four. Motivation improved the boy's performance than the girl's performance. The validity of the measures of physical fitness test was dependent upon the motivation conditions under which the tests were administered.

Ryan Dean (1965) Relative Academic Achievement and Stabilometer performance, structured a theoretical framework of Achievement Motivation for participants in the field of athletics. An experiment he conducted, using male students performing on a stabilometer, produced no relationship between college entrance scores and performance either, when there was no difference between the athlete and non-athlete.

Willis Joe D. (1969) "Achievement Motivation Success on Competitiveness in College Wrestling" conducted a study on "Achievement Motivation Success on Competitiveness in College Wrestling" using fourteen varsity wrestlers to determine the relationship between Achievement Motivation and success in college wrestling. These were measured by the Thematic Apperception Test and the Neuroticism Inventory. Achievement Motivation alone did not predict success in wrestling.
Birch and Widmeyer (1974) discovered a relationship between individual aggression and individuals success. They found specially that high successful University Ice Hockey players were either extremely aggressive or extremely non-aggressive, whereas, an all star group were moderately aggressive. The fact that most of the highly aggressive all-star group were defence men while most of the very highly aggressive all-star group were forward implies that successful defense men are more aggressive than less successful defence men and successful forwards were less aggressive than less successful forwards.

Roberts Glyn C. (1974) effects of Achievement Motivation and Social Environment on Risk-Taking devised a study to find out the effects of achievement motivation and competitive environment on the risk taking choices of students performing a motor task. It was concluded that to achieve success, students mostly preferred extreme risk choice to significantly greater extent than the intermediate and low risk. Avoid failure students who wanted to avoid failure preferred intermediate risk choices to a significantly greater extent.

Dweck Ford (1976). Effect of Achievement Motivation on Success and Failure conducted a study on effect of Achievement Motivation on success and failure. The results of the study showed
that (a). Subjects who experienced success had considerably higher Achievement Motivation than those who experienced failure. (b). Failure resulted from lack of achievement motivation, rather than from lack of ability and skill. (c). Changes in achievement motivation during competition were under the control of the performer.

Leslie Ruth Gilbert (1977) "International Attribution on Success and High Achievement Motivation for Men and Women Doctoral Dissertation" designed his study to examine applicability of attribution theory. The achievement motivation is high only when personal responsibility for task outcome is experienced. It was hypothesized among career men and women that there would be positive relationship between high Achievement Motivation and international attribution for success.

One hundred subjects were selected men and women were distributed equally on the basis or their carrier choice. The major finding of this study was that the internal attribution was positively related with the Achievement Motivation. A high achievement motivation group preferred a risk-taking career. Men and women significantly differed in their achievement motivation and career choice. This may be due to difference in the sex role.

Harvey Clayton (1979) achievement motivation, competitiveness, success and failure studied the success and failure
and their relationship with different components of achievement motivation. It is possible that success and failure may mean different to individuals with different types of achievement needs. It was found that persons with high achievement motivation, tend to have more positive influence on success than their counterparts, who possessed low achievement motivation.

Brown Beberly S. (1982). "The Inter-Relationship of Endrogynomy Self Esteem and Achievement Motivation of Female Athletes", conducted a study. Subjects included 75 female athletes from 8 varsity teams and 72 non-athletes from English classes on the basis of scores on two personality inventories, the Mehrabian test for achieving tendency for females. Subjects were categorized into four sex and three achievements groups. The self-esteem scores were also recorded for each subject. Regression ANOVA and Chiquate were used in the analysis of data. The female athletes were found to be more androgynous than the non-athletes. The non-athletes consisted largely of female of the female sex. Subject scored significantly lower in self-esteem. There was no significant correlation between self-esteem and Achievement Motivation.

Jane Mary Miner (1987), "Gender and level Achievement Motivation of Interscholastic and Intercollegiate Basketball
Competition", examined, whether differences existed between level of achievement motivation of male and female inter-scholastic and inter-collegiate basketball competition. The differences were measured by the achievement and affiliation scale of the personality research form. The instrument was administered to 80 males, 92 females. Of them 47 females and 41 males were at the high school level and 45 females and 39 males at the college level. Results were analysed through one way analysis. The results showed.

i. Inter-collegiate male and female basketball competitions did not differ in their level of achievement.

ii. Inter-school males had higher level of achievement motivation than inter-school females.

iii. Inter-school and inter-collegiate competitors did not differ in their levels of achievement.

