Chapter - I

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INTRODUCTION

Sports is in man's blood. Sport is recreation as well as competition. Basically, sports are individual activities revitalising in nature and provide opportunities to the individuals to make the 'fullest' and the most intelligent use of leisure time, when they have no other serious work. In the period of the world history, sports was so popular, organised and important as today.

Sports is a dynamic, creative, continuous process of shared activities, which give meaning to life and reflect and embody the values, beliefs, and ethics of participants. Sports is a chief component in promoting friendship, peace and understanding between people, society and country.

According to Webster’s (1988) dictionary, “Sports means diversion, amusement or recreation, a pleasant pastime, pursued in the open air or having an athletic character as hunting, fishing, racing, baseball, bowling or wrestling”.

The word ‘Sport’ occasionally denotes a ‘freak of nature’. Usually, it refers “either to pleasant pastime or somewhat hazardous recreation or someone who is prepared to face daring challenges or willing to take a change” (Sukumar and Nrisingha, 1988).

PSYCHOLOGY

The word ‘Psychology’ comes from the Greek word ‘Psyche’ meaning mind and soul and ‘logos’ meaning science. Therefore from these Greek-
words, it can be seen that 'Psychology' is the science of the mind and soul. Psychology studies the human nature scientifically, rather than formulates conditions (Bucher and Deborah, 1987).

Psychology plays a major role in sports and is closely associated with psychological components. The term psychology was apparently first used around 1530's. The main purpose of physical education programme is to help an individual to develop psychomotor, cognitive and effective learning process. These processes are interrelated and influenced by one another to bring desirable changes in behavioural psychology.

According to Zeigler (1982), psychology has been defined as "a science of human behaviour or the study of the complex forms of human behaviour, including its integration, organisation and manifestation".

Psychology is a study of human behaviour with an individual as its primary unit. It has developed as a science through a process of seeking evidence by direct experience and subjecting judgement to scientific analysis. It discovers through scientific analysis the causes of human behaviour in various environment in which individual must operate. Sports psychology as a sub-field of psychology may be considered in its existing form as an applied science working for the ultimate improvement of performance and satisfaction in sport (Sandhu, 1993).

Psychology of sports means applying psychological theories and concepts to aspects of sport such as coaching and teaching. The sport psychologist uses psychological assessment techniques and invention strategies
in an effort to help individuals to achieve their optimal performance. While sport psychology is concerned with analysing human behaviour in various types of sport settings, it focuses on the mental aspects of performance (Bucher and Deborah, 1987).

**SPORTS PSYCHOLOGY**

Sports Psychology is a new discipline of the twentieth century and is a branch of psychology. A majority of research undertaken in physical education is focused in the physiological areas of human performance. But, many psychologists and coaches say that, competition is ten percent physical and ninety percent mental. Usually in a competitive situation, the probability is that both the athletes nearly possess the same physical fitness and speed. But beyond that the winner is determined by mental preparation. Hence the purpose of sports psychology is to understand, explain, predict and control the behaviour of players and athletes.

During the early twentieth century, few farsighted individuals recognized the importance of psychological factors in sport and initiated sport psychology research. Although sport psychology had not yet emerged as a distinct discipline, the pioneering work of these early sport psychologists have raised numerous issues and paved the way for much of our current work and research (Gill, 1986).

In 1965, sport psychology worldwide was stimulated by the first International Congress of Sport Psychology in Rome. This Congress not only enhanced international co-operation and communication; it also encouraged
the formation of national organisation of those interested in the psychological ramifications of sport (Cratty, 1989).

Sports psychology is the science of applying psychology to sport. It is a study of behaviour science in sports setting (Cox et al., 1993).

Sports psychology is gradually and steadily gaining momentum in the field of training of high level sports persons. Today, sports is no more a recreation. It is not just a game of muscles but a game of nerves as well. With the winning margin of competitive sport narrowing down to fraction of seconds, modern day sport warrants an essential supply of psychological support to come to terms with reality.

Comparatively speaking, the field of sports psychology is quite young: although some studies on athletes were conducted from the 1920's through the 1960s, they were mostly done on a "one shot" basis. Systematic programmes of research did not take place until about 1970. Today, however, the field is an exciting multidimensional one for researchers, coaches, teachers and athletes alike. Sports psychology research efforts address questions about individual behaviour as it occurs in sports and other movement settings. The questions like "How do psychological factors affect sports behaviour" and "How do sports experiences influence psychological variables" are of great interest.

Most of the early sports psychology research focused on attempts to link personality or character with participation in athletics. As such, the majority of those early investigations were designed to compare the personalities of athletes with those of non-athletes. When few definitive trends emerged from
personality-based research, sport psychologists became disheartened with that approach and began to argue that a better avenue for understanding psychological aspects of individual sports behaviour might be theory testing (Anastasi, 1988).

“Sport psychology, as an emerging field of psychology, is viewed as an attempt to understand, describe and explain the behaviour of sports persons in athletic setting - both practice and competitive - with a view to enhance performance” (Kamlesh, 1998).

A player is psychologically fit for the game, if he possesses the required perception, emotional stability, motivation, intelligence and educability to accomplish the task. Tension elevated heart rate, blood pressure and anxiety can become the barrier to performance. No player is without anxiety but some one is able to adopt to the stress of anxiety in their lives and these players are more psychologically fit for odious work (Martens, 1981).

