CHAPTER - I

Introduction

Human organism is an extremely complex structure with unimaginable complex functions. Nowadays more and more emphasis is being laid on the study of psychological factors, which controls condition and modify human behavior. Psychologists from all over the world are critically and enthusiastically examining psychological aspects of sports, applying research from related areas to athletic situations and attempting to make sense out of sparse factual material, considering the popularity of sports, its length of existence and its impact in society, relatively little research has been done with athletes. Consequently how much is really known about aspects of psychology as they related to sports.

The sports performances have been improved at a rapid pace in the last two decades. Many factors have contributed towards the rapid improvement of sports performances. In the modern era, sports sciences as a whole have played a significant role in the improvement of latest training methods of sports performances.

Badminton player’s psychological demands on its participants, which become more, pronounced at higher the level of competition. The psychological demands are linked with the intensity at which the game is played. Without the necessary attributes the individual will not be able to cope with the stresses of pay at the top level. This makes the interpretation of psychological profiles of individual players more difficult and sports performance can be outlined more precisely.
On the other hand, we are by no means still in the Dark Ages. Orderly laws of behavior can be applied to the athletically gifted so as to understand and predict performance. Studies in athletic environment with athletes can and are occurring more frequently now than ever before. In fact, a sport in the wider perspective means pleasure as well as competition. In other fields of human activity in sports, competition has become very intense and all individuals and nations are striving very hard to gain supremacy over others. Olympics and other world competitions may stand testimony this fact.

Psychology as a behavioral science, had made its contribution in this regard, it has helped the coaches to trained more efficiently and enhance sportsman's performance more proficiently. Sports psychology is an application of principles, methods and techniques of analysis, appraisal and enhancement for optimizing human sport or human athletic behavior. Sports psychology as an area of study involves many individuals of diverse backgrounds with a common interest that of knowing more about athlete and sport. Newspaper accounts reflect psychology employed prior to or during competition and radio and television sports announcers and analysts delve in to the mysteries of explaining unexpected athletic performances. Coaches and athletes do likewise as do sports fans. But the major direction of the intellectual pennant, sport psychology has led to the recognition of the science of ‘human behaviors’ as are placement for practices, heretofore based on common sense, popular belief and half-truths. Association for the Advancement of Applied Sports Psychology (AAASP) one of the professional societies representing Sport Psychologists gives comprehensive and generally accepted definition. According to the
AAASP, Sports psychology is (a) the study of the psychological and mental factors that influence and are influenced by participation and performance in sports, exercise, and physical activity, and (b) the application of the knowledge gained through this study to everyday setting. Sports psychology professionals are interested in how participation in sport, exercise and physical activity may enhance personal development in well-being throughout the life span. Historically, the coaching of athletes has largely emphasized the development of technical ability and physical fitness to the neglect of critical psychological factors. Although it is widely appreciated that mental and emotional states can make the difference between winning and losing, the role of psychology in sports has largely been restricted to pre-match advice and instruction. This is likely to be of little value. The demands of competition are such that the psychological preparation of sport people needs to be carried out over a prolonged period of time for it to be effective. Sports psychology is a relatively young discipline, and sports psychologists are only beginning to provide answers to some of the many questions about sports and exercise behavior.

During the past two decades sports psychology has emerged as a legitimate field of scientific enquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sport and physical activity. Sport involves extremely complex behavior issues. As a consequence of intense competition a sportsman’s behavior may undergo important changes. Physical education scientists and coaches have not be expert only in the matter of skill training but also be engineers who understand the mechanism of human behavior or the playfield, under extremely diverse situation. Sports psychology as an applied psychology has taken giant
strides. The knowledge in all fields of human endeavor, especially of behavior has expanded to such an extent that it is difficult to discuss one aspect of behavior without reference to others. In the field of competitive sport, training of the athletes is incomplete without psychological training of the competition. Psychological readiness and mental health play decisive role as to determine whether or not an athlete in competition and in training responds to their optimum potentials. Interestingly, the need for sport psychology seems to be increasing in two contradictory ways. First, athletes and coaches, in search of the winning edge are looking to sport psychologists for a mental advantage. They are asking for techniques and procedures that will make the good athlete even better. As physical skills, training techniques and work-loads reach their maximal levels, the remaining frontier is the mind. It is now being claimed that “regardless of how much ability, skill or fitness person possesses for a particular task or sport, the success or quality of his performance will in the final analysis probably depend on his particular psychological make-up”.

