CHAPTER II

REVIEW OF RELATED LITERATURE

The research scholar has made sincere efforts to locate the relevant studies available in literature. Some of the studies found relevant to this study have been cited below.

Saputra\textsuperscript{22} (2012) conducted a study to examine the mental toughness perceived by selected National football players. A sample of twelve Malaysian footballers (current and ex-players), aged 19 to 57 years old agreed to participate. All of them had been playing in the Malaysia national football league that consists of four former national footballers, four former state footballers and four currently active footballers. Among them, five individuals were active as a coach. A semi-structure interview scheduled was used in the research. All of the respondents signed the informed consent letter for tape-recording of interview. The transcribed verbatim from the tapes were content analyzed by the authors to identify the themes. The

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results showed that eight themes emerged from the interviews, which are motivation, negative energy, self-confidence, positive energy, visual and imagery control, patriotic spirit, perseverance and attention control.

**Kumar Sanjay & Kumar Praveen** (2012) conducted a research study with the purpose of investigating and comparing somatic tension; cognitive worry and self confidence of inter varsity level athletes of selected track and field event. The study was delimited to sprinters and jumpers of selected track and field. The study was further delimited to the Inter University level athletes. The study was delimited to assess’ competition anxiety level of competitive inventory – 2. The data containing to somatic tension, cognitive worry and self confidence were collected from 27 items of the questionnaire as per the slandered procedure laid down in the normal sports competition anxiety test. There was no significant difference in self-confidence between sprinters and jumpers from track and field athletics. Cognitive worry of sprinters and jumpers

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23 Kumar Sanjay¹, Kumar Praveen², (2012), Comparison of somatic tension, cognitive worry and self confidence of interuniversity level athletes of selected track and field events, Research Scapes/Volume-I, Issue- II, April-June-2012/ ISSN:2277-7806
were not significantly different Sprinters and jumpers competition anxiety is of same level. Cognitive worry, somatic tension and self confidence of inter university level sprinters and jumpers are of similar level.

Singh et al\textsuperscript{24} (2011) studied the pre-competitive and post-competitive anxiety in inter-university basketball players. A group of 30 players (15 of each sex with age group of 18-25) were selected from Amritsar, Punjab, India through purposive sampling technique. Data were collected from athletes using a Sports Competitive Anxiety Test. The result of the study reveals that there was significant difference in 0.01 levels of pre-competitive anxiety and post competitive anxiety among the male and female inter-university basketball players.

Sureya Yonca Bicer\textsuperscript{25} (2011) the objective of his research was to study the effect of aerobic exercise on anxiety and secretion of cortical in young male volleyball players. Cortisol is a stress hormone


which is secreted in reaction to anxiety and highly affects carbohydrate, fat, and protein metabolisms and has a stimulating effect on central nervous system and circulatory system. In this research which was semi-empirical of 240 volleyball players with the average age of 17 to 21 years, and divided into one group of 15 subjects; an aerobic exercise group that performed a 2400-meter run test Hamilton anxiety Inventory was used for those players with high level of anxiety. In order to determine the concentration of cortisol, blood samples were collected from group before and after aerobic exercise. Results were assessed at significance level of $p<0.05$ and using t-test for dependent samples. The results showed that both an aerobic exercise session significantly affects blood concentration and cortisol secretion and that these exercise sessions have no significant effect on the reduction of anxiety.

**Wael S. and Nabil R.** *(2011)* the research which aims at defining the effect of gymnastic show on locus of control and movement achievement in gymnastics. The sample of the research

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26 Wael Soliman and Nabil Ragaee*(2011)* The Effect of Gymnastics' Shows on the Locus of Control and Achievement Movement Level in Gymnastics Department of Sport Management, Faculty of Physical Education and Sports Science for Men, Helwan University, Cairo, Egypt
included 60 students divided into two groups; one experimental group and the other control group, each consists of 30 students. The results showed that gymnastic shows have a positive effect in developing and improving the locus of control and movement achievement in gymnastics. It also proved statistically significant differences between the two groups of the research; the experimental and the control groups in favor of the experimental one in movement achievement in gymnastics. The researchers recommend adding gymnastic shows as a basic curriculum in the Faculties of Physical Education due to its psychological, physical and mental benefits, moreover recommends getting introduced to the most recent developments in the field of gymnastic shows by those who teach exercises in the Faculties of Physical Education.