Sports psychology is an area which attempts to apply psychological facts and principles to learning performance and associated human behaviour. The field of sports psychology encompasses many topics. Major conferences usually focus on subjects such as motivation, aggression, anxiety and personality (Lawther, 1972).

Sports psychology examines the athletes’ “psychic state” in various complex situations (Mohan, Chadha and Akhtar, 1991).
Competition has a vital role to play in sports. After the skill learning stage and even during the play spells, individuals engage in competition by nature or design. Starting with the school intramurals, the sports competition system culminates in the Olympic Games and World Cup tournaments. It is because of this observable aspect that sport gains much awaited social recognition.

Competition keeps the participants in a highly motivated state making them do something more and better that spurs them to reach the goals of success. But the sports competitions are governed by rules and regulations. Only a fair play is expected of the participants, and winning at the competitions is allowed only under the observance of the rules of the game. The competition rules do not allow foul play, fraud, adoption of illicit and unethical means.

The sports psychologist uses psychological assessment techniques and invention strategies in an effort to help individuals to achieve their optimal performance. While sports psychology is concerned with analysing human behaviour in various types of sports settings, it focuses on the mental aspect of performance.

Within the last few years, interest has increased in the field of cognitive sports psychology. Cognitive sports psychology focuses on the influence of mental factors on performance. Sports psychologists have acknowledged that an individual’s thought and feelings can have critical impact on his or her performance. Psychology as behavioural science has made its contributions for
improving sport performance. It has helped coaches to coach more efficiently and athletes to perform more proficiently. This psychological aspect on sports is gaining much attention among sports administrators. A rapidly growing area of interest in sports psychology concerns the use of stress management, procedures such as bio-feedback and relaxation training to enhance the athletes' performance by reducing the possible constraints involved in specific cases.

Preponderance of scientific evidence obtained from different investigation have revealed that apart from somatic and psychological variables, techniques and tactics, etcetera, high level performance of a sportsman is dependent upon his psychological makeup. Different psychic abilities play decisive role in achieving high level performance in track and field athletics. Winning in international sports competition highly depends on the psychological abilities like to manage stress, anxiety, depression, etcetera (Bucher and Deborah, 1987).

The term 'mental' test was used for the first time in psychological literature. This article described a series of tests that were being administered annually to college students in the effort to determine their intellectual level (Galton, 1980 in Anne Anatasi 1998).

In modern competitive sports, psychological preparation of a team is as important as teaching them different skills of a game with scientific methods. Now a days, teams are prepared not only to play, but to win the competition,
for coaches feel that good mental and psychological preparation for competition is a necessary component for success (Agyajit, 1992).

In any sport, a player's success or failure results from a combination of physical and mental abilities. Most coaches consider that sport is at least fifty percent mental, with certain sports such as Golf, Tennis and Figure skating consistently receiving percentages in the 80 percent to 90 percent range. Jimmy Connors known for his mental tenacity and toughness, has often stated that professional tennis is 95 percent mental (Weinberg et. al., 1995).

Cricket is played in the mind, more than any other game. Almost all players experience doubt, lack of confidence or nervousness at sometime or other during their career. This self-doubt, lack of confidence, pre-competition jitters, other self-debilitating thoughts, emotions and some sort of fear, effect players from reaching their full potential (Smith, 1994).

Although these pronouncements are often meant to motivate rather than inform, it is true that powerful social forces operate on teams and on athletes as individuals. These influences mould performance in either negative or positive direction. Thus, only when one becomes aware of or and informed about these forces, will one truly understand the psychology of the individual athlete (Cratty, 1989).

**STATE AND TRAIT ANXIETY**

Confusion existed for sometimes in the anxiety literature whether certain anxiety instruments assessed a general tendency to be anxious or immediate
anxiety states. Although this distinction between state and trait anxiety was beginning to emerge in the 1950, Spielberger (1966) is credited with formalizing the state-trait theory of anxiety. According to Spielberger, state anxiety refers to an existing or immediate emotional state characterised by apprehension and tension. Trait anxiety is predisposition to perceive certain situations as threatening and to respond to these situations with varying levels of state anxiety (Martens, 1990).

In Spielberger’s (1966) words, anxiety states are characterised by subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.

Trait anxiety, however is a motive or acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as threatening and to respond to these with state anxiety reactions disproportionate in intensity to magnitude of the objective danger.

**PSYCHOLOGICAL BENEFITS OF PHYSICAL ACTIVITY**

As for the psychological benefits, physical activity acts as a safety valve for the individuals to reduce their stress and tension which they experience in their routine life. Physical activity helps to divert and release their emotions and physical tensions, thereby averting psychosomatic disorders. It is for this reason that Sutherland and Copper (1990) regarded physical activity as a “development of defence mechanism”. By acting as a mental diversion outlet
for stress and tensions, physical activity saves the individual from emotional disturbances, thereby promoting his / her psychological well-being.

The benefits of physical activity include positive changes in self-perception, improvement in self-confidence and awareness, and positive changes in mood. Even a moderate physical exercise has an impeccable effect on one’s self-esteem, self-image and mood. The competitive nature and involvement of group activity in sports have a boosting effect on the self-perception and spirit of the individuals and heighten their self-esteem and confidence levels and mental readiness to face the challenges in life.

