CHAPTER I

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Physical Education which was considered to be an integral part of educational process has become a complete educational discipline in itself. The body of knowledge of physical education has been extracted from various other medical and non medical disciplines such as Anatomy, Physiology, Psychology, kinanthropology, sociology, Biomechanics, measurement and evaluation, Philosophy, Research methodology etc.. It has very vast boundaries. The main focus of physical education is to care for health and fitness of common people with an objective of mass participation in sports. There are numerous Performance factors, however, physical fitness is considered to be dominant factors of all others. Ever since the inception of modern Olympics, the sports has become highly competitive activity. Every nation is trying its best to dominate other nations through sports. Athletes in present day sport or higher performance events are exhibiting limitation of achieving and breaking further performance barriers. It seems as if saturation points has arrived. Therefore the nations are searching and inventing new techniques to meet the competitive challenges in the sports world. It is believed that future records will be established by exploring mental powers to break the barriers of physical fitness.

Performance enhancement involves the use of psychological approaches towards the improvement of athletic performance. Athletes is an excellent portrayal of the complex interaction between the mind and the body that interests particularly those of us in psychology. With its success measured in a behavioural outcome, it provides an arena for the study of human performance and emotions spanning the “thrill of victory of the agony of defeat” as well as group dynamics, organizational behaviour and individual personality characteristics.
Sports psychology is many ways is a fortunate scientific field of inquiry. Researchers are afforded ample opportunity to observe, describe and explain the various psychological factors that influence diverse aspects of sport and physical activity. As naïve scientists, we have all observed the immense pressure placed upon an athlete poised for a crucial foul shot at very last minute. Athletes and coaches have often described the crucial “psychological factors” that resulted in a momentum shift during a game, or explained an important loss on the road as a function of the influential forces of game location. While these “armchair” opportunities are often afforded to us, the fact that sport psychology is viewed as a science means that the processes of observation, description and explanation must be conducted in a systematic, repeatable, and valid manner. Science allows us to go beyond speculation or opinion that is based upon subjective experiences. Through scientific methods we can test our hunches about how psychological factors influence sport performance or how sport participation may influences the athlete’s psychological development.

Sports psychology embraces such fundamental concerns and concepts as motivation, an arousal level, skill acquisition, feed back reinforcement anticipation, psychological preparation, attention attitudes, emotional wealth and the management of stress. Psychological variables such as competitive anxiety, ego strength and general well beings are critical to performance. Not much research work has been conducted on said variables and there effect on performance. The present investigator has made an attempt to explore this field of knowledge.

COMPETITIVE ANXIETY

Anxiety is a central concept in almost all contemporary personality theories. At various times, anxiety has been conceptualized as a
response, a stimulus, a trait, a motive and a drive. Anxiety may be conceived as a state of cognitive disintegration. It entails the disruption of a person's sense of personal identity so, anxiety may be referred to as a formal property of a wide variety of reactions to a threatened loss of personal identity, in another usage, 'anxiety' refers to a specific kind of response to some degree of actual cognitive disintegration.

The importance of anxiety as a powerful influence in contemporary life is increasingly being recognized, and manifestations of current concern with the anxiety phenomenon are ubiquitously reflected in literature, arts, science and religion as well as in many other facets of our culture.

Spielberger (1966) holds that Anxiety is a palpable but transitory emotional state or condition characterized by feeling of tension and apprehension, and heightened autonomic nervous activity.

The importance of anxiety as a powerful influence in contemporary life is increasingly recognized. Anxiety is found as a central explanatory concept in almost all contemporary theories of personality. It is regarded as a principle causative factor for such diverse behavioral consequences as insomnia, immoral and sinful acts, instances of creative self expression, psychological and psychosomatic symptoms, idiosyncratic mannerisms of endless variety, student agitation and industrial unrest.

Psychologists, Psychiatrists and Psycho-analysts label anxiety in different ways. Like trait of state anxiety, acute and chronic anxiety and conscious or unconscious anxiety. These types are not the real, distinct entities. How ever, it seems as if the typing of anxiety is done to facilitate the clinical syndrome or to emphasise one aspect of anxiety over another. These are three major approaches of anxiety: (1) Conditioned response approach (2) Psycho-analytic approach and (3) Existential approach. The measurement of anxiety can be classified into (a)
Physiological / Biochemical Measurements (b) Observational
behavioural indices and (c) Physiological measurements.