Certain psychological characteristics and personality features facilitate participation in physical activities and acquiring proficiency and skills which intern may enhance desirable psychological dimensions.

Sports psychology is primarily interested in the analysis of behavior of sportsmen. On the basis of the large number of observation and evaluation of individual sportsman, a number of personality profiles related to high sports achievement, have been determined. These profiles are drive, determination, intelligence, emotional, aggression, leadership, self-confidence, mental toughness, quality of life, trust and conscience development. One of the earliest areas of study to receive systematic attention in the field of sports psychology was the study of personality. To many researchers and coaches it seemed reasonable to assume that consistencies in behavior or dispositions to behave in a particular manner (traits) could influence one’s athletic ability. Understanding the
relationship between personality and sport is indeed a complex and often confounding area of enquiry. For winning the games, it is not only the proficiency in the skills, which brings victory, but more important is the spirit of the players in which they play and perform their best in the competitions. It is important to know about the role of emotional phenomenon like Incentive motivation, Achievement motivation, State and trait anxiety, sport competition anxiety, self-concept and competitive behavior of the players during training as well as competitive situations, a coach has the job of helping the athletes to find out his specific talents and factors of their fullest potential. This includes developing not only the athletes innate physical attributes but also his attitudinal, motivational and psychological traits.

Anxiety refers to that emotional state of mind where fear of danger or loss or suffering is a prominent feature. It generally arises as a result of fear of something unknown, which creates tension and disturbance. Anxiety is a temporary condition caused by one immediate perception of the environment.

Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities. Achievement motivation is an effective arousal state directing behavior in an achievement oriented activity cognitively appraised as potentially satisfying. Motivation inspires an individual to do something. It is that psychophysical condition of the organism which causes an individual to work and strive to fulfill his needs. Anxiety and Motivation are important psychological variables in sports and its need to achieve high level of competition. Without knowledge of these two variables athletes cannot give best in competition.
The achievement motivation is one of the important motives, as it leads and directs the individual to ease his tension needs, develop consecutive plans to achieve successive goals and to implement these plans the way that allows more than other calming urgency of the individual needs and his motives. Achievement motivation has its importance to the individual because it reflects a desire to do the hard work and its ability to deal with ideas and things in an orderly, objective and independently manner. It also reflects the ability to overcome the obstacles faced and reaching high level in the areas of life, with increasing the individual self-appreciation and competing with others and overcoming them. Researchers finds that there are many studies and researches had dealt with the subject of sport for all and most of these studies sought to identify the objectives of sport for all to the participants or to develop strategies for sport for all in different countries or to identify the effect of practicing sport for all activities on varied different health, social, physical and Psychological aspects and has indicated in most of these studies that there are many obstacles that prevent the implementation of sport for all programs within the youth centers, which is one of the most important factors that lead to poor achieving motivation for the specialist of sport for all and despite the availability of many researches that studied achievement motivation, but there was no specialized tool to measure achievement motivation for the specialist of sport for all, so the current research aims to establishing an achievement motivation scale for the sport for all specialists. (Aziz Badawy, et al.2010)

There is a close relationship between Achievement and anxiety. Achievement motivation is an effective arousal state which directs the human behavior for successful participation in sports competition. There should be an optimum level of achievement and motivation for participation in competition at different levels mainly, State, National and International levels. One should have a desired level of anxiety and achievement to meet the task to be accomplished in competitive sports. The researchers felt that it is worthwhile to find out the relationship between achievement motivation and anxiety.

Motivation is an essential element of human personality. It directs a person’s activity and makes it more or less dynamic. Without the desire to succeed other psychological features and abilities do not provide nearly so much influence on performance. Achievement motivation influences other factors affecting performance in sport like: physical preparation, technique, tactics and even life style.