**COMPETITIVE TRAIT ANXIETY**

Competitive trait anxiety is a situation - specific modification of the more general, A - trait construct Competitive A - trait is defined as a tendency to perceive competitive situations as threatening and to respond to these situations. With A - state the operationalization of the competitive A - trait construct is important in understanding behaviour in sport, particularly in understanding which competitive situations are perceived as threatening and how persons respond to threat. The Sports Competition Anxiety Test (SCAT), discussed and developed to assess competitive A - trait and construction of SCAT was based on four significant theoretical developments in the field of personality.

1. The adoption of an interactional theory of personality that predicts behaviour better than do trait or situational paradigms.
2. The development of situation specific A-trait instruments that have superior predictive power compared to general A-trait scales.

3. The trait-state theory of anxiety, which distinguishes between A-trait and A-state.

4. The development of a conceptual model for the study of competition as social process.

Spielberger's (1966) conceptual distinction between A-trait and A-state is fundamental to his theory of anxiety. Spielberger's (1972) trait-state theory of anxiety is based on the following assumptions:

1. Stimuli that are either external or internal to the person and that are perceived as threatening evoke A-state reactions. High levels of A-state are experienced as unpleasant through sensory and cognitive feedback-mechanism.

2. The greater the amount of threat perceived, the more intense A-state reaction.

3. The longer the person perceived threat, the more enduring the A-state reaction.

4. Compared with persons low in A-trait, persons high on A-trait will perceive more situations as threatening, respond with more intense A-state reactions, or both. Evidence indicates that situations involving potential failure or threats to self-esteem are more potent sources of threat than are potentially physically harmful situations. It is primarily through past experiences that some persons acquire high or low A-trait.
5. Elevated levels of A-state have stimulus and drive properties that may be manifested directly in behaviour or that may serve to initiate psychological defense that have been effective in reducing A-state in the past.

6. Stressful situations frequently encountered may cause an individual to develop specific psychological defence mechanisms that are designed to reduce or minimise A-state.

From this theory, it is clear that the focus of future research must be on the stimuli or anticident conditions that evoke A-state, on the cognitive process that interpret these stimuli as threatening and on the behaviours that are manifested in response to the perceived threat.

**INFLUENCE OF ANXIETY ON THE GAME PARTICIPATION**

According to Cratty (1989) the anxiety transitions under conditions are marked by low, moderate and high level of anxiety.

1. Low levels of anxiety are marked by a failure of the individual to exclude irrelevant stimuli in the situation.

2. Moderate levels of anxiety seem to work best that is the individual who evidences moderate concern for the performance threat in a situation is able to exclude irrelevant stimuli and it can attend and react to important stimuli in situations.

3. Under high levels of anxiety, the individual begins to narrow attention too much and also displays attention in flexibility.
There are numerous other situations and feelings that are likely to trigger anxiety in athletes. In some athletes (and teams), too many success proves anxiety producing. They may hold back from doing their best in order to avoid the social consequences and responsibilities that success may bring (Silva, 1982).

AGGRESSION

The word aggression which is also a psychological factor comes from the Latin word ‘aggredi’ ‘add’ mean towards the gradior means walk. Literally than the word means to walk toward a approach, to more against, or to more with intent to ‘hurt or harm’. The major problem when studying aggression in sports on any other environment is in finding the acceptable universal definition most psychologists describe aggression in terms of behaviour.

The idea that aggression and performance are thought to be positively related in sports setting is not surprising. Aggressive behaviour is behaviour designed to harm others. It can take physical and verbal forms and can be aimed at physically weakening and or psychologically harming another (Weinberk and Silva, 1984).

Aggression is behaviour and actions that usually seek to inflict psychological and / or physical harm, either on another person or on an individual’s possessions or dear ones. Psychologists employ two terms to denote contrasting motives for aggressing. Retaliatory aggression denotes behaviours engaged in by individuals attempting to do physical or psychological harm to others. Instrumental aggression denotes actions that reflect simply
trying hard and employing extreme effort, without accompanying desires to injure another person. In the real world of sport, however, the two types of aggression are often inseparable and may overlap (Cratty, 1989).

Theorists and researchers have attempted to explain, define and predict the performance of aggressive acts. Analytical theorists views aggression as an inborn instinct, trait theorists call it a trait, and behaviour theorists focus upon the operant and vicarious reinforcements that lead to the performance of aggressive acts.

Most psychologists consider aggression either as hostile behaviour which is intended to harm another or instrumental aggression, which is directed at achieving a goal (Berkowitz, 1962). Social learning view point (Bandura et. al., 1961) states that the actual performance of aggressive act is dependent upon the person's evaluation of reinforcements that will be presented on the basis of the response which may be made to a given situation (Kumar and Shukla, 1993).

Aggression is a term that is used extensively in sport. If coaches were surveyed and asked to identify the characteristics of successful athletes, aggression would be high on the list. What is meant by aggression in sport. Aggressive plays are used in football, for example when the defense executes a fierce tackle. In basketball, good rebounders, good defensive players, and the players who consistently drive to the basket are all described as aggressive. Aggressive tennis players rush to the net at every opportunity. The volleyball player who dives to the floor to attempt an apparently impossible save is
playing aggressively. In these and other examples from sport, aggressive acts can be defined as those in which the athlete (1) is highly motivated, (2) demonstrates a great release of physical energy, and / or (3) is not inhibited by fear of potential failure or injury' (Llewellyn and Blucker, 1982).