Kumar Shiva\textsuperscript{27} (2011) "Spirit has fifty times the strength and staying power of brain and muscle." Nothing will work unless you do- John Wooden. Motivation is a complex process that influences individuals to begin, pursue, and persist in an activity. Intrinsic motivation is self-fuelling over the long term because it is based on

controllable feelings of enjoyment and competence; extrinsic motivation relies on external reinforces from the social environment. Students may be motivated to participate in a variety of ways. Motivation is the stimulus given to athletes to continue with and improve in their chosen sport. Motivation can come from a number of sources: coaches, teammates, supporters, and self-help methods can all be effective means of motivating the student. The effective motivation of student is an essential aspect to success in sports of every kind. The motivational requirements of every student are as unique as the athlete themselves. The first factor in the assessment of how student may be effectively motivated is the nature of the sport played. Impending activity Often students look forward to participating in a particular activity, such as a favorite game. Teachers may motivate students by informing them that time has been set aside for the preferred activity, provided that students give good effort toward other instructional objectives first. Students who feel more competent and self-confident are motivated to work harder to perform better in their sport. As with self-esteem, if we lack confidence in our ability, we need elaborate extrinsic incentives to motivate us. The fundamental assumption of behavior modification is
that behaviors are strengthened when they are rewarded and wreaked when they are punished or unrewarded. Extrinsic rewards are common in sport, such as trophies, scholarships, and even large salaries in professional sports. Research indicates that extrinsic rewards.

**Kudlackova** (2011) studied “The relationship between Mental Toughness, Relaxation Activities, and Sleep in Athletes at Different Skill Levels”, The purpose of this study was to examine mental toughness, deliberate relaxation (including muscle relaxation, autogenic relaxation, deep breathing, eastern relaxation, stretching, meditation, and imagery), sleep and the relationship between these constructs in athletes at various skill levels. A previous study showed a strong positive correlation between mental toughness and relaxation, one of many psychological skills (Crust & Azadi, 2009). It was hypothesized that there would be a positive relationship between mental toughness, engagement in relaxation activities, and the amount of sleep athletes get during a typical current training

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Katarina Kudlackova (2011)“The Relationship Between Mental Toughness, Relaxation Activities, and Sleep in Athletes at Different Skill Levels, The Florida State University Digi Nole Commons Electronic Theses, Treatises and Dissertations The Graduate School.
week. Fifty-five athletes were recruited for each of the following groups: recreational, college, and professional (total \( n = 165 \)). Participants were asked to complete a Mental toughness questionnaire 48 (MTQ48; Clough, Earle, & Sewell, 2002) and a Deliberate relaxation for sport survey created for the purpose of the study. The results partially supported the hypothesis as athletes at a higher skill level scored higher on the MTQ48 and also engaged in more relaxation activities. Future research using experimental design was found to be necessary to examine the relationships in more detail”.

Goswami N. P., et al. (2011) selected Psychological variables of throwers, jumpers & runners. One hundred and fifty (150) male athletes in the age group of 17-25 with representation at state, national and inter university level were selected for the present study. The selected subjects were the representative of different parts of the country and belonged to different socio economic strata. All subjects possessed well developed physique (By observation