Anxiety can be described as the tension and worry that results from distress. Anxiety is a negatively charged emotional state characterized by discomfort and nervousness. Generally speaking, there are two forms of anxiety trait and state. Trait anxiety is a personality characteristic that is relatively stable over time, pre-disposing the individual to be anxious across a wide variety of situations. State anxiety on the other hand, refers to a ‘right now’ kind of anxiety that is situation-specific. One of the factors that are believed to have a significant effect on athletic performance is the level of state anxiety experienced prior to an athletic contest. This is referred to in the literature as pre-competitive anxiety.

It is the challenge in sports participation, which produces anxiety. Anxiety determines how successful he would be. Anxiety may be positive motivating force or it may interfere with successful performance in sport
events. The degree of anxiety also varies with a number of different conditions. Anxiety is likely to be greater in higher competitive sports than in relatively non-competitive sports, because in the competitive sports, participants are made upon them to succeed. The study of the effect of anxiety on sports performance has become a major topic of interest for sports psychologists, in recent years. The degree of perceived anxiety is an important variable to be concerned for the performance of an individual typically becomes in competitive tendency to perceive competitive situation as threatening that is intense competition creates varying levels of anxiety with in different performers.

Some react adversely to the competitive situation by reaching states of hyper anxiousness which often results in the inability to achieve optimum level of performance. Competitive trait anxiety as the relatively stable disposition of an individual to perceive threat in competitive test (SCAT) in order to provide a reliable and valid instrument which is a situation specific anxiety. High on competitive situations with higher levels of anxiety than persons low on competitive trait anxiety.

It is generally recognized that psychological factors are of crucial important in high level competitive sports. The relation between anxiety and performance has been the subject of many thorough researches found no gender differences for competitive anxiety. They also demonstrated that the more experienced college player is he or she would show lower of cognitive and somatic anxiety than the less experienced player. (Vishwanath a. Kodape, 2013)²

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Athletes cannot perform at their best like they usually do because of anxiety. Consequently, their performance is affected during the competition and they seldom achieve victory. Therefore, there is a need to give a positive thinking and better mental skills to solve the problems that may arise because of anxiety. If it is not handled well or misinterpreted, the athlete will lose control and their performance will decrease. Several researchers examine the relationship between anxieties and learning states that performance improves with increasing levels where upon further increase in arousal cause performance impairment. (Zamirullah Khan, et al. 2011)³

The relation between anxiety and performance has been the subject for many researchers. Studies showed that the high experienced player would show lower levels of anxiety than the low experienced player. As far as sports is concerned, studies supported that it is a sport, which includes complex and accurate motor skills and they suggested that psychological factors play a decisive role in a competition, differentiating between successful and less successful teams.

Athletes who perform better than those who have moderate anxiety levee laree higher low. On the other hand, people who have low anxiety perform better than those who have high anxiety and are emphasized the nonlinear and complex relationship between anxiety and performance. Currently running sports scientists interested in the psychological effects of different variables that affect athletic performance show. One of the variables that are closely associated with athletic performance, the

location of athletic sports competition anxiety will appear. Findings on the relationship between stress and performance anxiety and suggests athletes have a negative impact on performance anxiety. Tension is defined as integrating a wide range of experiences, including memories, thoughts, evaluation, and comparison among other social factors.

Most studies have been conducted on the role of anxiety and negative effects on the athletic performance of athletes. For example, cognitive anxiety and somatic anxiety athletes approached the competition and increased their self-esteem, which drops. A significant negative relationship was achieved between competitive anxiety and sport performance. There was a significant negative relationship between competitive anxiety and sport performance athletes there. But in some other studies in this regard, weak have been reported and some studies have also shown. With these issues in mind, sports sociologists have tried to modify and manipulate the anxiety and hence increase athletic performance solutions provider. Applied Sport Psychology, competitive athletes in their quest for increased performance, the tradition a methods of cognitive based behavioral techniques to increase restraint use has these methods are generally considered to increase this skills. In contrast, there cent theory of behavioral (third wave behavior therapy), the profession of psychology on are emphasized variables such as values, tolerance and global awareness. Techniques of conscious pervasive today as aments control negative emotions in order to use Maximum capacity and skill athletes in competitive scene has found widespread use.
You can surround vigilance in controlling anxiety and other negative state in competitive situations may arise—may play an important role and therefore can have a positive impact on athletic performance. In addition, studies show to pervasive awareness straining has a positive effect on athletic performance. Gardner and Moore (2004) with a combination of specific components and related interventions alert broad-based acceptance, Intervention program to increase a wariness and adoption of a comprehensive approach to its performance and called alertness founded inclusive- Compliance- Commitment (MAC). These programs help, insists non-judgmental attention to their laities happening in the skills development and self-control that is associated with optimal performance. The two case studies conducted and reported that their teaching practices planned programs of awareness in the present moment, improve the performance and joy in participant’s athlete (Mahdi Sharifi Moghadam, et al. 2013)