Catley Delwyan, (1992). "An Overview of Achievement Motivation Theory" studied why few coaches would deny the importance of understanding the motivations of their athletes, why athletes would choose particular tasks over other, why they do or do not persist and what affects their intensity and level of performance. Recent theories of Achievement Motivation (Ames, 1984; Dweek and Elliot, 1983; Nicholls, 1989) attempt to explain and predict these behaviours by means of goal perspectives. Goal perspectives refer to the way an individual constructs his/her ability. The two goal
perspectives relevant here are tasks and ego orientation. The task-orientated individual measures ability in relation to his/her own improvement, while the ego-orientated individual measures ability in relation to others. The achievement goal for the task oriented individual is improvement through effort while for the ego-orientated individual it is demonstrating superiority.

2.1 AGGRESSION AND ANXIETY:

Silva J.M.(1976) “Changes in the Affective State Guilt as a Function of Exhibiting Proactive Assertion or Hostile aggression as cited by G.C.Roberts and K.M.Newell (Eds)” found that subjects who exhibited aggressive behaviour showed poorer performance than those subjects who did not exhibit aggressive behaviour. He also discovered that subjects who aggressed had lower concentration levels than those who did not aggress. His findings indicate that arousal, which generally accompanies aggressive behaviour, can interfere with an individual's concentration which in turn interferes with performance.

Hatcher Paul Graham (1980) “An Investigation of the Interrelationship Existing Among Psychological Aggression Court Aggression and Skill in Male and Female Inter-Collegiate Tennis Players”, studied the role of psychological aggression in
performance on 12 male and 12 female university tennis team members and concluded that men were significantly more aggressive than women, with respect to court aggression and women were significantly higher than men regarding psychological aggression and there was significant correlation between psychological aggression and performance.

Lerenz and cited by Richard H. Cox (1985) "Sport Psychology Concept and Applications" believe that aggression builds up within an individual and that this build up needs some form of release. He advocates that sport ought to be a substitute for war. In other words, because all competitive sport situations hold some degree of hostility between opponents, participation in them allows aggression to be dissipated in an acceptable manner.

Brid, Annemarie and Bernette K. Cripe (1986), Psychologically, aggression could have a positive influence on the performance outcome of an individual or team. If aggressive behaviour harms the positive either, physically or psychologically, thereby, weakening their resources, aggression could also improve a team's performance outcome by improving the process of that group. Accidental harm is not aggression, but acts that are intended to injure others are aggression, whether, or not they are successful.
Gill, Diane L (1986), A defensive back, who makes a hard tackle to stop a runner and a football player who gives an opponent an extra punch under the pile are both committing aggression, but most of us look at those two behaviours quite differently. The aggression literature differentiates instrumental aggression, which is aggressive behaviour committed to achieve a non-aggressive goal, from hostile aggression, which usually involves anger and has harm or injury as its primary goal. Much aggression in sport is instrumental as participants use aggressive behaviour to get the ball, score points, or stop opponents. Hostile aggression also occurs in sport and often the dividing line between hostile and instrumental aggression is quite fuzzy.

Gill, Diane L (1986), Aggressive behaviour is quite visible in sport. To observe aggressive sport behaviour, we could attend a basketball game and watch players ‘fight’ for the rebounds.

Aggression is one of the major forms of emotion. Aggression is supposed to be motivated behaviour, at least at a particular time. Aggression means such behaviour, which pushes others away from oneself or it is supposed to be resistive behaviour. Such a behaviour drive persons with their full energies and forces towards their aims in life.
Revsser Janet K. (1987) "An Analysis of the Aggressive and Non-Aggressive Behavior of College Basketball Coach", conducted a study on an Analysis of the Aggressive and Non-Aggressive behavior of a college Basketball coach. An Inter-Collegiate female basketball coach was selected by the investigator, she was videotaped six times during the 1985-86 basketball season. The data were systematically analysed by Cheffer's Adaptation of Flanders Interaction Analysis system and the emotion as dimension of Cheffer's system, CAFIAS. The results showed that the subject did not become more aggressive while losing as opposed to winning. More aggressive behaviour was exhibited during home games when compared to games played away from home. The subject became more aggressive when the first and the second halves were compared and became less aggressive as the season period of Time and emitted more directive behaviour as the season progressed.