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method) because of participation in different athletic meet in a number of years. Following variables were selected Somatotype: Endomorph Mesomorph and Ectomorph. Psychological Variables: Achievement motivation, Sports Competition Anxiety and Sports Aggression. Achievement Motivation was measured by Sports Achievement Motivation Test. Sports Competition Anxiety was measured by Sports Competition Anxiety Test. The aggression score of the subjects was obtained by using Sports Aggression inventory developed by Anand Kumar and Prem Shankar Shukla. In determining the body builds classification or somatotype, the individual is scaled from 1 to 7 in each component. The somatotype is thus given in the three number sequences in which the first number represents the endomorph, the second number mesomorph and the third is ectomorph, an extreme endomorph is classified as a 7-1-1; an extreme mesomorph is a 1-7-1; an extreme ectomorph is a 1-1-7. Relationship between Psychological and Somatotype was performed by using Pearson Product moment correlation. To compare the Runners, throwers and jumpers in relation to Body type, analysis of variance was used at 0.05 level of confidence. The above mentioned statistical techniques were performed using SPSS version 11.5.
Finding concluded that monomorphic body type has an important role in the performance of runners, jumpers and throwers. Moreover, depending on the nature of the events the body type differs in case of jumpers, throwers and runners.

Manmeet Gill, et.al. (2010) compared physical fitness components namely speed, strength, endurance, agility and flexibility between female students belonging to rural and urban set-ups. The study was carried out on 100 female students, 50 rural and 50 urban of Punjabi University, Patiala. The data was collected by use of measurements of height and weight as well as by application of tests like jumping, stepping, running, flexibility test, etc. The data was analyzed and compared with the help of statistical procedures in which arithmetic mean, standard deviation (S.D.), standard error of mean (SEM), t-test were employed. Rural female students were found to be superior in strength, endurance, speed and agility. Urban female students on the other hand, were found to be heavier and superior in tasks like flexibility.

30 Manmeet Gill, Nishan Singh Deol and Ramanjit Kaur (2010). Comparative Study of Physical Fitness Components of Rural and Urban Female Students of Punjabi University, Patiala, Department of Physical Education, Punjabi University, Patiala, Punjab, India
Nicholls, et. al.\textsuperscript{31} (2009) investigated whether varsity collegiate basketball players are indeed more mentally tough than their non-basketball players counterparts and whether there is a correlation between mental toughness in sports and an individual's general ability to cope with anxiety and stressful life events. Specifically, this study investigated differences in mental toughness, anxiety (trait, performance, and test anxiety), anxiety sensitivity, and anxiety control beliefs in college students who participated in competitive sports (e.g., varsity sports) and in college students who did not—including students who participated in performance-based, and in some instances competitive activities, such as drama, music, dance, and those requiring public speech. By investigating the relationships between these constructs, this research sought to shed light on potential risk and resilience factors in the development and maintenance of pathological or maladaptive anxiety. Several hundred students at a small, Division III undergraduate institution in the Midwest were recruited via email to complete a battery of questionnaires previously shown to be reliable and valid measures of

the constructs of interest. Analysis of the data suggested that basketball players are more mentally tough than their non-basketball player’s counterparts and that mental toughness is positively correlated with anxiety control beliefs and negatively correlated with anxiety sensitivity, trait anxiety, performance anxiety, and test anxiety.

**Volgyi, and Semmelweis** (2008) conducted a study on Relationship between biological maturation, body composition and psychological functions. The purpose of this present longitudinal study was to investigate differences in anthropometric and psychological variables according to the onset of menarche among Hungarian teenage girls. All together 207 girls were included in the analysis (mean age was 11.04±0.39 at baseline). The subjects were divided into three groups by textiles according to the onset of menarche (G1; n=69 early matured, G2; n=69 on-time matured, G3; n=69 late matured). Anthropometric measurements were carried out 10 times during the 3 years observation period, every 4th month.

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Body mass related body fat was estimated by the caliper metric method of Parízková (51). The physique patterns were described by plastic and metric indices (52). Self-administered questionnaires were used to describe state and trait anxiety (53) and self-efficacy towards physical activity (33). Differences between the groups were analyzed by one-way ANOVA or Kruskal-Wallis ANOVA depending on respective distributions and measurement scales. Changing during the three years was tested by repeated measures of ANOVA or Friedman ANOVA according to the distributions and measurement scales. Relations between anthropometric variables and psychological variables by groups were analyzed by Kendall-τ correlation. Mature girls were significantly heavier, they had higher value in BMI, in body mass related body fat percentage, in plastic index, and in metric index than on-time and late mature girls. We did not find significant difference in psychological variables among early, on-time and late developers. Nevertheless there were no correlations between the biological and psychological variables. The conclusion is that the differences among anthropometric characteristics are the consequences of the process of biological maturation, but the pace of their social maturation is not the same. Other factors (family
background, type of the settlement where they live) may influence the social behavior.