Competitiveness may be defined as the motive to approach success in sports competition similarly Competitive Anxiety is the sport specific counter part of the motive to avoid failure or the tendency to become anxious and worried about failure in sports competition. Individual differences in Competitive Anxiety are obvious. Some individuals including some highly skilled athletes become physically ill worrying about an upcoming contest whereas others remain calm and controlled. Such individual differences have implications for sport participants, whether or not we consider anxiety within the context of achievement motivation. e.g. the director of a cardiac rehabilitation programme might take special precautions with a highly competitive anxious participant even if the program does not emphasize competition in order to ensure appropriate level of exertion and goal setting.

Individual differences in Competitive Anxiety and the ability to control that anxiety are major concerns for participants in competitive programs. Indeed, many sports psychologists doing applied work with athletes focus on anxiety management techniques and spend considerable time helping participants learn to control anxiety level. Because of such concerns, sports psychology research on the personality construct of Competitive Anxiety for sports performance and behaviour is quite expensive.

The sports competition anxiety test constructed by Martens (1977) was based on the notion that an athletes perception of threat in a competitive situation is measurable through self report. It should therefore, be understood that sports competition anxiety is nothing but situational or episodic anxiety very specific to sport – competition situations. A few sport psychologists have also attempted an assessment of situational anxiety before, during the even after sport competition, and
termed is as pre-competition, in-competition and post-competition anxiety. In order to have scholaristic view of anxiety level in athlete, it is but natural and appropriate to assess all the three types of anxiety and not alone. Interestingly, it is still not very clear despite extensive studies as to how trait anxiety interacts with situational and competitive anxiety. Any study on the psychological make-up of an athlete is likely to remain incomplete if the level of anxiety is not given due place in the scheme of psychological Parameters related to excellence in sports.

Competitive Anxiety is a topic that illustrates the value of an interaction approach. We can see individual differences in Competitive Anxiety some individual work themselves into a frenzy at the hint of competition where as others remain relatively calm and under control in close contest. Although individual differences exist, situational factors also play a major role in Competitive Anxiety. Close important games create more anxiety than less important contests. Even the calmest athlete can become quite anxious under some conditions i.e. family problem, a critical exam or the presence of professional scouts might elicit intense anxiety in a normally clam athletes. Thus to understand Competitive Anxiety one must consider the interactions of personality or individual differences in the tendency to become anxious along with varied situational factors in competitive sports.

No doubt, anxiety occupies a very important place in the study of human personality and a multitude of activities of mind. It has been found that the circumstances in which failure is experienced or in which an individuals intelligence is evaluated, are particularly threatening to the individual resulting in high trait anxiety (Spilberger and Smity, 1966).

Spilberger (1960) defined anxiety as a state of arousal caused by treat of well being. Here ‘state’ refers to the condition involving the entire organism and ‘Arousal’ refers to a condition of tension, unrest or uneasiness or a readiness to act in response, whereby ‘Threat’ refers to
anticipation of pain or danger or serious interference with goal seeking activities.

It is clear to most people involved in the various strata of competitive sport that intense competition among players. What else is becoming more obvious is the fact that same performers react adversely to the competitive situation by reaching stats or hyper-anxiousness which often results in the inability to achieve optimum level of performance (Martens, 1977).

In recent years psychologists, coaches and athletes have become increasingly aware of the detrimental role that anxiety play in an athletes performance during competition. This awareness has been followed by an increased interests in assessing anxiety responses and analyzing the sources. In athletic performance nearly every concern of human endeavour is thought to be affected somehow by anxiety.

Sports through its very pre-occupation with competition and combat, encourages man to live with anxiety as opposed to the psychiatric school advocating the “cure” of anxiety. It must be recognized that nothing exist as a priority to man. As it is in most aspect of life, anxiety is also present in sport rather than a negative force, anxiety can be seen to bring about basic satisfaction inherent in sport. Each time man “takes the fields”, he lives his life in performance. Each and ever time he faces the reality of extinction, he is constantly in a process of survival, always protecting and defending that which he believes to be his “territory”. The performer not only lives with anxiety, he embraces it. It allows him and infect, motivates him toward greater realization of his skill in the contest.