The term "aggression" is used extensively in sport. A good rebounder or consistent driver to basket in basketball, diving to the floor for difficult save in volleyball, rushing to net on every opportunity in tennis, etc. explains aggressive player in sport. Generally, such aggressive players are highly motivated to demonstrate a great release of physical energy and / or is not inhibited by fear of injury or failure. But, society at large holds conflicting values on aggression. Aggressive business executive or sportsman in some sports situations are acclaimed, but a slight deviation from the accepted norms of such behaviour is condemned. Thus, aggression can be interpreted either positive or negative (Sandhu, 1993).

Emotions are the prime mental sources to provide power to the action. Emotions stimulate the person. Aggression is one of the major forms of emotion. Aggression is supposed to be a motivated behaviour at least for that particular time only. Aggression means such a behaviour, which pushes others just away from you. Or it is supposed to be a resistive behaviour of a person which drives him, with full of his energies and forces towards his aims of life (Alegaonkar, 1997).
SOCIOLOGICAL INFLUENCE OF COMPETITION

Social influence remains an important concern because virtually all sport activity is social activity. Sport activity involves competition, which is by definition a 'social situation'.

Sports sociology contributes to policy making through providing clearer or more adequate understanding of social situations than those which existed before. This can be either on the level of factual knowledge or through gaining an improved grasp of why something is happening. For example, applied research in sports sociology can help us to have more valid estimates of sports morale, importance of victories, preference order of sport in society, popularity of games, living standards and its correlation to acceptability to sport, etc. Thus, sports sociologists can serve as social engineers using the gained knowledge to design policies and programmes for accomplishing the objectives of sport (Sandhu, 1993).

Sport pervades society to such an extent that it has been described by many as a microcosm of society. In other words, sport mirrors the values, structure, and dynamics of our society. As such, sport reflects the characteristics of society. Eitzen and Sage point out that sport and our society have in common a spirit of competitiveness, a large concern about materialistic things, the presence of a bureaucracy that dominates individuals, and an inequitable distribution of power. The pervasiveness of sport and its institutional nature has led to the study of sport from a sociological perspective (Bucher and Deborah, 1987).
In recent years, the social scientific study of sport has shed new light on this fascinating area of social life. This new line of research contains the potential not only for exposing false assumptions about the world of sport but also for contributing new insight and understanding of human social behaviour (Synder and Spreitzer, 1989).

Social organization refers to ways in which human conduct becomes organized, that is, to the observed regularities in the behaviour of people that are due to the social conditions in which they find themselves, rather than to their physiological or psychological characteristics as individuals. The many social conditions that influence the conduct of people can be divided into two main types; the structure of social relations in a group or larger collectivity, and the shared beliefs and orientations, that unite the members of the collectivity and guide their conduct (Blau and Scott in Edwards, 1973).

The better performance will result if each athlete merges his or her personal feelings and abilities into a total team effort. These pronouncements are often meant to motivate rather than inform. It is true that powerful social forces operate on teams and on athletes as individuals. These influences mould performance in either negative or positive directions. Thus, only when one becomes aware of and informed about these forces will one truly understand the psychology of the individual athletes (Cratty, 1989).

The team participation helps not only to develop the social adjustment capacity but also to cultivate group consciousness. The experience of team participation promotes a sense of belonging to a group with strong
identification. The individual cultivates the tendency to work in the interests of
the group rather than personal interests which lose their importance. It is this
fact that underlies the house system competitions which are in vogue in
schools. The sense of belonging to a house not only enhances the spirit of
team work but also drives the participants to act with an altruistic sense. It is
to be noted here that when the personal interests give way to group interests
and when the personal success is not the goal but only the group prestige,
then, the altruistic dimension strengthens the base character and structure of
the personality.

Sports competition alone does not have a role in character development.
Sport involves co-operation besides competition. Many competitive sports,
especially team games, involve a group effort, that is, team work. By
participating in a team and working together with the team mates, an
individual strives to achieve the success in the game. The success so achieved
does not represent a personal achievement, but a group prestige. As the
prospects of success are dependent upon the group effort in a competitive
sport, every participant must have a co-operative spirit and develop a tendency
to play in adjustment with others, follow feelings, sympathy, friendliness,
earnestness, and confidence. So, one has to imbibe these qualities when one
joins a sports team. These qualities build up the character and thereby develop
the personality.
HISTORY OF ASSOCIATION OF INDIAN UNIVERSITIES

The idea of bringing all the universities in India on a common platform emerged from the deliberations of the conference of Vice-Chancellors of universities concerned by the viceroy of India at Simla in 1924. The Inter-Universities Board (IUB) of India was subsequently formed on March 23rd, 1925 to promote university activities by showing information and cooperation in the field of education, culture, sports and allied areas. The board acquired a legal status with its registration in 1967 as a society under the Societies Registration Act 1860. In 1973, it assumed to the present name “The Association of Indian Universities (AIU)”. The membership includes traditional universities, open universities, agricultural universities, institutions of national importance and deemed universities. In addition, there is a provision of granting of associate membership to universities of neighbouring countries (Bhandakar, 1975).