**Tracey**\(^{33}\) (2006) conducted a study while using semi-structured interviews to explore the views of three high performance gymnastics regarding the contribution of psychology to the development and maintenance of expert performance within gymnastics. The results provided a useful insight into the experiences of high performance gymnastics, identifying those mental skills and psychological attributes that are perceived to contribute to success. Participants identified seven mental skills that they believed to be linked to success in Gymnastics; effective use of self-talk, relaxation, heightened concentration, self-regulation of arousal, goal setting, coping with being hit, and imagery. Three psychological characteristics were identified by all participants as contributing to success, high self-efficacy, highly motivated and mental toughness. Although not specifically identified by participants, it was suggested that a fourth psychological characteristic was also apparent.

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\(^{33}\) Tracey J. Devonport (2006), Perception of the Contribution of Psychology to Success in Elite Gymnastics, School of Sport, Performing Arts and Leisure, University of Wolverhampton, UK.
Participants demonstrated varying degrees of emotional intelligence through their ability to monitor and manipulate their emotional states prior to and during competition. Martial artists used a number of long and short-term psychological strategies in preparing for competition. Furthermore, whilst mental skills were not systematically practiced, all participants endeavored to integrate some form of mental training within physical training. It is recommended that sport psychologists help martial artists develop and refine individualized mental training routines, assisting with the formal integration of psychological training into physical training. Martial artists spend the majority of their time practicing as opposed to competing. As such, the integration of mental skills training within physical training may help ensure quality practice, and facilitate the effective transfer of mental skills in to competition.

Marsh\textsuperscript{34} (2005) conducted an exploratory study on the psychology of the elite athlete; thirteen male gymnasts were given a standard questionnaire and interviewed during the final trials for the

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U.S. Olympic team. Particular attention was given to psychological factors and cognitive strategies in their training and competition. Using their final competitive grouping as the primary dependent variable, correlations were performed to assess the relationship between these factors and superior athletic performance. Data from this exploratory study suggested that varying patterns of cognition may be strongly correlated with successful and superior gymnastic performance. Specifically, dream frequency, self-verbalizations, and certain forms of mental imagery seemed to differentiate the best gymnasts from those who failed to make the Olympic team. These two groups also appeared to show different anxiety patterns and different methods of coping with competitive stress.

Pratap\textsuperscript{35} (2005) conducted a study on selected coordinative abilities on 80 male Inter-University level judokas, 10 from each weight category with the purpose to compare the coordinative abilities of judokas among different weight categories. The selected coordinative abilities were Reaction ability, Orientation ability, Orientation ability.

Differentiation ability, Balance ability and Rhythm ability. To compare coordinative abilities of judokas among different weight categories, Analysis of variance (ANOVA) was employed at 0.5 level of significance. On the basis of results, the following conclusions were drawn: No significance difference was found in different weight categories in relation to orientation ability (1.874). Significant difference was found in different weight categories in relation to differentiation ability (6.659), Reaction ability (7.279), Balance ability (8.445) and Rhythm ability (2.160).

**Bull, et. al.**\(^{36}\) (2005) studied to find out the differences in Mental Toughness among cricket players of different age groups. To achieve this purpose, ninety cricket players at the age group of 10-21 years were selected from Chennai district, which regularly practiced the game and participated in various tournaments. Mental toughness questionnaire a standardized sports psychological inventory, designed by Dr. Goldberg was answered by all the subjects. The collected data was analyzed using simple analysis of variance.