Walker Vaughn, Thomas (1987) "Aggression is Sport, A study of Fouling in University Basketball" conducted a study on Aggression on a university basketball team. The purpose of the study was to determine differences in the occurrence of aggressive action (Fouls) under several conditions evident in basketball contests. The intent was to examine the possibility of predicting aggressive action throughout the game. Official's play-by-play score
sheets and officials National Collegiate Athletics Association Box Score Sheets were used to gather the data. The implications with the findings are the following: a) The frustration of the game situation causes aggressive behaviour. b) No cathartic effect is apparent as a result of displaying aggressive action. c) Several factors contribute to the occurrence of fouling behaviour in basketball games including accidents.

Radha K Pown (1991), A study was conducted on "psychological factors and soccer performance of South Indian University players". Modern sports training puts greater emphasis on preparing the athletes psychologically than physically, though, both play a significant role. Several investigations have revealed that, apart from somatic and physiological variables, higher level of performance is dependent upon an athlete's psychological makeup. In this study, psychological factors, namely competition, anxiety and aggressiveness were studied in relation to soccer playing ability. Accordingly, 100 south Indian inter-university soccer players from the states of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka were selected. Sports competition Anxiety Test (SCAT) questionnaire and Aggressiveness Questionnaire (AQ) developed by Rajher, Martens and Smith were employed to measure the anxiety and aggressiveness were adopted. Experts subjectively
rated the soccer playing ability of the subjects. The obtained factors on the psychological factors were correlated with soccer playing ability using Pearson’s product Moment Correlation and Partial Correlation to eliminate the influence of the third variable. It is traced from the results that, there is negative correlation between playing ability and anxiety and also between playing ability and aggressiveness. Of the two psychological factors, aggressiveness is highly correlated with soccer playing ability at an insignificant level. The results of this investigation reveal that moderate levels of anxiety and aggressiveness are present among the South Indian inter-university soccer players.

Sadasivam (1992), A study conducted on “A comparative study of aggression and anxiety among blind and normal school kabaddi players in Tamilnadu”. The purpose was to find out the difference between aggression and anxiety among blind and normal school kabaddi players in Tamilnadu. Seventy seven blind kabaddi players and eighty one normal players from various districts were selected as subjects for this study. The age group ranged between fifteen to seventeen years. To find the anxiety level, the investigator used Smith questionnaire for anxiety. T-ratio was computed to find out the significant difference and the result showed that the blind boys showed greater anxiety and aggression than the normal school boys.
Sundari (1992), A Study was conducted on “impact of extramural on Achievement Motivation, aggression and anxiety among college women, volleyball, basketball and kho-kho players”. The purpose of the study was to find out the influence of extramural competitions on Achievement Motivation, aggression and anxiety among college women volleyball, basketball and kho-kho players. Ninety college women players were selected at random from Stella Mary’s College, Vaishnava College, Madras, Anna Adars College and Valliammal college of Madras. The age of the subjects ranged from seventeen to twenty five years. Marten’s questionnaire was used as a tool to collect data. The results showed that Achievement Motivation, Aggression and Anxiety may be normal and extramural competitions did not have any impact on these variables.

Raju (1993), in his study titled, “A cross sectional study of level of Anxiety and aggression among soccer players with varying performance levels in Kerala state” was to find out the varying levels of anxiety and aggression among soccer players at Inter-Collegiate level, Inter-district level and Inter-University level. Players were randomly selected. The age group of the subjects ranged from seventeen to twenty five years. Marten’s questionnaire was used to collect the data. The result of this study showed that Inter-Collegiate subjects had greater anxiety than Inter-district and Inter-University players.
Alegaonkar (1997), Psychologists have tried to detect, the nature of aggression and presented certain theories about it. The study of these theories and their application in sports is quite useful in sports-Psychology. (1) McDougal who has given so much importance to natural instincts has pleaded that aggression is being created through instincts. (2) Buris Husman says “aggression is behaviour which is developed through training; especially human behaviour is more sensitive product of his training”.