Scalan and Passer (1978) suggest that anxiety can be experienced at any point during the competition process that a person perceives including:

 anticipation of pain or danger or serious interference with goal seeking activities.
(a) Prior to competition if the person anticipates an inadequate performance.

(b) During competition if the person perceives the ongoing performance to be inadequate and therefore, anticipates future failure. This could account for the high anxiety.

Since many mental mistakes can be traced back to an inappropriate focus of attention, coaches and physical educators need to be sensitive both to the intentional demands of their sports and the intentional style of their individual athletes. In addition, if coaches and physical educators can reduce the anxiety inherent in many learning and competitive situations, this will help the athlete focus on the relevant clues in the environment. For example, when teaching a new skill, many times the learner is being watched by others. This can increase anxiety because the learner does not want to look like a fool in front of his / her friends. So the learner worries about failings and this prevents him/her from attending to the relevant task demands. If the learner (especially an early learner) can instead be placed in a situation where social evaluation is minimal, he or she will have a better opportunity to focus on the task itself, rather than on the consequences of his/her behaviors.

EGO-STRENGTH

Every human being faces troubles and problems during life time. The most important considerations in determining personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters, but how he responds to the vicissitudes and challenges of life. This capacity to meet problems without being dismayed or overwhelmed, to endure suffering and face great loss without foundering is an aspect of psychological strength and vitality.

Until the advent of psychoanalysis all psychology was the psychology of the ego. Since psychiatrists have turned their attention to
the phenomenon of depersonalization, there have been numerous investigations of disturbances of ego feeling. All definitions of ego come to grief owing to the fact that they represent the ego as distinct entity, something opposed to external reality, "ego feeling" can be described as the feeling of bodily and mental relations in respect to time and content the relation being regarded as an uninterrupted or a restored unity.

Freud (1928) in his definitive paper described the personality as consisting of three areas: the id, the ego and the super-ego. The id is the source of instincts. The 'id' corresponds to the impulse earlier system except that their contents now include primary aggression. The 'ego' is that aspect of the psyche that handles reality. The term itself is an outgrowth of the every day use of the world.

"In German, the word for 'ego' is 'ich,' which is the ordinary word for 'I'. In English the word 'ego' is used which is the Latin for "I". The ego is similar to the secondary process in the old system although it has been considerably elaborated. The 'super ego' is the composite of the various commands prohibitions and ideals that form the personality. It is the heir of the parents, and theoretically arises as a result of the introduction of or the identification with parent figures" (Fine, 1962).

The ego represents what are called reason and sanity, in contrast to the id, which contains the passion. This position was first laid down in the ego and the id in 1923 and later expanded in a number of ways. At birth, ego and id are undifferentiated. Gradually as the individual develops, an ego can be said to exist is when bodily sensations are perceived, hence Freud (1928) states that the ego is first and for most a body ego.

The ego is that part of the id which has been modified by the direct influence of the external world acting through the system perceptions consciousness. By its control of perception and consciousness, the ego words off anxiety provoking situations. The ego depends on a neutral
displaceable energy which is desexualized Eros. This displacement energy or sexualized lipids could also be described as sublimated energy. Initially in the view of Freud, the ego was composite of a number of defense mechanisms such as sublimations, reaction formation regression, repression, isolation, undoing etc. in 1920 he replaced the concept of the many defense mechanisms.

Personality structure now centers around the ego. The various components of ego vary in many different ways, from normal to psychotic. Every individual has certain characteristic ways of reacting to the world and there are a mixture of inborn structures and environmental influences. Finally an ego can be regarded as a weak or a strong ego. The capacity of the ego to handle reality both internal and external is the measure of its strength.