The Inter University Board of India (IUB) came into being in 1925 as a result of realization by the Indian academic community that a coordinating body for the universities had become a necessity. In the early twenties, there were only 14 universities, yet each functioned in almost complete isolation as an independent and autonomous unit. With the development of IUB, however, and later of the University Grants Commission (UGC), the universities have grown into an integrated system with common ideals and objectives responding to the changing situation in the life of the country (Bhandakar, 1975).
At the end of the first fifty years, the 'IUB' became the "Association of Indian Universities". Its objectives have been enlarged and it has taken upon itself wider responsibilities in the interest of the university system - its teachers and students. The transformation of the 'IUB' from the so called 'Vice-Chancellors’ Club' to the spokesman of the universities is a significant development. It is only befitting, therefore, that the Association should, on the occasion of its golden jubilee, record its contribution to the growth of university education, its policies and objectives, during the fifty most crucial years in the history of education in India (Bhandakar, 1975).

Although the actual formation of IUB thus took place in 1925, its genius is to be traced to a much earlier date, indeed as far back as 1919. The first three universities in India were established in 1857 at Calcutta, Bombay and Madras. Being only three in the whole country, each has a vast jurisdiction (Bhandakar, 1975).

In the Memorandum of Association, the objects for which the board was established appear as revised in the light of its experience during the previous forty years. The 15 items, among others, give a fair idea of the expanding scope of the Board work. One among those items, the item No. 12 is to establish and maintain a sports organization for promoting sports among member universities (Bhandakar, 1975).

The Inter University Sports Board, can be regarded as independent division of the Inter University Board (IUB) with an organization of its own. The origin may be traced back to the Inter University Boards (IUB’s) annual
meeting held in February - March 1928 when a resolution was passed that in view of the imperative duty on the part of Indian Universities to attend to the physical education of students, information be obtained with regard to the present facilities for physical education existing in them. Accordingly such information was collected by the secretary from 14 colleges and 11 universities and their replies laid before the board. In the following year, an "Inter Universities Athletic Board" was formed with head quarters at Patna, the IUB having also already expressed its approval of such a movement (Bhandakar, 1975).

The idea of Inter University sports had, however, taken root in February 1939. A Rules Committee accordingly prepared a comprehensive set of rules and regulation and in 1940-41, tournaments in three items viz., Athletic, Hockey and Tennis were held in accordance with them. Efforts to promote Inter - University sports began to gather momentum from 1941. At its 16th Annual Meeting held at Trivandrum in January that year, the draft rules prepared by the Rules Committee were finally adopted and have since been considerably improved. They can still be regarded as the basis of the rules and regulations governing such tournaments (Bhandakar, 1975).

Finance required for the activities of the sports board are made up from the fees, collected from universities. When the board started to function, the fees was fixed as Rs. 1,000 per annum per every university, whether participating in the programme or not. The annual income from this source was approximately one lakh which was not adequate.
In the recent years, the government of India have been making a grant of an average of Rs. 50,000 per annum. In addition, the government is also giving a development grant. At the 47th annual meeting held in February 1972, it decided that since each member university enjoyed equal privilege it was only proper that the contribution payable by the universities was on a uniform basis. Accordingly, it was decided that member universities should pay Rs. 4,000 per annum. Again in 1974 at its 49th meeting when question of revising the membership fee payable by the universities came up for consideration, the Board resolved to raise the fee of Rs. 4,500 per annum.

The annual meetings of the sports board however were discontinued in 1973 as a result of a resolution of the standing committee of the IUB. The functions of the sports board were entrusted to the sports committee. In the same year, another significant development took place when Inter Univeristy Board was renamed as the Association of Indian Universities (AIU). Thereafter, the annual subscription of the sports board was merged into the annual subscription of the association of Indian universities. Neither a sports budget nor an audited statement of accounts was presented to the Sports Committee (Author's Guide, 1998).

Inter university tournaments are the integral part of games and sports activities in the universities and colleges. Government provides financial assistance for conducting these tournaments through Association of Indian Universities (AIU) as in the past. AIU is responsible for the expenditure and
the submission of accounts. It shall also submit a discipline wise report on the tournaments.

Grants shall not be released to AIU ordinarily unless the accounts for the previous grants and report on the tournaments have been submitted (Bhandakar, 1975).

The tournaments shall be allotted by AIU to various universities in turn, in such a manner, which will broad - base the tournament and also involve all the university authorities (actively) in holding / conducting the tournaments.

ROLE OF ASSOCIATION OF INDIAN UNIVERSITIES

The Association of Indian Universities is operating a scheme of grant for games and sports in universities and colleges. The scheme consists of the following activities.

Inter University Tournaments

The tournaments in the following games are organized annually by the sports board on an All - India basis / 2 - zone basis / 4 - zone basis or knock out basis / league basis / league - cum - knock out basis etc., as per the decision of the sports board from time to time.

Games and Sports in Universities and Colleges

The objective of the scheme is to promote excellence in sports among the university and college students. The scheme is being operated by University Grants Commission which utilizes the larger share of funds under the
scheme for providing assistance to universities / colleges for creating sports infrastructure (M. L. Kamlesh, 1997).