Mishra, Vishnu (2001) Aggression behaviour is a physical act that can psychologically or physically injure another person or oneself. Aggressive behaviour against another person is called ectropunitive behaviour, whereas, aggression against the self is often labeled intropunitive behaviour. The conclusion of a study to determine the differences in aggression of male and female athletes was that female varsity athletes were more aggressive.

Rathore, B.S.O.P. Bhandana & Paramjit (2001), Aggression is a behaviour which always refers to an act that is committed with intent to inflict injury. Aggression is behaviour and actions that usually seek to inflict psychological and or physical harms either on another person or an individual’s possessions or dear ones. In boxing, aggression or offence is considered as the best defence. Therefore, the aggressive behaviour of boxers should be analysed
with reference to their sports' special ability. Fearfulness or anxiety, interacts with other psychological and physical states. Athletes have to overcome their aggressive thoughts and behaviours, helplessness, depression, low self-esteem etc and physiological changes like muscular tension changes in blood pressure, respiration, gastrointestinal disturbances etcetera. Many of those studies prove that there is an optimum level of anxiety that is compatible with good performance in a given task.

In modern competitive sports, the role of anxiety in sports performance has attracted the attention of sports scientists. A considerable amount of research has been done to ascertain the effect of anxiety and psychological stress, on the performance of motor skills of the player. Most of the researches pertaining to relationship between anxiety and sports are concerned with the questions, as to how trait anxiety and state anxiety affect sports performance.

Ogilvie and Tutial (1965), Kane (1966), and Singer (1969), all suggested that the trait of aggressiveness was more prevalent in successful athletes than it has in less successful athletes. In two separate surveys Pily (1979), found that highly successful athletes in soccer and Europe handball held more positive attitudes toward committing aggression in these sports than less successful athletes.
Hutson M.F. (1966) "The Relationship of Anxiety Level to Learning Skills Beginning Horseback Riding, Completed Research in Health, Physical Education and Recreation", studied 6 under graduate women participants in 6 weekly riding lessons to determine, whether, fear in students with high anxiety level could be reduced and, whether, difference in riding skill correlated with anxiety levels. Information was gathered from questionnaires regarding riding experience. All subjects showed a decrease in anxiety between the first and the third lesson. Five subjects showed increased riding skill from the second to the sixth lesson at the 0.01 level of confidence. Anxiety tended to decrease while skill increased.

Pech Ardon (1967). The Influence of Anxiety on Volleyball Skills, examined 32 students in a volleyball class by dividing them into two matched groups on the basis of the trait 8-parallel from anxiety test, prior to 13 class meetings, during which the French and Cooper served and repeated volleys test were given at the beginning, middle and end of the meeting. Induced anxiety was attempted by verbal and written suggestions that inadequate test performance compared significantly on the skill tests, but the correlations between the anxiety and the test performance were not significant. Induced anxiety produced significant changes in anxiety, but the changes were not uniformly in the same direction.
Kocher H.C. (1972) Anxiety-General Hostility and its Direction as a Result of Yogic Practices, attempted to study anxiety, general hostility and its direction as a result of yogic practices. He concluded that significant reduction was seen in general hostility and total anxiety score in forty subjects at the end of three weeks of training in Yoga. But no significant improvement was noted in the sub-factors of hostility. Kocher made a study on “Neurotic Trend and Yogic Practice”. The purpose of this study was, whether, Yoga could be helpful in reducing the neurotic trend or neuronism in student and in the general population.

Kocher H.C. and V.Pratap (1972). Anxiety level and Yogic practices, Yoga made a study on “anxiety level and yogic practices”. Fifty six students, three males and thirteen females of summer camp certificate course in Yoga were tested for anxiety levels before and after three weeks of training programme in Yoga exercise. In that, he taught twenty asanas and two yogic breathing practices, “Ujjaia and Kapalbhati”. An English version of anxiety scale was administered to measure the anxiety level. It was found that the anxiety level was significantly reduced after practicing the Yoga.

Cullen and Cullen (1975), found that mean number of penalties assessed to college hockey teams that were winning in a game was significantly higher than the mean number assessed to
teams that were losing: A closer examination revealed that the winning teams were more aggressive either, when they score or when it was extremely desperate.

Spielberger (1977) relates the concept of anxiety specifically to players. He defines competitive anxiety as the tendency to perceive competitive situations as threatening and to respond to these situations with feelings of apprehension or tension. According to Spielberger, fear of failure and fear of physical harm appear to be the most prevalent determinants of A-state in competitive sport.