The term Ego-Strength is not meant to denote an absolute quantity of ego forces, which are in themselves, not measurable. It refers to the relative efficiency of the ego with regard to the contents of the id (the instincts) and to the forces of the environment with which the ego has to deal. The Ego-Strength varies repeatedly in the course or normal development. In the beginning of life the instincts are of overwhelming strength and the first crystallizations of an ego are completely under their domination and at their service. The better the ego development of an infant, the better are its chances to gratify its desires and to use the outside world for the fulfillment of its wishes. No real ego superiority is established in the first period of childhood, the pull of wish fulfillment is still too strong and the principle which governs the child's life remains to a large extent the pleasure principle it is only the final frustration of the Oedipus wishes, with the consequent fading out of the early libido organizations which changes the situations decisively in favour of Ego-Strength (Freud, A 1945).
Barron (1963) considers Ego-Strength as a function simply of intelligence since comprehension of experience depends mostly on the degree of organization in the central nervous system, the scope of the ego will vary with the quality of brain.

Physiological stability and regularity of physical functioning is the biological matrix on which the ego thrives or attains maximum strength. Generally speaking the ego is at its strongest, the crucial years in determining Ego-Strength are the first five years of life. Super ego dysfunction in those years is virtually irreversible. In the normal course of development a regular sequence of ego crises and ego achievements may be disconcerned.

Different researchers have tried to use the term ego in their own ways. In motivation psychology the ego is viewed as a source of objective of motivation, similar to the meaning of the ego involvement denoting the extent to which motivates centering on the objects own person (self assertion, achievement motivation striving for recognition and influence etc.) enter into the motivation for a specific behaviour. The ego in accordance with the psychoanalytical is a concept of the ego as the reality principle is held responsible for controlling and maintaining the adaptation of the individual to his (physical mental and social) environment. The term Ego-Strength denotes the level of this control over reality (in conflict with competing needs and drives) on the functional level various mechanisms of ego defense have been described.

In empirical personality research the ego is taken to mean the totality of experimental contents and behaviour patterns relating to the subject's own person. The ego is thus made up of precept in of the subjects own person. The ego is thus made up of perception of the subjects own personality. (self perception, self concept) and of trends of action attitudes and emotions centering on that personality phenomenological ego research studies the forms and special
characteristics of this ego experience, while behavioural ego research is confined to the component of self perception which can be objectified in tests.

Wrundt. (1894) has used the term to denote the feeling of cohesion of all mental experiences. In the psychic strata theory it appears at the apex of a pyramid and thus is the important characteristic of the structure of personality. James (1896, 1910) also described two aspects of the ego, the knowing ego is the experience linked with the wide ranging activities in which the individual sees himself and ‘the self’ or ‘empirical ego’ covering all content which the subject experiences in a special manner as belonging to himself. For Freud (1927) the ego is an area or part of psyche structure which contrasts with the id, originating initially from it (the id). Ego permits of adaptation to reality and support.

Anna Freud (1945) has developed the theory of the defense mechanism of the ego-stating ego as appearing the decisive component of the psyche to an even greater extent.

Fenichel (1945) has found awareness of himself and his environment responsible for the coordination of motor apparatus thus enabling an individual to make appropriate response to his environmental demands holding in check the institutional striving from breaking through till the arrival of most opportune moment, weighing of pros and cons of different alternatives and making comparison between subjective and objective impression of situation, and finally safeguarding the individual from being dragged in different directions by way of synthesizing diverse experience of life.

Hilgard (1950) has replaced the term ‘ego’ by ‘self’ considering that mechanism of adaptation cannot be understood until the concept of self is introduced. Allport (1948) suggested the term ‘proprium’ instead of self establishing link between different phenomena.
Hartman (1950) after defining the ego negatively has concluded that it is defined by its functions. Ego is not synonymous with personality, or the individual it does not coincide with the subject as opposed to the object of experiences and it is by no means only awareness of the feeling of one's own self.

The ego organises and controls motility and perception (of self as well as the world) it serves as protective barrier against excessive stimuli action and thinking are also ego functions it anticipates synthesizes and inhibits. Any combination of these functions may occur simultaneously. The ego must defend itself against id impulses, the reproaches of a punishing super ego, and the traumata of the real world. Any deference to Ego-Strength in this context must pertain to the amount of libido (the quality of energy to carry out functions) available at any given time (Hartman, 1950).

Ego ideal discrepancy according to Carl Rogers (1950) is the discrepancy between the (desired) self image and actual experience of one self. Barron's (1953) conceptualization of Ego-Strength derived from the E.S. scale item content and personality and intelligence test correlates involves physiological stability and health, a strong sense of reality, feeling of personal adequacy and vitality, permissive morality, lack of ethnic prejudice emotional outgoingness and spontaneity and intelligence.

