CHAPTER - 1

INTRODUCTION

Physical activity and sports have emerged from a long historical background. It is a process that has taken place, and still takes place in various informal and formal ways. It has been a culture from the time of a primitive man to the present. Physical activity has played a vital role either directly or indirectly in the lives of all people.

Primitive men’s physical activities were devoted mainly for food gathering and recreation while in the modern competitive world, in the every sport men and women are in a race to excel other and competition has become a fundamental mode of human expression. Competitive sports have been one of the important means to achieve international recognition and prestige.

The challenge in education is not only to pass the knowledge of culture, but also teach for transfer by helping student to generalize their behaviour through commitment and responsibility according to their perception of the knowledge. This challenge, today, is becoming more glaring as the present day complex life style makes it increasingly less effective in promoting. Unlike past generations when crises occurred only occasionally, modern human beings live in crises economic, political, social, ecological both at home and world. These crises are natural spin- off from the great changes that are occurring. To survive them we are told even greater changes must take place. As old value dim and in same case fade completely there has involved a value crisis in the world today what to believe and whom to believe.
Health and Sports are major requirement for all the role of sports is achieving good health. Sports must become a part of a systematic learning process and its procedures practiced knowledge, skills and attitude must be developed as a basis for achievement of this goal.

Performance of a player in a sport competition is depends combinedly upon many factors. These physiological factors are- technical skill of player, tactics used by him and state of mind of the player. All these factors are crucial for utmost performance. The state of mind of the player has an executive function because at the time of sports competition it is mind which determines what is learn by one during past few years training.

In spite of the importance of this last physiological factor in the sports performance very little attention has been paid on this. State of mind of is very important aspect of sports performance because in the world of sports where many players are physically, technically and tactically similar, it is state of mind of players which plays a decisive role.

After increasing commercialization of sports on international level, the role of mind become much more decisive. Due to commercialization of sports, new types of pressures have been put on the sportsperson. The mind of sportsperson can be improved by training like the other factors. When more mental skills are learned by the sportsperson, he or she can apply this and gives his/her optimum performance. Undoubtedly, in future proper mental preparation of the players will become an integral part of the sports training programmes because of its importance.

Games and sports are a popular pastime for the young and the old, for boys and girls and for men and women. Sports are as old as the human society and it has achieved a universal status in the modern society. If now enjoys popularity which outstrips any other form of social activity. It has become an integral part of the educational process because in the regular syllabus of education physical education and sports have been included. The students are taught various games and sports in a systematic manner. Besides teaching the students are evaluated in their performance. Many
people participate in games and sports for getting enjoyment besides deriving physical, mental, social and emotional benefits.

Mental and behaviour functions of human and animal scientifically studied in psychology. A person who practised psychology and do research in this field is known as psychologist. These are also classified as social or behavioural scientists. Mental function and social behaviour of an individual tried to understand by psychologists together with physiological and neurological processes.

Many researches have been done in the psychology. These researches include functioning of brain, personality of an individual, attention paid by individual, motivation, emotion, behaviour and inter-personal relationships. Unconscious mind has been the topic of research for some psychologists. To determine co-relational relationship between many psychological variables these psychologists used empirical methods while in addition/opposition to these methods clinical psychologists depend upon inductive techniques and symbolic interpretation.

Assessment and treatment of mental health problems done by psychological knowledge. Psychological knowledge also applied for understanding and solving many problems related to different types of human activities. Psychologists involve in different areas, majority of them involved in providing clinical advice and counseling while some others are engaged in the industrial and organizational setting, human development, sports, health, media and legal fields.

Sports psychology is primarily interested in the analysis of behavior of sportsmen. Sportsmen are those who go into play field and play some game with the aim of higher competition in that particular game

Sports psychology in many ways is a fortunate scientific field of enquiry. Psychologists got enough chances to observe, describe and explain different psychological factors which influence multiple aspects of physical and sports activity. Athletes and coaches have often described the crucial
"Psychological factor" that results in a momentum shift during a game, or explained in important loss on the road as a function of the influential force of game location. While these "arm chair" opportunities are often afforded to us the fact that sport psychology is viewed as a science mean that the process 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 experience. Through scientific methods we can test our hunches about new psychological factor influences sports performance or new sport participation may influence the athlete's psychological development.

In all human beings there is a built in ambition to achieve, to mount the next step on the ladder and this flame of ambition must be so ardent that no obstacle can extinguish it. If sports and competition have social values, then each individual has the right to be successful. Proper setting of goals and evaluation of attainment can facilitate this right. Each human involved with sports has the responsibility to promote the right to be successful.

Sports involve extremely complex behavioral issues. As a consequence of intense competition sportsman's behavior may undergo important changes. Physical education scientists and coaches have not to be expert only in the matter of skill learning but also to be engineers who understand the mechanism of human behavior on the playfield, under extremely diverse situations. The modern sports training lays a greater emphasis on preparing the athletes psychologically than physically and thus lot of emphasis is being given to the psychological research dealing with psychological characteristics of the top level athletes, mental rehearsals of training task etc. Not only that, new field of psychology which has come up very fast and is still progressing in leaps and bounds is "Sports psychology". It has helped coaches to coach more effectively and athletes to learn more efficiently.