Smith Belly K (1980), A study was conducted on the effects of anxiety on shooting proficiency among college women basketball players. Members of the 1977 - 75 South Dakota State University Women's Basketball team (N=12) were measured on Sports Competition Anxiety Test (SCAT) and on State Anxiety Inventory (SAI) Group one consisted of players who attempted over 122 field goals during the season while group two attempted less field goals. Results on ANOVA indicated that significance was found between scores on the SAI and SCAT. Significant (P<.05) Multiple regression equations to estimate field goal shooting proficiency from selected measures of anxiety, produced multiple R's ranging from 47 to 66 and accounted for between 22 and 44 percent on the
variance in performance. A multiple regression equation for predicting free throw success was not significant (P<.05).

Bird & Cripe (1986), based on the Spielberger (1966) conception of trait anxiety, Martens (1977) derived the notion of competitive trait anxiety as a situation specific or sports-specific construct. He defined competitive trait anxiety "as a tendency to perceive competitive situations as threatening and to respond to these situations with feeling of apprehension or tensions". Therefore, a person characterized by high degrees of competitive trait anxiety, would be predicted to perceive more competitive situations as threatening and should experience higher degrees of anxiety in those situations as compared with persons who have low levels of competitive trait anxiety. Anxiety differs from arousal, as it encompasses both some degree of activation and an unpleasant emotional state. Thus the term anxiety is used to describe the combination of intensity of behaviour and direction of affect, or emotion. The direction of affect characteristic of anxiety is negative in that it describes subjective feeling that are unpleasant (Spielberger, 1977) in Bird & Cripe, 1986.

Bird & Cripe (1986), Klavora designed a study between basketball players' performance and the athlete's pre-competitive state anxiety. He used Spielberger state - Trait anxiety Inventory
(STAI) to assess the state and trait anxiety scores of boys in high school basketball league. The score on the STAI ranged from low of twenty to a high of eight. The findings indicated that the allover ratings of poor performance were associated with either too little state anxiety or successive anxiety.

Bird & Cripe (1986), State anxiety is transitory in nature; it changes or varies over time. It is commonly referred to as A-state, which is the degree of anxiety a person experiences at a given movement. Spilberger (1986) was the first anxiety theorist to distinguish between such transitory fluctuation in level of anxiety and concept of anxiety as a stable personality variable. The anxiety reaction triggered by a particular competitive situation is called competitive state anxiety. It is the same as general state anxiety except that the stimulus instigating the anxiety reaction is always a sport situation.

Bird & Cripe (1986), Trait anxiety relates to both the frequency and intensity of a person’s elevation in A-state. More specifically, high trait-anxiety persons perceive more situations as being threatening and tend to respond to such situations with higher degrees of psychological intensity.

Bird & Cripe (1986), Competition anxiety is the anxiety generated in a sport competitive situation.
Mary Jane Miner (1987), Gender and Level of Achievement Motivation of interscholastic and inter-collegiate Basketball competition, reported case studies of two Squash Players who used stress inoculation training to control their anxiety in the Squash Court. Both players, one male and one female, faced poorly playing at a decreased level as a result of high stress. They had learn to control their anxiety. Both players were given right training sessions. Pre and post State anxiety results and the players ratings of their performance revealed that both individuals reported their anxiety levels decreased and their performance improved.

Rainey, David W and Herb Cunningham (1988) A study was conducted on the issues related to Competitive Trait Anxiety (CTA) among university athletes. Sixty four male and sixty four female athletes completed the Sport Competition Anxiety Test (SCAT) on a 9 to 18 item questionnaire. The questionnaire measured fear of failure, fear of evaluation, importance of sport success/failure in sport and satisfaction with sport experiences. It was hypothesized, that these issues would be significantly related to CTA. Questionnaire responses were factor analyzed and the four resultant factors were entered into a regression analysis of male and female SCAT scores. A fear of failure scale (Performance worries items) and a fear of evaluation scale (expectancy of criticism items) were
significantly related to male SCAT scores ($R^2 = 22$). Results support the proposed relationships of fear of failure and fear of evaluation to CTA, but also suggest that the pattern of these relationships varies across age, gender, sport, and other variables.