Inter university competitions are held every year among university teams represented by college players. These competition are held between the universities at zonal level viz., East, West, North and South. After these competitions, Inter - Zonal competitions are held to decide all India Inter University winners.

For Inter University competitions in South Zone, university teams from the States of Tamilnadu, Kerala, Karnataka and Andhra Pradesh participate (Bhandakar, 1975).

The following are the universities in Andhra Pradesh:

1. Andhra University - Visakhapatnam
2. Osmania University - Hyderabad
3. Central University - Hyderabad
4. Jawaharlal Nehru Technical University - Hyderabad
5. N. G. Ranga Agricultural University - Hyderabad
6. Sri Potti Sri Ramalu Telugu Viswa Vidyalayam - Hyderabad
7. Sri Venkateswara University - Tirupathi
8. Sri Padmavathi Mahila Viswa Vidyalayam - Tirupathi
9. Sanskrit Vidya Petha (Deemed) - Tirupathi
10. NTR University of Health Sciences - Vijayawada
11. Nagarjuna University - Guntur
12. Kakatiya University - Warangal
13. Sri Krishna Devaraya University - Ananthapur
14. Sir Satya Sia Baba University (Deemed) - Prasanthi Nagar, Ananthapur
1. The Andhra University

The Andhra University is located in the upland of Visakhapatnam which Dr. C. R. Reddy prophetically called “The City of Destiny” with the magnificent Kailasa Hills as the background and the mystic blue of the Bay of Bengal in its front. The university enjoys a unique setting and its calm and serenity inspire the seekers after knowledge. It has a student centre and a sports complex including an indoor gymnasium hall.

The University became the member of AIU in 1926. The Academic Council of the University consists of university professors, principals and professors of affiliated colleges.

Games and Physical Education

The sports and athletic activities of the university are looked after by Sports Association. There are play grounds of 18 to 20 acres which are within easy reach of students. There is a separate department of Physical Education. The university has facilities for Tennis, Football, Hockey, Cricket, Volleyball, Basketball, Badminton, Table-Tennis, Kabaddi, Kho-kho, Weight lifting and Athletics. The swimming pool is in the main campus. There is a well equipped gymnasium hall in the main campus with qualified coaches to look after its activities.

This university achieved gold and silver medals in weightlifting during 2001 - 2002 in the All India Inter University competitions. Weightlifting team secured 3rd place in the All India Inter University competitions, One silver
medal in All India Inter University Athletic (Women) championship, One silver medal in All India Inter University Boxing competition and One silver medal in Jr. National Athletic championship. G. Srinivas was awarded the Star of India by Ball-Badminton federation of India for his remarkable performance in Jr. National Ball-Badminton championship - 1999-2000. Kum. Ch. V. S. N. L. Renuka was selected for Asian powerlifting championship - 2003 to be held at Almaty, Kazakhstan.

2. Osmania University

Osmania University became the member of AIU and ACU in 1918. The university has an independent department for games and sports.

It is the ninth oldest university in India situated in Hyderabad. The department of Physical Education of Osmania university, one of the oldest departments in the university, offers M. P. Ed. course at the college of Physical Education and the university has a great distinction in producing many National and International sports persons and Arjuna and Dronacharya awardees. The following are the few achievements of students of Osmania university:

<table>
<thead>
<tr>
<th>Student</th>
<th>Year</th>
<th>Sport</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kasim Ali</td>
<td>1969</td>
<td>Table Tennis</td>
<td>Arjuna Awardee</td>
</tr>
<tr>
<td>Syed Nayeemudin</td>
<td>1987</td>
<td>Football</td>
<td>Arjuna Awardee</td>
</tr>
<tr>
<td>Mrs. Muline Reddy</td>
<td>1973</td>
<td>Volleyball</td>
<td>Arjuna Awardee</td>
</tr>
<tr>
<td>Md. Azharudin</td>
<td>1987</td>
<td>Cricket</td>
<td>Arjuna Awardee</td>
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<tr>
<td>C. S. Pradeep</td>
<td>1989</td>
<td>Yatching</td>
<td>Arjuna Awardee</td>
</tr>
<tr>
<td>N. Mukesh Kumar</td>
<td>1996</td>
<td>Hockey</td>
<td>Padmasri &amp; Arjuna Awardee</td>
</tr>
<tr>
<td>P. Gopichand</td>
<td>2000</td>
<td>Badminton</td>
<td>Rajiv Khel Ratna &amp; Arjuna</td>
</tr>
<tr>
<td>P. V. Ramana</td>
<td>2000</td>
<td>Volleyball</td>
<td>Arjuna Awardee</td>
</tr>
<tr>
<td>SM. Asif</td>
<td>2001</td>
<td>Badminton</td>
<td>Dronacharya Awardee</td>
</tr>
</tbody>
</table>
3. *Sri Venkateswara University*

Sri Venkateswara University was established as a member of AIU and ACU in 1954. The university has an extensive play fields to meet the needs of men and women students. Provisions for all major field games, indoor games and gymnastic events are available. There is a regional coaching centre in the university.

The department of Physical Education was started in 1955 and from the beginning this department is organizing AIU tournaments in all games including athletics. The students have bagged many gold and silver medals in different activities in different years under AIU.