No training in the sports field is complete without reference to the psychological study and psychological training of athletes. All other factors-
biological and sociological being equal, psychological conditioning of an athlete decidedly determines his success or failure of competition.

Physical Education is a psycho social field. It has both psychological and social dimensions; it has both psychological education and technical aspects. Present time is the time of competition in all walks of life including sports activities. Therefore it is much more important to teach different types of skills of a game on technical and scientific ground.

Today performance in Sports not only demands systematic training to develop physical, physiological variable and technical aspect of Sports but also demands training and consideration of Psychological characteristics for success in this field.

All Sport is psychological as well as physical because it is led by mental images and thought patterns, your head, as psyche or physical conditioning. It will, however allow you to draw the most from the conditioning you have. If you have trained more and better, your present capacity will be higher than if you have trained less or less well. However, regardless of what your psyche in order to get the most from what you have. You have to rely on your head, your thoughts images, and mental patterns act as the control mechanism. Negative thought is particularly effective for destroying skilled performance.

In sports psychology we study behaviour of people related to sports. Actually, this is a specialization of a person within the brain psychology and kinesiology. In this psychologist tries to understand psychological and mental factors that affect sports performance, exercise and physical activity of the player and use these to enhance performance of a team or a player. By minimizing the psychological effects of injury and expected poor performance and controlling the emotions it improves the performance of a sports team or a player individually.

In fact, the psychologists are of the view that a certain amount of anxiety is helpful in raising the level of achievement or performance of
an individual but if its level is too high, it is going to hamper the performance of the same individual. Anxiety may be defined in two ways. It is a trait of the personality as well as a state of mind. Anxiety state means emotional state characteristics by apprehension of some danger right now. An anxious person thinks about the danger then and there. It may disappear after some time. Thus, anxiety is transitory in nature. Trait anxiety means a disposition to understand certain dangerous situation and make responses in this situation in different levels of anxiety. This idea has been elaborated by Spielberger (1966). “Sportspersons anxiety level also follows this pattern; players have trait anxiety in general when they think of success and failure in the outcome of the game. They also have state anxiety when special situations arise during the game or there are high stakes involved in the competition.”

A person who is a sportsman, he has good quality. Human being, who has physical and mental capacities, can be increased with the help of a competitive game. In Morden era each game is improving the level of standards means it increase considerably. It is difficult to maintain their dominance in the respective games. Performance of a sportsperson affected by their mental state which can be seen in the presentation of their games. Anxiety exists when a player doubt on his or her capacity which create the situation of stress. In this situation talent of the players do not play a decisive role. Of course, performance depends upon the way the sportsmen deal with ups and downs of the competition. ‘Athletic Insight’ is a journal of sports psychology it says- anxiety is of two types; trait anxiety and state anxiety. State anxiety is situational stress can be seen in the situation of the game. In the state of anxiety autonomic nervous system is aroused due to the natural reaction in any individual. On the other side of this journal, it discussed about the trait anxiety which is used by an individual when he or she is in stress. When the players who are in the stage of state anxiety and low level of trait anxiety deliver their better performances in a sports event. On the other hand, the players who have higher level of trait anxiety with a little state anxiety give lower performance than expected. Before the
beginning of a sports event, there is a pre-defined area known as ‘region of anxiety’. A player gives his or her better performance when anxiety level is at optimum stage. The fact that performance influenced by anxiety has more impact in a team game than a game with single player. This can be explained by an example: a badminton player has higher level of performance anxiety than a basketball player. In a game, in which many players participated, dominant and top players convert their performance anxiety into excitement. This excitement generated by performance anxiety stimulates positive hormones, in body of players. Stimulation of positive hormones ultimately paves the way of better performance for winning a sports event. A sportsperson whose mind interprets anxiety as a debacle often end up losing (Magar Prashant, 2009).

Anxiety affects the performances of the individuals ‘Encyclopaedia of Sports Science and Medicine’ (1971), states that, anxiety affects emotional stability, tough mindedness and self-confidence. If a person is emotionally stable, has a tough mind and high level of self-confidence, he can handle his anxiety in such a way as it becomes an asset and increases the level of performance. Catty (1983) has investigated the effects of anxiety on the performance finds that in simple performance, it has facilitating effects. But if its level is high, the effect is adverse. Effect of anxiety on performance depends directly on the type of task considered. In most cases, a heightened arousal state has been found to facilitate simple performances. On the other hand, as anxiety reaches a certain level, a breakdown of psychological and physiological integrative mechanism is often seen to occur, resulting in less efficient performance in more complex tasks. Anxiety has temporal relationship with performance. In general, anxiety level increases prior to a dangerous situation until they become relatively high just before it is encountered. During performance, anxiety is often lessened. The individual must concentrate on his own actions rather than on his internalized fears.
There is a close association between anxiety and motivation. Anxiety has both motivating and de-motivating effects. So, proper care is needed to use anxiety as a motivating factor. To make anxiety an asset for the sports person, anxiety training is helpful. In this field Marten’s (1977), work based on the theory of competitive anxiety is a significant contribution.

The close relationship between anxiety and sports-person performance is accepted by most of the researchers and need to be included as one of the variables for the present investigation.