Cratty, Brayant J (1989) In studies of Skydivers, as well as in young competitive wrestlers, pre-competitive anxiety was studied at various times before competition. In both studies, experienced competitors were able to reduce pre-competition on pre-jump anxiety to levels that were manageable, whereas, in less experienced competitors, levels of the pre-performance anxiety remained high up until the time of performance.

Bird & Horn (1990) The components of cognitive and somatic state anxiety are the two most frequently investigated dimensions. Cognitive anxiety refers to feeling of worry or apprehension while somatic anxiety reflects heightened physiological activation. Therefore, in an attempt to understand the relationship between elevations in state anxiety and decrements in motor performance, researchers have generally adopted one of the perspectives - physiological or cognitive, for instance, employing a uni-dimensional, rather than a multi-dimensional framework.
Bird & Horn (1990), The cognitive State Anxiety Inventory-2 (Martens at 1983) was used to assess differing levels of cognitive state anxiety. Due to the multi-dimensionality of the inventory, both cognitive and somatic anxiety as well as pre-competitive level of self-confidence were assessed. Based on the data obtained by its developers, the CSAI-2 appears to have acceptable internal reliability and sufficient construct validity as assessment instrument.

Singh Agyajit (1991), Competitive anxiety and sports has been studied in relation to sex, age and sports performance. Anxiety and performance levels, have been reported to be significantly interrelated. It was found that performance level increased with practice and the anxiety level tended to decrease.

Kamlesh and Omkumari, (1991), A study was conducted on psychological profiles of international female Indian hockey players. The data collected on 238 national and international women hockey players on aggression, Achievement Motivation, trait anxiety, sports competition anxiety and extroversion, introversion and neuroticism by using relevant tests. In order to sketch the profiles six standardized intervals with the help of mean and so on a profile study of the total female hockey population (N=238) which participated at the 43rd senior National championship held at Chandigarh in 1989-1990 was done. The result on the study
indicated that international women hockey players exhibited low Achievement Motivation and moderately low competition anxiety.

Pandey Vivek, Jayasree and Shylaja (1991), Pre-Competition Anxiety in Track and Field Athletes as Function of Gender, and other in their study analysis the scientific analysis of pre-competition anxiety among athletes of both sexes and delimited to track and field athletes. Fifty college level athletes who participated in Inter-Collegiate Athletic Meet were administered Sports Competitive Anxiety Test (SCAT). The level of achievement and participation was noted. The results indicated that female athletes showed a lower anxiety level than male athletes. It was found that experience and achievement level played an important role in the management of Estate prior to the competition.

Pandey Vivek, Jayashree and Shylaja (1991) A study was conducted on the pre-competitive anxiety in track and field athletes as a function of gender. The result in general showed differences in the level of anxiety between experienced and inexperienced athletes, individual and team game players, and between male and female competitors. Female have often tended to exhibit higher levels of competitive trait anxiety conforming to different “temporal patterning of cognitive anxiety and somatic anxiety during pre-competition period".
Anxiety is an emotion that is difficult to define and even more difficult to reliably detect in performers. "Nervousness" is often used synonymously with anxiety. At one time or another, almost everyone has been nervous. Nervousness can be experienced at various levels of intensity, "Tension" is another term used to describe the chronic, usually low level anxiety to which we all seem to be susceptible.

Fear, a still higher level of anxiety, can have a serious effect on sport performance. Walker describes fear as 'intense anxiety experience in response to a specific threat". Anxiety can take the form of unconscious anxiety, an anxiety of which we are not consciously aware, or free floating or intense anxiety that appears and disappears - only to return again later. Coaches should be aware that in the case of free floating anxiety, the anxious person realizes that he or she is under pressure, but cannot attach a specific cause to the anxiety attacks.