Aggressive is an immune response that can be considered aims to remove barriers and eliminate the threat and aggression damage or destruction to anyone or anything. As the field of physical education and health-related are developing and specialization and athletes aggression are important discuss in the field of sports psychology, therefore, different research were done and we mention some of them.

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Daniels K. Thornton E. (1990) found that there is a negative correlation between aggression and duration of training education. Turner and Kylie (1970) revealed that after watching the basketball and American football sports, spectator’s aggression was increased and watching wrestling cuts the rate of aggressive.

Skelton and colleagues (1991) were studied taekwondo belt ranks on aggression of 9-11 years old children’s. The survey results showed along with that growth and high levels of combat, due to the duration of training in martial arts aggression levels are reduced Cullen and Cullen (1975) found that the weak groups at beginning and end of the game are more willing to aggressively while strong groups in the game showed a tendency to aggression. Weber R (1979) showed that the aggression has increased during and after the race of soccer.

Aggression in sport can be caused by a number of factors. The most identifiable reasons are the rules of the game (level of physical contact), frustration, instinct, presence, arousal, environmental cues, self-control and also the behavior of those around. Other factors in aggression include personality, media involvement, coaching, role models and the society we live in. The following is an insight into the term aggression in

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sport, using the social learning theory and environmental cues theory. I will explain examples of each theory and try and contrast them. Frustration is known to play a key role in aggression. It is the view that is innate and also something that is learned (aggression). It can occur in many different circumstances and one of those can be an athlete not achieving his or her goal targets. Having a point disallowed or being fouled by an opponent on more than one occasion can lead to frustration. **Dollard (1939)**\(^{10}\) argues that aggression is innate and only occurs in a frustrating situation but **Miller (1941)**\(^{11}\) claimed to differ. He stated that it was frustration that made aggression more likely, he also stated that for one or more reasons athletes won’t show this aggression in their profession.

An example of this can be when a coach under uses a player, who out of professionalism or even out of respect for the coach won’t show aggression. However, this could affect the personal life of an athlete, where they keep all there aggression out of their profession and channel it into their social life. This is related to Frauds notion of displacement, where we want to do something we know is not acceptable for instance confront the coach, but for some reason keep it channeled. Violent behavior can be seen as the intent to hurt or injure an opponent, whereas to others the use of aggression can merely be seen as the product of hard work and motivation hence the term passion being used by many people.

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when they witness aggression. (Brede Meier, 1983) defined aggressive behavior as “the intentional initiation of violent and or harmful behavior. Violent means any physical, verbal or even nonverbal offences, while harmful behaviors stand for any harmful intentions or actions (bad challenges or cursing). This also means that injuries caused by a bad challenge accidentally will not be considered as aggression, but would result from the opponent having inferior ability to perform a good legitimate challenge.

Psychologists have distinguished two types of aggression in sport, hostile and instrumental. Hostile aggression is a participants purpose to solely harm someone physically, using their fist or elbow can fall into this category and a sporting example of this was shown in football by Ben Thatcher of Manchester Club when he slammed his elbow into Pedro Mendes of Portsmouth club. This can also be called reactive aggression (sympathetic arousal) and is associated with anger. Instrumental aggression can be used to achieve a goal, which can be to tackle harder to gain possession of the ball i.e. rugby. It is also known as channeled aggression, the ability to turn it on and off and control there temperament and it is not associated with anger. Rules of games differ and what you would call emotion and energy in one sport can be seen as an assault in another, a full on tackle in American football would be seen as a sickening assault in basketball. Emotion and energy in a game within the rules though can be assertive behavior. Hussmannand Silva (1984) say this behavior is goal directed (instrumental) that does not break rules of the game and although it isn’t intended to harm, it can still be seen as

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aggressive behavior in a non-sporting event. Social learning theory suggests that aggression is something that can be instilled in a child from a very early age. We learn social behavior by observing and imitating the behavior of others, in particular observing the consequences of particular actions (Bandura, A. 1979). From the age of 5 onwards children start impersonating others and start to look for role models. One example can come from the presence of a father this can promote muscularity and impersonation of their father’s actions.