Nadimuddin represented India in hockey. Ravi Kumar in 1999 - 2000, Sandhani Bhasha was awarded as the Best Player in AIU Ball Badminton, Miss. S. Sailaja, a member of the combined universities team was awarded as the Best Player in Volleyball. Ramachandra Reddy played for Ranji Trophy in Cricket.

4. *Nagarjuna University*

Nagarjuna University - Nagarjuna Nagar, Guntur became member of AIU and ACU in 1976. The University department of Physical Education offers post graduate course in physical education since 1976. Since 1976, the university has participated in and organised many inter university tournaments.
In 2002 - 2003, South zone and All India Inter University Badminton Tournaments for men and women were conducted. Nagarjuna University secured championship both in men and women in the All India tournament.

In the year 2002 - 2003, the university bagged the following medals:

A. Kalyani - Silver & Bronze Medal - Athletics
P. Srilatha - Gold Medal - Weight lifting
T. Narayanan - Silver Medal - Power lifting
G. Syam Prasad - Silver Medal - Power lifting

5. Central University

Central University of Hyderabad was established in the year 1974 by an act of Parliament. This is the first central university in South India. The department of Physical Education came into existence in February 1981 with the appointment of a sports officer. This university was affiliated to Association of Indian Universities in the year 1977 - 78. Since then, the university is fielding its teams depending upon the availability of talented players.

This university has an indoor gymnasium with wooden flooring. The calendar of this university is associated with the Calendar of Association of Indian Universities. XIV National games was conducted at Gachabowli Stadium which is adjacent to central university.

6. Jawaharlal Nehru Technical University (JNTU)

Jawaharlal Nehru Technical University (JNTU) was started in 1972 at Hyderabad. Since 1995, there are 205 engineering colleges affiliated to the
university. The department of Physical Education was established in 1972, with four departments in university constituted colleges, one in Kakinada, one in Ananthapur and two in Hyderabad.

Chitan Anand and Bhatia in Chess brought laurels to the university.

7. **N. G. Ranga Agricultural University**

    N. G. Ranga Agricultural University, Rajendra Nagar, Hyderabad, was started in 1964 with 16 agricultural colleges. From the beginning, the department of Physical Education is participating in the All India Inter University tournaments.

    Recently, separate inter agricultural tournament was initiated. In the year 2000 - 2001, N. G. Ranga Agricultural university hosted the All India Agricultural Tournament. With World Bank aid, a multi gym and an indoor play field have been constructed.

8. **Sri Pottu Sri Ramulu Telugu Viswa Vidyalayam**

    Sri Pottu Sri Ramulu Telugu Viswa Vidyalayam was located at Hyderabad in 1983. Its main object is to uplift Telugu, the mother tongue of Andhra Pradesh. This university does not participate in inter university tournaments.

9. **Sri Padmavathi Mahila Viswa Vidyalayam**

    Sri Padmavathi Mahila Viswa Vidyalayam was instituted at Tirupathi in 1983. With a department of Physical Education, the university participates in the university tournament every year. In 1993 - 94, AIU organized the inter university tournament in Ball badminton for women at this university. In
1996 - 97, south-west zone volleyball tournament for women was conducted.

Miss. Renuka, the national player in Hockey was a student of this university.

10. **Rashtriya Sanskrit Vidya Peetha**

Rashtriya Sanskrit Vidya Peetha was instituted at Tirupathi in the year 1962 as a deemed university. The university participates in the All India Inter University tournament since 1992.

11. **NTR University**

NTR University, Vijayawada was started in 1986 at Siddartha Medical College in Vijayawada. This is the first university in India where all the medical colleges in Andhra Pradesh are affiliated. Since 1987, this university is participating in South, West zone and All India Inter University tournaments for men and women.

M. A. Asif Baig, a Ranji Trophy and South Zone Cricket player, V. Chandrachood and K. Mamatha, a National Champion in Table Tennis had represented NTR University prior to their national participation.

12. **Kakatiya University**

Kakatiya University, Warangal was started in 1976 and a department of Physical Education has been functioning since then. From the beginning, the university is participating in the AIU tournaments.

13. **Sri Krishna Devaraya University**

Sri Krishna Devaraya University, Ananthapur, was started in 1976 and both men and women of the university participate in the All India Inter University tournaments.
14. Sri Satya Sai Baba University

Sri Satya Sai Baba University, Prasanthi Nagar, Ananthapur. University is a deemed university maintained independently.

STATEMENT OF THE PROBLEM

The purpose of the study was to analyse the differences in the psychological and sociological factors among men and women players in various games of selected universities in Andhra Pradesh.

HYPOTHESES

1. There would not be any significant difference between male and female players irrespective of games on selected dependent variables.
2. There would not be any significant difference among selected games irrespective of sex on selected dependent variables.
3. There would not be any significant difference between men and women of selected games on selected dependent variables.

SIGNIFICANCE OF THE STUDY

1. This study would help to assess the psychological and sociological factors among men and women university players of various games of different universities in Andhra Pradesh.
2. The results of the study would provide the criteria for selecting the university players for various games on the basis of the psychological and sociological factors.
3. The results of the study would add to the research literature in the areas of sports psychology and sociology.
DELIMITATIONS

1. The men and women university players from Andhra Pradesh who participated in the south west zone and All India inter university tournaments in 2002-2003 were selected as subjects.