(ANOVA). The results of the study showed that there was a significant
difference in mental toughness among cricket players in group of 18-
21 years. They showed significantly greater mental toughness than
the other two age groups.

**Pearson** et al. (2004) investigated the physiological and
anthropometric characteristics of junior volleyball players
competing at the elite, semi-elite, and novice levels and to establish
performance standards for these athletes. One hundred and fifty –
three junior national (N = 14 males; N = 20 females), state (N = 16
males; N = 42 females), and novice (N = 27 males; N = 34 females)
volleyball players participated in this study. Subjects underwent
measurements of standard anthropometry (body mass, height,
standing reach height, and sum of 7 skin folds), lower–body
muscular power (vertical jump and spike jump), upper–body
muscular power (overhead medicine ball throw), speed (5-m and
10-m sprint), agility (T-test), and estimated maximal aerobic
power (multistage fitness test) during the competitive phase of the
season, after obtaining a degree of match fitness. Significant

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37 Pearson S. Schachter, S. & Singer, J. E. Cognitive, social, and physiological
differences (< 0.05) were detected among junior national, state, and novice volleyball players for height, standing reach height, skin fold thickness, lower–body muscular power, agility, and estimated maximal aerobic power, with the physiological and anthropometric characteristics of players typically improving with increases in playing level. Male players were taller, heavier, leaner, and had greater standing reach height, speed, agility, muscular power, and estimated maximal aerobic power than female players. These findings provide normative data and performance standards for junior volleyball players competing at the elite, semi-elite, and novice levels. Given the improvements in lower–body muscular power, agility, and estimated maximal aerobic power with increased playing level, and given the importance of these qualities to competitive performances, conditioning coaches should train these qualities to improve the playing performances of junior volleyball players.
Gingor et.al\textsuperscript{38} (2001) Conducted a study was to compare body compositions and physical fitness development of children participating in soccer and different educational programs. Nineteen Adolescent children (age=12.8±0.3) participated in soccer training and eleven adolescent children (age=13.4±1) participated in multipurpose physical education program for three weeks. Physical fitness test were applied for determining the motor fitness, flexibility, agility, explosive power, generals balance and endurance of children. Tests were applied before and after two educational programs and parried t-tests were applied between pre and post test of the group. According to results, the weight of children who participated in the multi-purpose physical education program did not change significantly. Whereas the weight of children in the soccer training programs changed significantly (p<0.05). Standing broad jump performance, 10x5m speed shuttle run performance, flamingo balance test, abdominals sit-ups and medicine significantly increased performance after tow multi-purpose education programs (p<0.05).

\textsuperscript{38} Gingor et.al. "Compare body compositions and physical fitness development of children participating in soccer and different educational programs" Res Q Exerc Sport. 2001 Dec; 72(4):389-400.
Furthermore, strength endurance of abdominal muscle group performance increased in only the soccer training group (p<0.05). In conclusions, both training programs had positive effects on performance. However, soccer training is more effective for developments of strength and endurance of the abdominal muscle group, because soccer training is more specific for development of motor abilities.

**Miner**\(^{39}\) (1997) conducted a study to determine if difference existed between levels of achievement and affiliate motivation of male and female interscholastic and intercollegiate basketball competitors. These differences were measured by the Achievement and Affiliation Scales of the Personality Research (From E). The instrument was administered to 80 males and 92 females. It was concluded that intercollegiate male and females. IT was concluded that intercollegiate male and female basketball competitors do not differ in their levels of achievement or affiliate motivation. Interscholastic males have higher achievement motivation than

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interscholastic females. Interscholastic and intercollegiate competitors do not differ in their levels of achievements or affiliate motivation.