Baghman et al (1962) considered ego as a complex construct that subsumes a group of integrated constructions. Ego has been related to adjustment which is a state of harmony between the inner demands, tensions, frustrations, conflicts of a person and those imposed by the external world in which he lives (Kundu & Maili, 1980),

Greenwald (1980) while relating self-concepts to ego control made use of the three biases of ego-centricity beneficences, and cognitive conservatism regarding the positive conception of self.
People are distinguished from one another by the degree to which they possess the characteristics of ability to react, perception and motor skills and frustration tolerance. Ego anchoress which is the withdrawal of ego from non assimilable contents of consciousness, according to winkles is primarily characteristic of psychotic experience. Ideas loose their ego quality and appear as alien or remotely controlled. The individual no longer feels responsible for this and believe that it is forced upon him from the outside world.

The characteristics which are collectively referred to as stability and good health, a strong sense of reality, feeling of personal adequacy and vitality, permissive morality, lack of prejudice emotional outgoingness and spontaneity and intelligence. Wolman (1964) says that the people differ in their ability to cope with the environment. This effort is an adjustive effort which is ascribed to various related factors such as intelligence, age, sex, personality attitudes, beliefs etc. This difference according to Wolman (1964) is of course due mainly to the difference in Ego-Strength that the individual is expected to possess. In the well adjusted individual the ego, the interest of total personality and its over demanding different needs, will execute concern and govern the id and super ego and maintain commerce with outer world (Alexander & Ross 1952). A well adjusted person is generally accommodating in his relationship with friends and family, sympathetic to partners need and to those who need help (Woolmann, 1964) maladaptiveness in such individuals would be a function of the extent of awareness of drive, effect and impulses which are experienced and expressed disruptively (Bellak, 1973).

Whether the ego will be strong or weak depends on the type of life experience it encounters. Obviously, favourable experience will help the individual to build strong ego and conversely continuous experiences to traumatic situation will hinder ego development (Freud, 1946). We may
judge the Ego-Strength of a person from the standpoint of his ability and the way of meeting the task. The degree of intensity of anxiety conflict and proper tackling of impulses depend on the Ego-Strength of the individual. "One must have relative adequacy with which he is aware of both internal drives and external drives and able adequately to integrate conflicting internal drives in his behaviour (Hutt, Issacson, and Blum, 1960). Appropriateness of behaviour, directness of impulse expression, competence of the person to perform adequately, degree and kind of relatedness to other (taking withdrawal trend, extreme mutuality, reciprocity, empathy etc.) are all dependent on Ego-Strength of a person.

In short the ego of the individual exercises its power to control the motor and cognitive apparatus of the individual to gain mastery over the forces operating from within and outside the individual, and to create conditions for the gratification of desires and impulses in an appropriate way. But, the extent to which ego of person is able to play its role effectively depends very much on the strength of his ego. In fact, ego strength is an important factor determining the capacity of an individual to perceive a challenging situation realistically, to decide the course of action rationally and to execute the response effectively.

GENERAL WELL-BEING

Literature on general well-being (positive mental health, quality of life and subjective well being) is relatively scant as compared to the wealth of literature on diseases, disabilities and disorders. The concepts well being quality of life mental health (positive), subjective well being are closely related to each other or are overlapping. General Well-Being is defined as the subjective feeling of contentment, happiness, satisfaction with life experiences and of one’s role in the world of work, sense of achievement, utility, belongingness with no distress dissatisfaction, worry etc. (Verma et al., 1989).
All the indicators of well-being of an individual or a group of individuals have objective and subjective components. The objective components related to such concerns as are generally known by the term “standard of living” with things such as level of education, employment status, financial resources, housing conditions and comforts of modern living. The parallel term used in United Nations documents (United Nations, 1961) is ‘level of living’ consisting of nine components health, food, consumption, education, occupations and work conditions, housing, social security, clothing, recreation and leisure and human rights. These objective characteristics are believed to influence human well-being. It is also believed that an individual’s satisfaction or happiness with his objective reality depends not only on his access to goods and services that are available to the community but also on his expectations and perceived reality. It is this subjective component which links the concept of quality of life to subjective well-being viz. as experienced by each individual. The individual is considered to be the best judge on his situation and his state of well-being. The subjective well-being is believed to be a function of the degree on congruence between the individual’s wishes and needs on the one hand and environmental demands and opportunities on the other. Equally important is the magnitude of congruence between the individual and group expectations and the perceived reality.