In the sports psychology study of the application of many psychological factors, principles of learning and performance related to the human behaviour have done. In the present time of competition the psychological preparation of a team or player is much more necessary besides to teach the different skills of a game scientifically to the players. The preparation of a team should be done not only to play but also to win the sports event. For winning the game proficiency in the skills of player are necessary.

The study of the psychological characteristics of sports persons is being given due attention by sports psychologists. All those interested in the development of sports are keenly analyzing the psychological profiles, which are used for selection and preparation of sports person for competition. Horn (1992) describing the nature of sports psychology is a difficult task because so many different perspectives on the field exit. Not only there are differences in definition of the term but there are also in the role that sports psychologists are presumed to play.

Performance of a player can be determined by the psychological variables like, stress, anxiety and achievement motivation etc. The psychological theories, given in the sports psychology and accepted by sports psychologists, for psychological evaluation techniques and
intervention manoeuvres as an effort to help the players to get their optimum performance. The human behaviour and their mental aspects of performance are studied and analysed in the sports psychology. Josiver(1986) states that psychology can help the sportsmen in the activity of sports excellence. Sports psychology plays an excellent role in the selection of players and for choosing methods to train players besides choosing training material for players. So it is very important to make emphasis on the fact that psychology and sports can be obtained optimally by using suitable manoeuvres.

Anxiety may be positive motivating force or it may interfere with successful athletic performances. As a positive motivating force it can be instrumental in motivating the athlete to work harder to find new and better ways to improve performances and to help set goals. The athlete who uses his anxiety in this way will seek out ways to improve himself. This not only reduces his anxiety but helps him increase his athletic skills and self confidence. As a negative motivator anxiety may interfere with productive as well as constructive thinking. Athletes may attempt to handle anxiety by denying the need to work hard. This can lead to the development of poor work habit or athletic techniques. These often lead to failure and, in turn, lack of confidence and increased anxiety.

Motivation is essential to the learning process. The old saying "you can lead a horse to the water but you cannot make it drink," is an excellent way to describe the function of motivation in learning. People can be placed in learning but if they are not motivated, they will not learn. In the absence of proper motivation, not only the learning process but life itself becomes an uphill task. Motivations then is considered as that process by which a child may be prepared to respond to the situations which are directed towards the achievement of certain pre-determined goals or objectives. In the field of physical education and sports, no athletes can win or show better performance without motivation.
An understanding of the nature of achievement motivation is helpful in understanding kinds in general as well as individually in terms of what they do, how well they do and how long they continue in sports. Once, one comes to know as to what works as a "driving force", it becomes easier to guide the athlete into achieving excellence. When the ambition for better achievement dominate over a player then restless driving energy, yielded by driving force, try to achieve excellent performance, to improve upon his/her past records, to beat his/her opponent player, to do better things and to find an unique solution of difficult problems.

Achievement needs often interact in positive ways, but may also produce excessive task related anxiety, achievement motivation scores are not always highly predictive of superior athletic performance, but do provide a psychological tool with which an overall pattern of behaviour may be assessed.

In general, motivation reveals the reasons of people’s participation in the sports and games. Motivation urges the young people to play game, to do good when competing to struggle, when many to prove something, when challenged to escape, when obliged to be aggressive and to pass through life’s many dangerous situations.

Motivation is a process by which an individual is inspired, guided or coaxed to do something. It is one of the important conditions rather than the central core of life. In other words it is that psycho-physical condition of the organism which causes an individual to work or strive to fulfill his needs. In the absence of proper motivation not only learning process but also life itself becomes an uninteresting uphill task. Motivation then is considered as that process by which a child may be prepared to respond to situation which is directed towards the achievement of certain predetermined goals or objectives. In this field of physical education and ports, no athlete can win or even show better performance without motivation.

According to Atkinson, achievement motivation actually combines two personality constructs. The motive to approach success is the capacity to
experience pride or satisfaction in accomplishment, and the motive to avoid failure is the capacity to experience shame or humiliation as a consequence of failure. Everyone has both characteristics. We all like to be successful and we all feel good when we accomplish something. On the other hand, we all feel badly when we make mistakes, perform poorly or are unsuccessful in our achievement efforts.

As we can see, motives influence decision and in turn practice is more effective and efficient in activities when athlete is highly motivated for his purposes. In turn it can be expected that skill will be improved and that athlete will develop more favourably in the interest of sports. But not all athletes reveal the same motive, nor are they developed to the same extent.

Further more a person can show a high achievement motive for one activity. Characteristics have been modified that are associated with those people who have been termed high achievers. Through an analysis of their behaviour it becomes possible to formulate notions about the training of others who do not demonstrate same behaviour. If we can assume that achievement demonstrated in any given situation is reflected by capabilities and motivation than we readily reduce the importance of understanding motivation and how to improve the need to achieve in those who are apparently poorly motivated for special activities and responsibilities.

Aggression is a part of human behaviour and is necessary for an individual to live and struggle for higher achievements. Struggle for supremacy, dominance and excellence in sports obviously involve aggression. Aggression, in one form or the other, is inevitable and inescapable in sports activities. When hostility takes over aggression, the situation becomes alarming and it becomes an anti-social behaviour. Aggression may help in the performance of an athlete because it arouses the athlete to put in harder effort for the success of the team. Athletes must be helped to reduce and control aggression in order to play calmly and perform the best. Appropriate level of aggression, as permitted under the rules
governing the game, tends to improve the skill and enhance the effort, and on the other hand, high or low level of aggression will hamper and retard the performance in sports.