**Goldenberg, C. N., & Gallimore, R.** (1995) Though these factors are critical, few theoretical models look at factors we find to be equally critical—whether the parents themselves are readers, how larger external sociopolitical and socio cultural issues such as state and local school policy impact instruction, and what literacy means in different communities. This is probably due to the fact that relatively few studies have been conducted in the types of communities we have been examining. Even when motivation studies have been done in minority communities, the factors examined are typically confined to those found in prevailing models. Even more importantly, current theories that provide the conceptual foundation for such studies and guide the work have no room for larger socio-cultural and socio historical types of considerations. As our literature review shows, current models are elegant and provide the foundation for powerful

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classroom interventions. However, we argue that a complete account of learning and development, including motivation to read and reading engagement, requires attention to the interactive and embedded nature of the different planes of development. This is especially critical in communities where socio cultural and socio historical factors are likely to differentiate its members from mainstream groups. While some may see these factors as related to or important for reading motivation and engagement, we argue that they are aspects of these constructs.

**Maxeiner**\(^{41}\) (1993) conducted a study on volleyball player. The statistical interpretation of data revealed: volleyball players are more extroverted than the normal populations, but show no difference in respect of neuroticism; higher level players are emotionally more stable than lower level players, set-up players are emotionally more stable than attackers, on high performance level set up players are more extroverted than attackers.

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Morgan and Caotill\textsuperscript{42} (1990) administered that EPI, the IPAR Anxiety Scale and the Depression Adjective Check List to a group of experienced a marathoners. This group scored much lower on the anxiety and extraversion variables that the average population, that is they were characterized by introversion and low anxiety.

Colley et. al\textsuperscript{43} (1989) conducted a study to compare male and female participants in competitive team sports, individual's sports and non-participants, on the extroversion, neuroticism and psychoticism scales of the Eysenck Personality Questionnaire, the Bem Sex Role inventory, the Rolter I.E. Scale and the sports Competition Anxiety Test. The Main findings were that sports participants were higher on extroversion and masculinity than non-participants. Comparison of a group of female non-competitive individual sports participants with the other female group showed them to be lower on extroversion than competitive participants. This suggests that extroverts are attracted to the competitive aspects of sports. The higher proportion of female sports participants than non- 


\textsuperscript{43} Colley et. al. "The sports Competition Anxiety Test on sports participants” Completed Research in Health, Physical Education and Recreation: 11(1989): 279.
sports participants tended to be androgynous while that of individual sports participants tended to be undifferentiated. This finding is attributed to the more masculine nature of team sports, which attracts female who score high on masculinity.

**Bhushan and Aggarwal** (1988) administered 16 PF questionnaires to 10 high achieving Indian Table Tennis and Badminton players (International) and 10 Low achieving players who had never achieved any distinction. Outstanding sports persons were significantly more extroverted than the low achievers. Contrary to expectations there was no significant difference in anxiety between high and low achievers. The outstanding sportswomen compared to sportsmen scored significantly lower on outgoingness and emotional stability. On the second order factors the sportswomen were significantly more anxious, and independent, perhaps the outstanding women players are more dominant and independent than the outstanding men players because they have to

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break through stronger barriers of custom and tradition to compete in a man's world.

**Oslow**\(^{(1987)}\) attempted to find the personality difference among outstanding male tennis players and concluded that: Champions appear to be more purposeful tense and serious. The champions seldom appear disturbed during a match. The champions express “great exhilarations after a win and deep depression after a loss. This is not evident in the near greats. The near greats tend to be more concerned with so-called intellectuals challenged or complex situations than are the champions. Champions were found to be extroverts while near greatest were found to be 3 extroverts while near greats were not.

**Kamlesh, Kuari and Kaur**\(^{(1987)}\) studies the level of sport achievement motivation in the inter-collegiate female players (N=43) belonging to various games (Volleyball=12, hockey=19, and others from Kho-Kho, Football, Kabaddi, Gymnastics and Track and Field =

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\(^{46}\) M. L. Kamlesh; Om Kumari and Jaswinder Kaur, "Inter-collegiate Female Players on the Anvil of Sports Achievement Motivation Test", NIS Scientific Journals 10:4(October 1987)22-30
Sports Achievement Motivation Test by Kamlesh was administered to the subjects in convenient-size groups. It was concluded that the inter-collegiate female players have a moderate level of sports achievement motivation. No inter-sports difference on the level of achievement motivation were reported.