In particular when it comes to sports some fathers can become aggressive, this comes from the father wanting their child to be a better performer then the other children, which in turn signals aggression in the father pushing the child further in working harder. There are many ways a child can react to a father pushing them hard, one way can be to work harder or even quit the game, and another way can be aggression. A child can use aggression as a way of getting anger out of there system or to even please their father as a way of showing acknowledgement, some fathers applaud rough play and the children respond to this. Some parents have faint hopes their child might be talented enough to become professional, this boosts the parents ego and they take credit for their child becoming successful. Children will observe behavior and use role models as examples to copy from, these role models usually come from sports the child participates in and if a child witnesses aggression from their role model they sense that to be like their role model they have to follow suit. It becomes a major development of the child’s identity, although as they grow up, cognitive development such as aggression can change to non-aggression due to personality changes as they age.

Another theory that affects aggression in sports is the cue theory proposed by Berkowitz, L (1969). It is argued arousal is increased by frustration which can be felt as anger or psychological pain. Sporting events can increase arousal and can boil over if a frustrating situation occurs as argued by Dollard. Circumstances such as missing an important penalty, being fouled or wrongly penalized and arousal into an athlete’s game.

Berkowitz, L (1969) claims arousal only leads to aggression in environments that contain cues. He found that people were more violent if they had seen a violent movie or if they witnessed weapons in a room then had they seen a badminton racket which would cause less aggression. The Gym can be used as an example of this, where if the soundtracks from Rocky Balboa were being played in the gym it would increase arousal and the gym user would show more aggression, signifying that the relation of the songs to the violence portrayed in Rocky can have an arousal effect. Other sports associated with aggressive behavior are boxing, rugby and ice hockey. The environment surrounding these sports are of an aggressive nature and are socially accepted as a violent sport and at times the violence shown is expected and is promoted by coaches and fans alike. Certain environmental cues cause aggression to be pulled out of an aroused individual. This can sometimes hinder a performance of an athlete due to over arousal, setting their standards too high can cause frustration if they don’t perform and that’s when they can become a danger to others and also themselves, as Paul Gascoigne found out at Wimble when he clattered into Gary Charles of Nottingham Forest and injured himself badly.


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The psychological demands vary with the level of competition, the playing style, the positional role, and environmental factors. Nevertheless all outfield players must be mobile, capable of covering ground quickly to contest possession, play the shuttle defense and attack. They may need to sustain stepping and recover quickly to move into positions.

Badminton teams have been now a day played by the absence of super performers. Various institution and individuals have been making effort to find and train talent in this department with an idea to promote excellence in Badminton. It is a known fact that infrastructure facilities for training of University Level Badminton Players have improved amply. The only factor, which perhaps does not seem to have been given adequate attention, is the psychological approach. Present study is a modesty effort in this direction to prepare Psychological Profile of National Level Badminton players.
Statement of the Problem

In Indian sport arena coaches and trainer are still believes that players are born not to be made, But this idiom is not completely true. For developing a medalist for International level, physical as well as psychological variables having vital role. Under Indian condition more emphasis are given to physical fitness development rather than psychological. In the game of badminton which is an individual sports event a players need to be stronger psychological to adopt and tolerate match pressure. In this way a players should be screening in early ages so they can adjust themselves in very early ages to handle the demand of the game. As per researcher on experience and available literature study related to psychological profile of badminton is very limited that’s why researcher had undertaken this problem as to prepare the “Psychological Profile of University Level Badminton Players”