Athletes who are motivated by aggressive neurotic or competence elements will exhibit these components in their personal styles and expressions. Competitive styles are characterized by certain personality traits such as individualism, egocentricity and tight, rigid, restrictive defences. In common usage the term "personality refers to vaguely conceived human quality which everyone recognizes as a special importance in interpersonal relation. It is a term frequently used in conversation, particularly when the topic involves social interaction. Individuals are spoken of as having difficult personalities "charming personality", "pleasing personalities", "ugly personalities" and the like people are also changed having "no personalities" or are said to be "full of" or radiating personalities in common conversation then personality is what one has or lacks as a person.

Most believe that aggression like many other forms of motivation is elicited by a wide range of external events and stimuli. In other words, it is often "pulled" from rather than "pushed" or driven from within. One factor that has often been suggested as an important cause of aggressive motivation is frustration the thwarting or blocking of goal directed behaviour. In other words, people experience the desire to harm others when these individuals or perhaps other have prevented them from obtaining what they want. Frustration does increase the likelihood of aggression, especially when it is unexpected and viewed as unfair or illegitimate (Berkowitz, 1989). Another cause of aggressive motivation involves direct provocation from others.

The aggressive constructs is a complex one, that there are individual difference in the innate, potential to aggress and that the aggression can also be learned or stimulated by specific situations. When aggressive energies are expressed within the rules of a sport and channelled into skill by a mature athlete, then one may witness a powerful and inspiring performance.
Aggression for aggression sake should not be sanctioned. It is self defeating and debilitating to others. The outstanding athletes enter competition with control and not with impulse. The aggressive athlete will be more active, eager, strong, highly motivated and likely to seek to vanquish any opponent.

Sports may be arranged in a scale according to the intensity and type of aggression inherent in each. Some sports require that a great deal of physical force to be directed against one's opponent whereas others require forceful actions against the environment. Many sports however require that individual aggression should be within structure rules and specified conditions. Sometimes in order to overcome stress caused due to competition players become aggressive. As in life, in sports there is an important problem: how to encourage aggression of optimum amount at the time of its need and to control it at the time when it is called for? Thus, the aggression in sports should be considered of ambiguous nature. This ambiguity is in the form of physical action against the players within the rules of the concerning game, like: American Football, Boxing and Wrestling; whereas in other sports like: Basketball, Handball, Water-Polo and Ice-Hockey the directions, amount and incidences of aggression are highly subjective and dependent on the degree of aggression tolerated by officials, fans and the team mates. The later groups seems to offer the most problems when attempting to curb aggression because in these sports aggression is a somewhat vague construct, an idea left to each player and coach to explore within each contest and within various sets of social cultural sanctions (officials, fans and national settings etc.).

Along with aggression a great deal emphasis in sports is also placed upon competing against some standard of excellence and this is exact focus of achievement motivation theory.

Aggression among human is as old as human race. Beginning with Cain’s murder of Abel and extending throughout history, people have fought each other in tribal wars, ethnic and religious wars, and in worldwide conflicts. The word aggression which is also a psychological factor comes
from the Latin root aggredial (or toward) and gradior (walk) which means to walk with the intent to “hurt” or “harm”. Aggression has directional components some aggressions are directed in word and in its extreme form many culminate in self destructive behaviours including suicide. The idea that aggression and performance are thought to be positively related in sports setting is not surprising. Aggression is defined as the expression of stimulus in the human being. This expression may be either physical, verbal or gesture upon one person by another person. Actually aggression is not an attitude of an individual but it is behaviour of an individual. The reflection of aggression can be seen in the acts of a person with the intention to injure other. Thus, in its broad meaning aggression includes all acts such as physically hitting another and verbal abuse used by athletes, coaches or spectators.

Aggression could have positive influence on the performance outcome of an individual or team if the aggressive behavior harmed the opposition either physically or psychologically weakening their resources. Aggression could also improve a team's performance outcome by improving the process of that group. Aggressive behavior is quite visible in sports. To observe aggressive sports behavior we could attend a kabaddi game and watch player’s fights for points or we could watch runners throw elbows and Jostle of Position in 1500 mts race.

More recently the instinct view of aggression has received its impetus from ethnologists such as Lorenz. He believes that aggression builds up within an individual and that this builds up needs some form of release. The release may occur through either on acceptable or an unacceptable (antisocial) act. Sports would serve as a suitable vehicle, for example, whereas war would not. According to Lorenz, sport is sought as a substitute of war because in all sports, due to competitive situations, some degree of opposition between opposite teams and players allows aggression to be dissipated in an acceptable manner.
According to Singh (2008) aggression is a characteristic of negative nature. This characteristic is also associated with sports. Of course, aggression is an intentional physical or psychological behaviour to harm another person. It is an important topic of academic research to study aggression in sports on all levels. Now a day’s aggressions in sports become a social problem. The international society of sports psychology also recognised aggression as a social problem both on and off the playing field and also recommended ways to curtail this behaviour. Due to gender biasness, research on aggression is limited in the sports with collision are traditionally only available for male not for female and so no research have been done on female aggression. Many collision sports related to male have amended rules and these modified rules disallow certain types of contact in the female collision sports, for example- ice hockey, lacrosse. A gap in literature regarding aggression and contact sport type is created due to this type of activity.