Singh Agyajit (1991), Competitive anxiety and sports has been studied in relation to sex, age and sports performance. Anxiety and performance levels, have been reported to be significantly interrelated. It was found that performance level increased with practice and the anxiety level tended to decrease.
Jones G. (1992). Relationship Between Sports Achievement Orientation and Competitive State Anxiety, and Cale (1989) examined charges in cognitive anxiety, somatic anxiety and self-confidence in a sample of 40 male and female university athletes during the period leading up to the quarter-final stage of the English and Welsh Universities Athletic Union Championship. Subjects responded to the competitive State Anxiety Inventory-2 (CSAI-2) on six occasions during the pre-competitive period, 2 weeks, 1 week, 2 days, 12 days, 2 hours and within 30 minutes. The results demonstrated different patterns of charge for the females on all three CSAI-2 sub females. In case of cognitive anxiety, there was no charger across time in the males but females also showed an earlier increase in somatic anxiety than males. Self confidence remained stable in males but decreased in females on the day of the competition.

Sujatha, (1992), A study was conducted on "Trail anxiety and state anxiety differentials among inter-collegiate basketball players". The purpose of this study was to find out the difference that existed between trait anxiety and state anxiety levels among inter-collegiate basketball players. Fifty basketball players from Fatima College, Madurai, Lady Doak College, Madurai and Holy Cross College, Nagercoil were selected as the subjects. The age group ranged from
eighteen to twenty five. Spieliberger's questionnaire was used as a tool to measure the state and t-ratio anxiety level. T-ratio was computed to find out the significance. The results showed that the state anxiety was higher than the trait anxiety among Inter-Collegiate women basketball players.

Tyagi Saritha and Subramanyam (1992) Effect of Competition on Anxiety of College Female Hockey Players, conducted a study, to find out the effect of competition and anxiety of college female hockey players. Forty four female players participated in the Inter-Collegiate Hockey tournaments. They were administered to translate the version of Rainer Master SCAT on three occasions namely, one month before the actual competition, one hour before the actual competition and one month after the competition to determine, whether, forth coming competition increased the anxiety trend of Inter-Collegiate Hockey players. Results showed that the forthcoming competition increased the anxiety level of the players, though, not to a significant level and also that the experienced players possessed a higher level of competition trait anxiety than the experienced player.

Hasrani S.S. (1993) Pre-competition Anxiety of Basketball Ballers and Track and Field Athletes, conducted a study on pre-competitive anxiety of Basketball players and Track and field
Athletes. A sample of 25 basketball players and 22 athletes were administrated SCAT questionnaires, a day prior to their departure for the competition. Results showed insignificant differences in anxiety level of basketball players and track and field athletes. It was also revealed that basketball players had better experience in coping with the pre-competition anxiety than the track and field athletes.

The Degree of anxiety experienced by players during competitions and its subsequent effects on performance has been a burning question in sports psychology. Many investigators have observed that anxiety is not a unitary trait; rather, it is a more complex multi-dimensional construct, that involves a set of psychological, physiological and behaviour response components (Hasrani, 1993).

According to Kamlesh (1993), the tendency to use fear and anxiety interchangeably has been fairly common. However, psychologically the position is entirely different. Fear is 'rational emotional reaction to danger or the anticipation of danger or harm from a real objective stimulus in the external environment'. Anxiety is “an emotional reaction that is often irrational to conditions that may be unknown to other”. There is some truth in what Rethlingshafer (1963) says, “a fear is quickly passing cloud that moves across the sun, anxiety is the cloud that lingers and truly be
clouds the man. Fear results into an extremely heightened psychological arousal where anxiety is primarily a psychological state.

Parthsaradhi, (1993), A study was conducted on “A comparative study of anxiety stress and Achievement Motivation of basketball, volleyball and football players”. The purpose was to compare anxiety, stress and Achievement Motivation of basketball, volleyball and football players. Seventy six Madras university volleyball, basketball and football players aged between eighteen to twenty five years were selected as the subjects. Spielberger’s questionnaire, was adopted to find out the anxiety level. T-ratio was computed to find out the significance. The result of this study showed, that there was no significant difference between players of volleyball, basketball and football.

Subhasree (1993), A study was conducted on, “Anxiety differential at various levels of competitions among inter-collegiate volleyball players”. The purpose was to find out the anxiety differentials at various levels of competitions among Inter-Collegiate volleyball players. To achieve this purpose, the investigator selected hundred and twenty subjects who represented their universities in south zone intervarsity hockey tournament during the 1992-1993. The subjects were from Annamalai University and Karnataka
University. The age group ranged from twenty to twenty five. The investigators used Spielberger's Questionnaire as the tool for this study. To find out the significance, t-ratio was computed. The investigator concluded that there was no significant difference in Anxiety level among various levels competition among university players in both knockout and league tournaments. Hockey players showed more anxiety before the league competition than after the competition.