Objectives of the Study

The Objectives of the present study were as under –

1. To prepare the psychological profile on the basis of psychological characteristics of university level badminton players.
2. To characterize the psychological characteristics of the different zone badminton players. i.e. North, East, South, West and Central zone.
3. To compare the selected psychological variables among the university level badminton players of different zone.
4. To find out the relationship of selected psychological variables with the performance of university level badminton players.
Delimitations

The delimitations for the study were as follows-

1. The study was delimited to the 100 male university level Badminton players

2. The study was further delimited to five zones of InterUniversity i.e. East, West, North, South and Central Zone.

3. The study was further delimited to following selected psychological variable i.e.
   a) Incentive Motivation (consisting of seven systems viz, Excellence, Power, Sensation, Independence, Success, Aggression and Affiliation).
   b) Achievement Motivation.
   c) State Anxiety.
   d) Trait Anxiety
   e) Competitive State Anxiety (Cognitive State anxiety, Somatic State Anxiety, Self Confidence).
Limitations

The limitations for the study were as follows-

1. Questionnaire of research has its limitations. As such, any bias that might have crept into the subject response on this account would be considered as a limitation of this study.

2. Badminton Player’s perception towards own behaviour may be different. It would be considered as another limitation of the study.

3. No motivational techniques would be used to motivate the subjects and therefore, the difference that might have occurred in performance due to lack of motivation would also recognized as one of the limiting factors.

Hypothesis

On the basis of reviewing the available literature and as per the decided objectives of the study it was hypothesized that:

1. It was hypothesized that there would be significant difference in all the selected psychological variables i.e. Incentive Motivation, Achievement Motivation, State Anxiety, Trait Anxiety, Competitive State Anxiety (Cognitive State anxiety, Somatic State Anxiety, Self Confidence), at the different zone of university level badminton players.

2. It was also hypothesized that there would be significant relationship between selected psychological variables with the performance of university level badminton players.
Definition and Explanation of the Terms

Psychological Profiles

Psychological Profiles are broad personality factors that govern them way i.e. one thinks feels or behaves. (Richard .R. 1978)\(^\text{17}\)

Cox (1985)\(^\text{18}\) writes that based upon a number of inventories, the profile is a distinct pattern of responses that a particular group of subjects, such as elite athlete, displays.

Motivation

Motivation in general is a process which indicates why people participate in sports, the way they do. The urge to run and play when young to excel when competing to struggle when hindered to prove something when challenged to escape when confirmed to be aggressive when angered and to flee when frightened are typical of man as he matures and develops and move through life’s many dangerous and competitive situations. (Reuben,1971)\(^\text{19}\)

Incentive Motivation

The system by which the researchers examine the motivation of young competitors by assessing what goals athletes perceived as available as a consequence of their participation in competitive sport and effective these goals were to them (i.e.incentive values of these goals).\(^\text{20}\)

\(^{17}\)www. An Encyclopedia of psychology
\(^{18}\)Ibid.
Excellence

Excellence means "opportunities for athletes to do something extremely well or to be very good at something".\textsuperscript{21}

Power

Opportunities for athletes to influence change and control the opinions and attitudes of other people (primarily other athletes and coaches) have towards them.\textsuperscript{22}

Sensation

Opportunities for athletes are to have existing interesting and sensory experiences primarily in term of novelty, uncertainly and complexity.\textsuperscript{23}

Independence

The attractiveness of opportunities to do one’s own without the help, advice, encouragement and interference from other people.\textsuperscript{24}

Success

An incentive success is attached to status prestige, recognition, social approval. The social and self-esteem that occurs from being successful is called success\textsuperscript{25}

\textsuperscript{22} Ibid. p.63
\textsuperscript{23} Ibid.p.53
\textsuperscript{24} Ibid. p.76
Aggression

The tendency of players is to report to physical domination, intimidation and subjugation of one's opponents or to ascendancy over other people (i.e. power) secondary F.N.S.26

Affiliation

The finding of attaining, maintaining and consolidating doeswar minter - personal relationship with other people.27

Achievement Motivation

Achievement motivation leads people to set realistic but challenging goals. To become an elite athlete in any sport requires hours upon hours of training. Often this training is rigorous, painful or injurious. However, the athletes who have reached the pinnacle of their sport have more than likely put in their time to get to achieve that high level of success. To do this, these athletes must have something that motivates them to continually push their bodies and come back from whatever struggles or setbacks they may experience along the way.28

It is an athlete's predisposition to approach or avoid a competitive situation.29

26 Ibid. p.94
27 Ibid. p.43
29 Ibid. p.36
Anxiety

Anxiety is a subjective feeling of apprehension and heightened psychological arousal.\textsuperscript{30}

Anxiety is a state of emotional and physical disturbance induced in person by real or imagined threat.\textsuperscript{31}

State Anxiety

State Anxiety (A - State) is a transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived felling of tension and apprehension and heightened autonomic nervous system activity.