The relationship between aggression and female collision sport athletes may be different from the relationship for male athletes. The Revised Frustration-Aggression Theory would predict that through participation in sport, females would learn to be as aggressive as their male counterparts because of the opportunity for observational learning and the presence of situational cues and reinforcements. More specifically, if women played the same collision sports as men they would show similar aggression levels because of the similar sport socialization processes. (Keeler, 2007)

Stress is an important psychological factor. It is an important part of life and so it is natural by product of all our activities. As life is dynamic process forever changing and consequently stressful. Our body secrets many chemicals due to many psychological reasons. Due to acute stress adrenal gland of our body secrets a chemical known as adrenaline hormone. This hormone is also known as fight-or-flight response of the human body. The effects of adrenaline hormone can be seen in the form of physiologic changes like- increased heart rate and high blood pressure, faster breathing, tension in muscles, dryness in mouth and high blood sugar. In other words,
stress is a state of increased arousal, which is essential at the time of danger. Besides adrenaline hormone substance like: testosterone and HGH (human growth hormone) also secreted by the human body. Stress is advantageous up to a certain amount because one can perform with greater energy with the effects of these hormones.

Performance of sportsperson depends upon the level of stress. At a certain level of stress a player can give his or her best performance while under too much stress it is difficult to motivate oneself to give better performance. When the level of stress is optimum then one will get benefit of alertness and activation which ultimately pave the way for better performance. On the other hand when the level of stress is excessive it not only lower down performance but also disturbs sports-enjoyment. In the following situations excessive stress occurs:

- Firstly, when one thinks that what is being asked I out of his/her abilities.
- Secondly, when much more is asked in a very small time span.

Stress can also affect negatively the performance of a player. There are following negative effects of stress:

- In the way of judgments, sometimes quick judgment and sometime late judgment.
- Stress causes competition to be seen a threat not a challenge.
- Negative thinking promoted by stress ultimately damage the positive frame of mind which one need for the competition of high quality, stress damage self confidence of sportsperson, stress narrow down attention towards sports competition which ultimately lower down skills and performance of the players.

Dr. Hans Seley(cited by Anspaugh,D.J.,Hamrick,M.H. & Rasato, F.D.1994) was the first to define the term stress as the ‘nonspecific response of the body to any demands made upon it’ which can be characterized by
diverse reaction such as muscle tension, acute anxiety, increased heart rate, hypertension, shallow breathing, giddiness, and even joy. From a positive perspective, stress is a force that generates and initiates action. Using Seley’s definition, stress can accompany pleasant or unpleasant events. Seley referred to stress judged as “good” eustress. This form of stress is the force that serves to initiate emotional and psychological growth. Eustress provides the experience of pleasure, adds meaning to life, and fosters an aptitude that tries to find positive solutions to even complex problems. Eustress can accompany a birth graduation new car, a new friend, accomplishment of a difficult task and success in an area that has previously produced anxiety. Distress on the other hand is stress that result in negative responses. Unchecked, negative stress can interfere with the physiological and psychological functioning of the body and may ultimately result in disease or disability. Stress also provides humans with the ability to respond to challenges or dangers. It is vital to self protection and also serves as a motivator that enhances human ability.

Stressors can be considered to be beneficial when they lead to accomplishment and creativity. The stressors should be viewed as challengers and obstacles to be overcome on the path leading to success. On the other hand, when stressors control the individual, a feeling of helplessness develops in them that could result in failure.

Each one of us has our own level of stress, a level of equilibrium within which stress could be stimulating experience. It is only when stress goes beyond this level it become distress and difficult to manage. ‘When it happens everything appears to go wrong, in this situation, one will feel hopeless, helpless and his action become dull. This results in reducing individual efficiency and effectiveness in playing his assigned role in the family, institution, and organization, which further compounds his misery.

All of us face stress at some point of time in our life. Irrespective of profession, strata of society to which we belong, or our position in which
organizational hierarchy stress affects everyone. We can say that life is full of stress and strain and cope up with it is a continuous struggle.

Stress can either be friend or foe. It can bring or intensify heart disease, peptic ulcers, and hypertension. Unfortunately, too many people react destructively to stress. Stress can lead to significant loss in body weight. Many do not know how to deal. Medical progress in recent years has not been one that keeps man imbalance as a bio-psycho social being.

Every age has its own problems or consequences and this century is no exception. Stress is one of the biggest problems of the present times. Each person has to face enormous environmental demands. Whenever a person finds that he is unable to cope up with the environmental demands of the time, he feels stressed. In case of players prospects, performance, energy and being left out of the team creates stressful for him. The stress may be of three types; acute, episodic, and chronic. In the case of sports person’s mostly episodic stress is experienced. It refers to the stress during the time of playing a match or participation in a tournament or going for championships. It may subside or eliminate after the competition is over. However the other two types of activities are sustainable and can affect episodic stress. According to Sandhu, (2002) “Sports competitions, involving individuals and teams, are full of stress encounters. While physical work may produce some stress in an individual; the psychic aspect of sport may indeed be the most powerful stressor operating in the situation.”