**Ward C. & Salter C.A.**(1984) Administered Cattell’s 16 P.F., questionnaire to individuals representing three level of achievement in sport-national levels, club level and non-athletes. The result revealed that there were significant differences among the profile of the three groups. It was found that individuals competing at the national level differed significantly from the other two groups. The major contributions to these differentiations were identified as emotional stability, self-confidence, coach ability (trusting) and mental toughness. An analysis of second – order factors of the 16 PF also revealed that individuals competing at the national level were least anxious and they were more extroverted than the individuals in the non-athletic groups. Williams concluded that “while there seems to be some fundamental differences in personality characteristics of

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top level university athletes as compared to their non-athletic counter parts, there is little distinction between club level and higher level athletes in this population.

Bhullar48 (1984) compared sportsmen and non-sportsmen and found that sportsmen differed from non-sportsmen significantly on the variables of health, social adjustment, aggression and emotional states. She found sportsmen to be more adjusted, more aggressive (since the situations on the play field demand so) and emotionally stable.

Maxson49 (1982) investigated the relationship of achievement motivation and swimming performance by administering Meharabiasn measure of achieving tendency to 44 college swimmers (amel=29 and female=15) from four universities. A significant positive ‘r’ was found between achievement motivation and swimming success. Besides, college swimmers scored significantly

higher than the norms; and female swimmers were found to be higher than their male counterparts on level of achieving tendency.

Smith\textsuperscript{50} (1980) studied the effect of anxiety on shooting proficiency on member of the 1977-78 South Dakota State University Women’s Volleyball Team (N=12). The subjects were measured on State Anxiety Inventory (SAI); Sport Competition Anxiety Tests (SCAT); pre-game HR; game field goal percentage; game free throw percentage; season field goal percentage; and season free throw percentage; subjects in group I consisted of players who attempted over 122 field goals during the season, while group II attempted 95 field goals or less. Results of ANOVA indicated sig. (P.05) difference between groups on season field goal percentage and SAI. Subsequent data analysis throughout this study incorporated only the values from Group I. A sig r was found between scores on the SAI and SCAT. Sig (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

\textsuperscript{50} Smith B. (1980), “Relations between Physical Fitness and Success in Physical Activates”, Research Quarterly 6 Sep, 263.
and 44 percent of the variance in performance. A multiple regression equation for predicting free throw success was not sig.

**Slevin**\(^{51}\) (1980) conducted a study assess the effect of anxiety on the performance of an unfamiliar gross motor skill. While being observed by researchers, eighty high school non-athletes executed modified fencing lunge and recovery under experimental conditions competition. Results from the study showed that individuals with low levels of trait anxiety performed better in the novel skill than those who has been classified as having high levels of trait anxiety.

**Shondell D. S**\(^{52}\) (1980) Studied the effect of anxiety on shooting proficiency on member of the 1977-78 South Dakota State University Women’s Volleyball Team (N=12). The subjects were measured on State Anxiety Inventory (SAI); Sport Competition Anxiety Tests (SCAT) : pre-game HR ; game field goal percentage; game free throw percentage; season field goal percentage; and

\(^{51}\) Robert Lee Slevin, “The influence of Trait and State Anxiety upon the Performance of Novel Gross Motor Tasks under Conditions of Competition and Audience,” (Doctoral Dissertations, Louisions State University, 1980.

season free throw percentage; subjects in group I consisted of players who attempted over 122 field goals during the season, while group II attempted 95 field goals or less. Results of ANOVA indicated sig. (P.05) difference between groups on season field goal percentage and SAI. Subsequent data analysis throughout this study incorporated only the values from Group I. A Sir was found between scores on the SAI and SCAT. Sig (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 of the variance in performance. A multiple regression equation for predicting free throw success was not sig. (P.05).

Amritsar, Punjab, India through purposive sampling technique. The Data was collected from basketball players using a Sports Competitive Anxiety Test. The result of the study revealed that there was significant.