The major determinant of the subjective well-being would be matching between situational characteristics (demands and opportunities) and the individuals needs, abilities and expectations as perceived by the individual. At the lower level each increase in the amenities of living would result in direct increase in subjective well being. Above the threshold, however the input-output ratio in terms of quality of life or subjective well being would be more difficult to predict. Thus increase in the objective standards of living economic resources, housing leisure etc. may be accompanied but not necessarily by increase in the
individual satisfaction or well being or quality of life. The final benefit of any gain in the objective reality is the contribution to subjective well being of the individual or the group. It is the individual’s perception of reality, his expectations, his coping behaviour that acts as the sharp edge for turning the objective reality into a source of well being or otherwise. In a situation when the individual expectation continues to rise at a pace faster than the level of living that he attains the net result would be dissatisfaction. The individual acts as the mediator between his objective and subjective aspects of reality.

A related concept used increasingly in the scientific as well as in the lay persons language in recent year has been the concept of quality of life. Being somewhat polymorphous, it tends to cover a variety of areas such as physical and psychological complaint, feelings of well being, personal functioning and general limitations. The paradigm, used in defining quality of life is the same as is used in defining the quality of a consumer product (Van Dam et al., 1984). The quality of life can be evaluated by taking a number of aspects of a persons life and assessing that persons subjective feeling of happiness or unhappiness about the various life concerns.

The concept of quality of life is considered by most workers (Campbell and Converse, 1970, Andrews and Withey, 1976; Najman & Levine, 1981) to be a composite measure of physical, mental and social well being as perceived by each individual and of happiness, satisfaction and gratification inducing mainly such non-esoteric life concerns as health, marriage, family, work, financial situation, educational opportunities, self esteem, creativity, belongingness and trust in others. The measures generally cover over all satisfaction as well as satisfaction in the component areas.

The concept of mental health having a close link with General Well-Being also merits attention. The concept of mental health was
developed by Jahoda (1958) who argues that the notion of mental health can viewed as an enduring personality characteristics or a less permanent function of personality and the social situation. In her classic look 'current concepts of positive mental health'. She identified six approaches to the definition of mental health (i) attitude towards own self (ii) growth, development and self actualization (iii) integration (iv) autonomy (v) perception of reality and (vi) environmental mastery.

Mental health is aptly defined as full and harmonious functioning of the total personality, realizing over full potential in world of work, with satisfaction and contentment to our self and benefit to the society (Verma, 1988). Mentally healthy person is expected to be productive, constructive and a useful member of the society at large. But a highly successful business magnetic, who may have built on industrial empire to rule can still be unhappy, dissatisfied and disillusioned with life in general and with himself as well. He may still not know what after all, he is looking for or really wants to achieve and where and how he could achieve his goal.

A mentally healthy person is not to be conceptualized as a mere consumer of healthy services provided in the community, but the one who also contributes to its and is perceived as a producer of health and providing emotional/social support to others. He enjoys his process to give and take, the interdependent mutually supportive roles. He makes creative use of leisure time and has no regrets what so ever for failures if occurred inspite of his best possible efforts. This individual is capable of making the best of the existing circumstances, however adverse they may be and is flexible, lovable, adaptable. He is expected to be happy, contended, satisfied and with a high sense of subjective well-being enjoying every bit of life. But all such person with those much sought after desirable traits may not be mentally healthy. A deluded psychotic
may also think that he has all of them and feel on top of the world if allowed to do so.

From the above stated discussion the researcher comes to an conclusion that no much research has been conducted including the variables, Competitive Anxiety, ego-strength and general well-being. Analysing the importance of above stated variables the researcher got motivated to take up such study.

STATEMENT OF THE PROBLEM

The problem undertaken for the present investigation is stated as: Study of Competitive Anxiety and ego-strength on general well-being of players.