State Anxiety is the actual feeling or state of apprehension and tension at any given moment. Person with high trait anxiety tends to have high state anxiety in stressful situation.\textsuperscript{32}

Trait Anxiety

Trait anxiety is a pre-disposition to perceive certain environmental situations as threatening and to respond to these situations with incased state anxiety.

Trait anxiety is the tendency or pre-dispositions to become anxious in stressful situation.\textsuperscript{33}

\textsuperscript{30}E.E.Levitt, \textit{The Psychological an Anxiety} (Hillsdate: N.J.Evibaum, 1980).
\textsuperscript{31}Encyclopedia American, 1966 ed. S.N.Anxiety.
\textsuperscript{32}Dine Gill.\textquotesingle\textquotesingle Psychological Dynamics to Sports\textquotesingle\textquotesingle (Human Kinetics Publishers Inc. Champaign Illinois, 1986) p.75.
\textsuperscript{33}Ibid. p.29.
Competitive State Anxiety

A tendency to perceive competitions situations as threatening and to respond to those situations with feelings of apprehension or tension is sport competition anxiety. Competitive anxiety is the sports specific counter part of the motive to avoid failure of the tendency to become anxious and worried about failure to sports competition. 

Self- Confidence

Self- Confidence is defined as the strength of or is communication that he or she can successfully execute a behaviour required to produce a certain outcome. Rigorous Practices boosts it enormously, over and above success in concerned fields leads to its Zenith.

Somatic Anxiety

Somatic anxiety is primarily a tension phenomenon with Restlessness, Agitation, Impatience, Hyperactivity and Instability. It is largely but not entirely observable. Somatic anxiety refers to the physiological and affective elements of anxiety, it is characterized by bodily symptoms such as rapid heart rate, shortens of breath, clapping hands and tension in the stomach and muscles.

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34 R.D.Master. Sport Competition Anxiety Test (Champaign Illiniosis: Human Kinetic Publishers, 1982),pp.89-90
35 Ibid. p.61
38 www.wikipedia.net
Cognitive Anxiety

Cognitive anxiety in sports is defined as negative expectations about performance.\(^{40}\)

The cognitive component entails expectations of a diffuse and certain danger.

Significance of the Study

There are numerous factors, which are responsible for the performance of Badminton Players. Some of the Psychological Profiles to play a prominent role in this regard, it is considered important to have an understanding of these psychological profiles from the basis of sound techniques. It is therefore presumed that this study may make worthwhile contributions in the following ways.

1. The study provides the first hand information regarding the profiles of Badminton Players at university level in terms of the Incentive Motivation (consisting of seven systems viz Excellence, Power, Sensation, Independence, Success, Aggression and Affiliation), Achievement Motivation, State Anxiety and Trait Anxiety and Sports Competition Anxiety.

2. The findings of the study may be add to the existing knowledge in the area and will be beneficial for the players, coaches and researchers for getting a feedback.

3. The study may be helpful for the Self-assessment in terms of selected psychological variables of the players.

4. The study may be helpful to find out the behaviour of the players in different circumstances.

5. It may be helpful to the players to fix realistic goal during competition.

6. The study may be helpful in comparing the various psychological profiles of Badminton players at different level.

7. The results of the study may be further helpful to determine the role of these selected psychological variables with the performance.

8. The study will provide the clues and about strength and deficits of university level badminton players in respect to selected psychological variables. This may help to in identify and suggesting measure for further augmentation of potential and overcoming lacking in characteristics.

9. The present study may be help to classify the qualities aspects of university level badminton players in respect to selected psychological variables to their achievement.