The level of stress varies from training session to actual performance session. Crisfield (1976) contends that there is a need to develop psychic stress tolerance in the players on the one hand, and on the other, we need a method to reduce it, if possible without any loss to performance.

Can there be a life without some kind of stress, is a question which is always answered in affirmative. As Symond (1981) says, “stress is an integral part of our lives. It is a natural by product of all our activities.
Life is a dynamic process and thus forever changing and stressful. Our body responds to acute stress by liberation of chemical. This is known as the fight-or-flight response of the body, which is mediated by adrenaline and other stress hormones, and is comprised of such physiological changes as increased heart rate and blood pressure, faster breathing, muscle tension, dilated pupils, dry mouth and increased blood sugar.” To defend oneself in the situation of danger organism occurs due to arousal caused by stress. As at the time of danger adrenal gland secrets adrenalin hormone like testosterone and HGH (human growth hormone) also secrets from endocrine glands of human body. Stress is good up to certain limit. Under this limit sportsperson perform with greater energy and give better performance.

**Ferris (1981)** asserts that the sports, besides requiring certain physical attributes on the part of the player, also require specific psychological characteristics. To be able to participate in sporting activity, a sportsperson needs to manifest competitiveness, self-assertion, independence, controlled aggression, the will to win and the ability to dominate his or her opponent. These attributes are the same as those that are designated stereotypically ‘masculine’ that is normal desirable and appropriate in the male and by contrast, abnormal, undesirable and in appropriate in the female.

There is a close relation between stress, pressure and performance.

Stress caused by the pressure and demands gives dual effects—positive and negative both. Following “Inverted U” graph explains the relationship between pressure and performance of a sports team or a sportsperson with respect to a sports event.
First half i.e. left hand side of the above “Inverted U” graph between pressure and performance, shows that as pressure increases to do certain job or task, a person or player focuses his/her more attention on the task. Thus intensity of attention increases up to the optimal stage that is, the area of the best performance.

Second half of the above graphs i.e. downward curve shows that after optimal stage, as pressures going to increase performance begin to decrease. This shows that after a certain stage enough pressure on us gives negative effect on our performance. This is due to the fact that one cannot be more conscious more than few thoughts at a time. In this situation we become uncomfortably stressed and anxious. In this situation negative thoughts begin to come in our mind and at this moment we begin to feel that our needs exceed the personal and social resources that an individual able to mobilize. Such type of feelings and thoughts compete with our performance of the task for our attention capacity. Consequently, our brain becomes overloaded due to negative thinking.
This shows that ability to deal with large amounts of information received by the mind of a person is reduced due to the stress. Thus, in this situation a person is unable to take account of all available information and consequently his/her decision making capacity and creativity impaired. This type of inability of a person accounts for common observation that a person, who is highly stressed, will persist in a course of action even when better options are available for him. This can also be explain by an example that when an anxious person put under a little extra stress give the best performance while a calm person may need additional pressure to give better performance.

Male and female sports people not only differ physiologically but also psychologically. Many traits that are considered normal for the male and female possessing these traits are considered to be deviant. The typical feminine temperament includes being passive, non-competitive, submissive, nurturing and non-achievement oriented. These characteristics are supposed to be possessed naturally only by women and have been designed feminine as a result. Men manifesting such traits are deemed to be out of the range of the normal male, and indeed are treated derogatorily, just as so called ‘masculine’ women are treated as social misfits.

Gill (1948) asserted that even the most documented sex differences are neither universal nor absolute. Most investigators acknowledge that biological factors have some influence on behavior. But those biological factors are not the absolute determinants. Even those gender differences with the strongest supporting evidence do not parallel the dichotomous biological sex differences. Instead the behaviours of females and males overlap considerably. About 40% of females are more aggressive than the average male. Similarly, many females are more competitive than many males. Even if biological sex has some influence on competitive behaviour, the social psychological aspects of gender in sport and competition pose more questions and implications for sports participants.
Monagan (1983) suggested that many women are leaving co-ed sports situations and are favouring single-sex activities. It is possible that this is a manifestation of the desire to avoid situations of social comparison and situations where the opponent is perceived as being high in ability. But of course, not all physical activities and exercise are of this nature. Many women run, cycle, work out in the gymnasium, attend aerobics and keep fit classes. Research evidence has shown that many women are likely to become involved in activities which focus on health, appearance and which provide social out. All this warrant for extending the study to both male and female sports person.

Sports performance of players is also determined by the attitude of the players. If the attitude of the players are less and they cooperate their fellow players in their performance the satisfaction is good because at last team wins but if attitude is more performance is decreased.

Attitude towards Physical activity, which includes the set of beliefs that an individual has about the personal and social worth of participation, the possible health benefits, the expected nature of participation in terms of satisfaction and self-fulfillment, is a decisive factor in the development of an individual's overall outlook with regard to physical activity.

The development of attitude is a cyclic process with considerable modifications especially during childhood. It is now universally agreed that one's childhood years are important in determining attitudes and habits in later life, including those related to physical activity. If one is concerned not only with the present all round development of children but also their continued participation in sports, games and other physical activities, the development of a positive attitude becomes an important factor.