2. The subjects for the study were selected only from Andhra University, Osmania University, Sri Venkateswara University and Nagarjuna University.

3. The subjects for the study were selected only from Inter University participants from Athletics, Basketball, Badminton, Ball Badminton, Football, Hockey, Volleyball, Handball and Table Tennis.

4. The age of the players ranged from nineteen to twenty five years which is based on the eligibility criteria for inter university participation.

5. The following standard psychological tools only were administered to collect data on psychological factors from the subjects.

<table>
<thead>
<tr>
<th>Psychological Variables</th>
<th>Inventory</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pre-competition anxiety</td>
<td>SCAT</td>
<td>Rainer Martens</td>
</tr>
<tr>
<td>b. Trait anxiety</td>
<td>CSAI-2</td>
<td>Rainer Martens</td>
</tr>
<tr>
<td>c. Aggression</td>
<td>Sports Aggression</td>
<td>Anand Kumar and P.S. Shukla</td>
</tr>
</tbody>
</table>

6. The following sociological tool standardised and engineered by Perumal for his doctoral study only was used to collect data on sociological factors (Perumal, 2000).

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social Attitude Scale</td>
<td></td>
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</tbody>
</table>
LIMITATIONS

The study was limited in the following respects and the limitations would be taken into consideration while interpreting the results.

1. Among the fourteen universities in Andhra Pradesh, based on the literature available and due to the limitations, as the investigator felt that the following universities were functioning for the past many years and have been participating in the inter university tournaments more actively, the data on psychological and sociological factors were collected only from the players of these universities.
   
   a. Andhra University - Vishakapatnam
   b. Osmania University - Hyderabad
   c. Sri Venkateswara University - Tirupathi
   d. Nagarjuna University - Guntur

2. The investigator confined herself to collect literature from the libraries namely Dr. V. S. Krishna Memorial Library, Andhra University, Visakhapatnam, College of Physical Education Library, Osmania University, Hyderabad and Government College of Physical Education Library, Hyderabad, Alagappa University Central Library, Karaikudi and from Dr. Sivanthi Aditanar College of Physical Education Library, Thiruchendur.

3. The psychological inventories were responded by the subjects only two hours prior to their inter university competitions in their respective games / athletic events.
DEFINITION OF THE TERMS

1. Psychology

The term 'Psychology' has been coined by the combination of two Greek words. One word is 'Psyche' and the other is 'Logos'. 'Psyche' means soul or mind and 'logos' means talk about or study of. Hence the derivative or root meaning of psychology should be the study of or talk about the soul or mind (Chandra Gupta, 1982).

2. Sports Sociology

The scientific study of human social behaviour in sports sociology can show us how people act and react in and about sport (Sandhu, 1993).

3. Anxiety

Anxiety is defined as the emotion characterized by unpleasant subjective feeling of anticipated changes, tension and distress and attended by sympathetic nervous system arousal (Taylor, 1975).

4. State Anxiety

Anxiety may reflect on an athlete's reaction to transition situation or sensational stress. The prolonged stress generates anxiety in an athlete which may be state anxiety which is specific to situation. Athletes who do not understand their own limitations and concomitant effect of anxiety reactions have no training to manage anxiety, usually become the victim of anxiety generated out of sports stress.
“A transitory emotional state or condition characterized by subjective consciously perceived feeling of tension and apprehension which may vary in intensity and fluctuation over him” (Burton, 1971).

5. Trait Anxiety

A trait is relatively a permanent and broad behaviour including generalised feelings and responses. It is a well defined behaviour sphere or sphere of individual methods. It is a specific individual constitution. Whenever a sport situation is perceived as threatful, its effect heightens anxiety or constitutionally a trait remains in him or her. It is indicative of proneness or predisposition to anxiety in a person who in different stimulus situations would behave in an anxious manner (Burton, 1971).

6. Aggression

Aggression is defined as an act of hostility or violence. Aggression is the behaviour intended to cause harm or pain (Bird and Cripe, 1986).

7. Attitude

Singer (1984), in his hypothesis on sustaining motivation in sports, has assumed that young people who are primarily internally motivated to learn a sport, continue with it not only for mere achievement pleasure, but also for enjoying an inner satisfaction and a feeling for self-fulfilment. Here it remains implied that under the said conditions of self-fulfilment, the attitude factor is generating an eustress in the accomplished athlete. Attitude towards sports is determined by the kinds of quantum of benefits perceived from it. Courage,
sportsmanship, leadership, cooperation and sociability are the major dimensions of attitude.

8. Questionnaire

A questionnaire consists of typically a series of written questions more carefully formulated (Loveil and Lawson, 1970).

9. Survey

“The survey gathers data from a relatively large number of cases at a particular time and is not concerned with the characteristics of individuals as individuals” (Agarwal, 1975).

10. Inter University Teams

Inter university teams comprise of players selected from colleges under the university to participate in the inter university tournaments under the Association of Indian Universities.

11. Athlete

The word athlete denotes a person who takes part in any sort of context involving physical activity. In fact the Greeks used the word to include boxing and wrestling. In United States athletics goes by name of track and field sports which includes the entire range of individual and team games (S. Sanyal 1970).