Thomas (1993). A study was conducted on anxiety, Achievement Motivation and Self-Concept among college women players of different types of games in Kerala. Hundred and fifty women players in total and fifty each from contact, non contact and individual games were selected as subjects. Handball was selected as the contact game, volleyball as non-contact game and shuttle badminton as individual game. The age group varied from sixteen to twenty two years. Spielberger's questionnaire for anxiety and Dr. Mukta Rani Rostogi's questionnaire for Self-Concept were the tools used for this study. F-ratio was computed to find out the reliability. The result showed that the level of self concept among the individual game was higher than that of the non contact and contact game. Anxiety level was the same in all the players.
In a published study on "Sports Achievement Motivation, Self concept and Anxiety differentials among Women Basketball and volley ball teams prior to SAF games", the purpose was to compare the level of sports Achievement Motivation, self concept and trait anxiety between Indian men and women basketball and volleyball teams prior to SAF games held at Colombo, 1991. To achieve this purpose, eight Indian men and eight women basketball players were chosen as the subjects. The data were collected when they were undergoing one month coaching camp at NIS, Bangalore. The investigator used Spielberger’s questionnaire of trait anxiety. To find out the significance, t-ratio was computed. The result showed that the women athletes underwent more anxiety than men athletes.

Alegaonkar (1997), A study was conducted, to find out the effect of anxiety on athletic performances. The proportion of possibility of success is known as anxiety. It is a negative aspect creating tension in the person. On the play fields, where there are plenty of situations happening or not happening, of certain things, create anxiety in the sports men. In many games the situation changes and the level of anxiety also differs. In volleyball when the teams are have scores 2-2, or 5-5, the anxiety level is minimal. But when scores increase more than 10, the players begin to lift the
service very easily. When the scores are 12-12, the anxiety level changes. The players of the team which has estimated the game of their opponents, lifts up the serve as usual, but players who are disturbed because of some anxiety, miss the ball while lifting it for the pass. When such a ball when missed or touches net again, develops a high level of anxiety and he misses even a simpler ball than the earlier. It witnessed that a player who has a powerful serve gets continuous 2-3, points and finished the game. So it is worth to note that excessive level of anxiety may cause negative effect on the performance.

Boon Maryin, (1997) conducted a study on the Relation Between Arousal and Rymanrtic Performance, Anxiety was assessed by means of the trait anxiety inventory. The Ithaca college Women's varsity Gymnastic team (N=18) were tested. The Inter correlation matrix of sever able gymnastic ability, pulse rate, palm or sweating state anxiety, trait anxiety and gymnastic performance revealed limited relationship between gymnastic performance and arousal anxiety.

of two areas of disagreement with Hardy's article: (1) how Hardy defines competitive anxiety, and (2) how Hardy advocates measuring the impact of competitive anxiety symptoms. The present authors outline a rational based on R. Lazarus' (1991) stress model for differentiating between anxiety and other positive emotions with similar symptoms. It is argued that although, a definite alternative to contemporary measurement of symptom direction cannot be offered, four important measurement issues are highlighted that must be addressed, as anxiety measurement moves into the next millennium.

Arora, Santosh (2000) "Competitive Anxiety Among University Players" conducted a study on "anxiety on University individual and team game players" to determine difference in the occurrence of competitive anxiety of sports persons and team games and individual games in relation to competition anxiety. The implications with the findings are the following: a) There are significant differences between male and female university players in competitive anxiety. Female players are more anxious than the male players. b) Female athletes have the highest competitive anxiety. The female hockey players have the lowest competitive anxiety, whereas, male Table Tennis players have less competitive anxiety. c) Players of team games have low level of sports competition
anxiety prove players of individual games like Athletics, Chess, Swimming, Table Tennis have high competitive anxiety.

In spite of the plethora of research conducted across the globe in the areas of physical education, self concept, Achievement Motivation, the researcher after a thorough investigation into the research carried out, found that these areas and levels of self concept and Achievement Motivation among sports girls have not been investigated in this part of the geographical area of the country.

Hence, the researcher proceeded further to find out the self concept and Achievement Motivation among sports girls in secondary school students in Guntur district.