LIMITATIONS OF THE STUDY

The questionnaire itself had some limitation which might serve as a limitation of the study other variables such as home environment interest, motivation, daily routine and diet could not be controlled which was another limitation of the study.

DELIMITATION

The study has been delimited to the Inter college level male and female athletes. Basketball, softball, handball, hockey and judo players in the age group of 18-24 years drawn from Panjab University and its affiliated colleges.

OBJECTIVES

1. To examine the relationship between Competitive Anxiety and General Well-Being of Male Inter college level players.

2. To examine the relationship between Competitive Anxiety and General Well-Being of female Inter college level players.
3. To examine the relationship between ego-strength and General Well-Being of Male Inter college level players.

4. To examine the relationship between ego-strength and General Well-Being of female inter college level players.

5. To examine the relationship between ego-strength and Competitive Anxiety of Male Inter college level players.

6. To examine the relationship between ego-strength and Competitive Anxiety of female inter college level players.

7. To examine the mean score of psychological variables between male and female judo, softball, handball, hockey, basket ball and total samples of players.

8. To examine the difference among male sports groups in their Competitive Anxiety.

9. To examine the difference among female sports groups in their Competitive Anxiety.

10. To examine the difference among male sports groups in their Ego-Strength.

11. To examine the difference among female sports groups in their ego-strength.

12. To examine the difference among male sports groups in their General well-being.

13. To examine the difference among female sports groups in their General well-being.

HYPOTHESES

1. There would be a significant relationship between Competitive Anxiety and general well-being of Male Inter College level players.
2. There would be a significant relationship between Competitive Anxiety and general well-being of Female Inter College level players.

3. There would be a significant relationship between ego-strength and general well-being of Male Inter College level players.

4. There would be a significant relationship between ego-strength and general well-being of Female Inter College level players.

5. There would be a significant relationship between ego-strength and Competitive Anxiety of Male Inter College level players.

6. There would be a significant relationship between ego-strength and Competitive Anxiety of Female Inter College level players.

7. There would be no significance in the mean score of Psychological variables between male and female judo, softball, handball, hockey, basketball and total sample of players.

8. There would be no significance difference among male sports groups in their Competitive Anxiety.

9. There would be no significance difference among female sports groups in their Competitive Anxiety.

10. There would be no significance difference among male sports groups in their ego-strength.

11. There would be no significance difference among female sports groups in their ego-strength.

12. There would be no significance difference among male sports groups in their General well-being.

13. There would be no significance difference among female sports groups in their General well-being.
SIGNIFICANT OF STUDY

Modern research has been geared to focus on athletes to undergo homes of strenuous training. Everyday, to excel and to outdoor, athletes taking part in the same event and competition having merely the same potential and to learn coping techniques for optimum performance is highly demanding sports situations.

Anxiety has long been recognized as a vital sports psychological issue. It plays both a positive and negative role in the sports performance. It may be conceived as a state of cognitive disintegration. It entails the disruption of a person’s sense of personal identify. So, it may be referred to as a formal property of a wide variety of reactions to a threatened situation. Anxiety results when the individual’s ego needs are threatened Freud (1961) also indicated that the ego is the only seat of anxiety. Ego is both conscious and unconscious, and controls motor as well as mental operations. But the extent to which the ego of a person is able to play its role effectively depends very much on the strength of his ego. In fact ego strength is an important factor determining the capacity of an individual to perceive a challenging situation realistically to decide the course of action rationally and to execute the response effectively. An accurate self picture should include all the significant self-related perceptions even if they are in consistent and unfavourable, when the ego (strength) is forced to acknowledge its weakness, it breaks out into Anxiety.

Anxiety also affects the general well being of players. General well being has been defined as the subjective feeling of contentment, happiness, satisfaction with life experience and of one’s role in the world of work, sense of achievement, utility, belongingness and no distress dissatisfaction or worry etc.
For continuing braking barrier further the scientists are increasingly exploring the cognitive processes, which can affect positively in enhancing performance.

Calming the mind especially in demanding situations when adrenaline flow is at its highest and perceptual ability too narrow to let in the important cue for optimal performance is increasingly finding its importance in sports areas.

The study has far reaching implications in the athletes and many prove useful for coaches and sports psychologists who interact with teams and players.