The shaping of positive and habit patterns toward physical activity is crucial because relationship with the motivational set of the learner. Many factors, including the cognitive and psychomotor, determine what is learned, but attitudes usually determine the consequences of physical education. The
learning of such skills was part of education and development of the body through various physical activities and vital for existence.

The characteristics of physical education are also such the many of the existing problems are similar to other areas of education. Physical education has many shared objectives with other disciplines of the school, and other community agencies. These shared objectives mainly concern attitudes, human values and knowledge. However, physical education is non-verbal in nature and has the primary purpose of teaching gross motor skills rather then verbal oriented skills. The unique function of physical education is the education of youth through the improvement of motor behaviour.

**Haque (1980)** conducted a study to determine the attitude of heads of secondary schools of Bangladesh toward physical education. The results revealed that the study as the heads of government and non-government schools had favourable attitude towards physical education. The study indicated that the greater majority of the respondents had favourable attitude towards all aspects of physical education. The heads of government schools had more favourable attitude than those of non-government schools toward educational, economic, vocational and personality aspects of physical education, while the heads of non-government schools had more favourable attitude toward physical, mental, social, political, cultural and general aspects of physical education. The differences between the favourable attitudes of the heads of government and non-governments schools are significantly with respect to the physical, social, economic, emotional, and general aspects of physical education whereas, they were in-significantly in the case of mental, educational, political, vocational, personality and cultural aspects. Majority of the heads of both categories of schools believed in the all-round development of the children through physical education highlighted the physical, social, educational, and emotional contributions of physical education. They opined in favour of physical education as a compulsory examination subject, and did not consider it as an extra-curricular and pre-school activity. They believed in the possibility of
general physical education programmes in schools even without extra found. Viewed physical education as drill/mass P.T./free hand exercise and some recreational games. Favoured the need of teaching physical education in schools even without being asked by the government or school authority. They opinioned the bachelor degree should be the minimum general qualification for a physical education teacher in secondary schools. They supported the eligibility of physical education teachers to be the assistant head and heads of secondary schools expressed their beliefs that the status of physical education in school depends mainly on the attitude of the heads of the school towards this subject. They opinioned in favour of introducing physical education as one of the major important subjects in teachers’ training colleges. They expressed the need of theoretical knowledge and some practical background in physical education for heads of the secondary schools. They did not believe in the interference of politics in games.

The aim of Acord’s (1978) study was to assess attitude toward physical activity of secondary students in co-educational and non-co-educational physical education programme. A questionnaire was constructed to identify co-educational and non-co-education; physical education programme in the thirty one southern-most counties in Illinois, and solicit participation in the attitude study. Four hundred eighty subjects were randomly selected from fourteen public high schools chosen at randomly; seven schools had co-education programme and seven schools had non-co-education programmes.

He concluded that (1) Secondary schools in Southern Illinois held a generally favourable attitude toward physical activity. (2) On five of the six measures there was no difference in attitude between students in co-educational and non-co-educational programmes. (3) On four of the six measures there was a significant difference between the men and women, men score higher than the women. (4) On two of the six dimensions, differences among grade levels were significant. (5) On one measure, the aesthetic sub-scale, a significant interaction existed between
grade level and type of programme and (6) No difference in attitude toward physical activity among the fourteen schools existed on any of the six sub scales.

**Melcher (1976)** conducted study to find out (i) an understanding between attitudes of girls and their mothers and fathers towards the six dimensions of physical activity on the basis of Scott motor ability test, in the lower or upper motor ability grouping, as measured by Kenyon’s semantic differential scales of ATPA i.e. attitude toward physical activity and (ii) the attitude of tenth girls towards physical activity related to their mothers and fathers. In his study Melcher concluded that (i) when girls in the upper 31% or lower 32% of motor ability scores of upper middle class tenth grade girls then father’s attitudes towards physical activity are more related to their daughter’s motor ability scores than mother’s attitudes; (ii) tenth grade girls’ attitudes towards physical activity are significantly related to their own motor ability scores; (iii) attitudes of mothers and their tenth grade daughters are similar towards six dimensions of physical activity of Kenyon, the low significant relationship indicates that familial attitudes in regard to physical activity can be identified.

Sports like: cricket is dominated by men to such an extent that word cricket gives indication of numbers of events exclusively related to male, like that the female play some other game. However, it is truth that the rules for female players are same as for the male players. There is no concession made in this regard and women have also fulfilled the same eligibility criteria and their performance is also scaled on the same measurement stick.

**Netto (1979)** conducted a study to assess the attitude of graduate trainees toward physical education. She prepared an opinionative constructing of 70 statements based on the model of Likert and distributed those opinionative to 578 teachers trainee studying in the six training colleges in Madras. The analysis of the data revealed that
graduate teacher trainees, men and women did have a positive attitude towards physical education.

**Broer, et. al.’s (1955) article** presents the results of a survey of the attitude of 1,149 college freshmen women toward physical education as an activity. Study of total scores shows that they indicated a very favourable attitude. The student in swimming and tennis seem to have a more favourable attitude than average and those in archery a less favourable attitude. The high percentages of these students who indicated that physical education activity classes contribute to social development, mental and physical health agree with results found at the University of Michigan.

There are two important factors to study and to find out psychological causes for a big gap between male and female players in the same game. Firstly, if it apply to a team then the female players stand nowhere near the status of female players in the same game, actually this is an universal tendency and so can apply to the other game; while in games like tennis and athletics, which demands personal brilliance, there are female superstars also. Secondly, the status, to which they belong, of these players. There were the causative and motivating factors for the researcher to undertake the present study.

**STATEMENT OF THE PROBLEM**

Analysis of selected psychological variables between College Men and Women Basketball players.

**AIM OF THE STUDY**

The aim of the study is to analyze the selected psychological variables between College men and women Basketball players.

**DELIMITATIONS**
• The study was delimited to the selected psychological variables i.e. Achievement Motivation, Aggression, Anxiety, Attitude and Stress.

• The study was again delimited to the 50 Men College Basketball and 50 Women College Basketball Players, making total of 100 players.

• The study was again delimited to the state of Uttar Pradesh only.

• The study was again delimited to the Basketball players of 18-25 years of age group.

LIMITATIONS

• Questionnaire research has its limitations. As such bias if any pertaining to the subject be considered as a limitation of the study.

• The tests were administered at different points considering the availability of the subjects, their mood states which might have had influenced their response pattern on a particular scale/instrument. This was another limitation imposed on the investigation inadvertently.

• Certain factors like diet, rest, sleep etc. were beyond the control of the investigation and were considered as limitations of the study.

• As the subject come from different socio-economic groups their dietary habits, life style, routine of study and play were different which were considered as limitations of the study.

• No special motivation technique was used during the test, therefore the difference that may have occurred in performance due to lack of motivation was recorded as the limitation of the study.

HYPOTHESIS
Keeping in the view the objectives of this study, it is hypothesized that there will be significant difference between college men and women Basketball players on all the five selected psychological variables.

OPERATIONAL DEFINITIONS AND EXPLANATION OF THE TERMS

Attitude:

The positive or negative evaluation of people towards objects, events, activities, ideas, or just about anything in environment is known as an attitude. An attitude is defined by Eagly and Chaiken as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Jung defined an attitude as "readiness of the psyche to act or react in a certain way". It comes in pairs: one conscious and other unconscious. The attitudes are examined by many measurements and scales. Due to arbitrariness of the measurement it is difficult to measure attitude. This can be explained in other words as people have to give attitudes a scale to measure it but one cannot observed it directly as it is a hypothetical construct. As for as components of attitude are concerned, according to William J. McGuire, it contains many components such as cognitive, affective and behavioral. The clear distinctions between thoughts, emotions and other intentions related to behaviour of a person cannot be made on basis of empirical research. Attitude can serve "instrumental, adjectives or utilitarian, 'ego-defensive,' 'value-expressive,' or 'knowledge' functions”.

Attitudes can be changed through persuasion. In psychology the effects and impacts of attitudes on behavior of the people is a topic of research. In the study of this topic two types of theoretical approaches have been dominated: first, theory based on reasonable action and second, theory based on planned behavior. Both these theories propounded by Icek Ajzen. In these theories Icek Ajzen describe the connection between attitude and behavior as a deliberative process in which an individual actively choose to involve in an attitude related
behavior. Russell H. Fazio developed an alternative model called “MODE” that is, motivation and opportunity as determinants. The model developed by Russell H. Fazio makes emphasis on motivation and opportunity for deliberative attitude related behavior.

Thus, attitude is defined as a tendency to react in certain way towards a designated class of stimuli or an object. Attitude of a person is degree of like and dislike for something and it may be positive and negative. A person may have possessed positive and negative attitude simultaneously towards the item in a problem. Attitude is a judgment which develops on affect, behaviour and cognition. A person who is emotional gives effective response and behavioral intention of a person is typical behavioral tendency of an individual.

In the broad sense, aggression is defined as forceful, hostile or attacking behaviour or disposition of a person or living species. Aggression in behaviour occurs either due to retaliation or due to provocation. In the narrow sense, which in used in social sciences and behavioural science, aggression is defined as an intention to harm someone else or an act intended to increase relative social domination. Aggression due to defensive behaviour in the different living species may not be considered in the same sense. Aggression may occur in different forms that is, physically or communicated verbally or non-verbally.

**Aggression,** in its broadest sense, is behaviour or a disposition that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioural science, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness.
Like the general people, aggression is very common among sportsperson also. Physical offensive action against others is defined as aggression by Barimani (2009). Aggression can be shown by using offensive words which are motivated to do psychological damage to others. Aggressive behaviour used by an individual or a player with the intention either to harm others or opponents or to prevent oneself from being harmed. Aggression occurs in two forms: one is instrumental and other is hostile. In the first type of aggression a sportsperson made an attempt to harm his or her opponent player to win the event. On the other hand in hostile aggression a player or a person madly committed to physically harm his or her opponent player or person. Thus, instrumental aggression is the aggressive behaviour which is planned by someone or a player to achieve goal or task given to him/her. The instrumental aggression is understood by an example: a hockey player kicks his/her teammate down to control the ball.

**Achievement Motivation:**

‘Achievement’ refers to a measure of ability or attainment that reflects progress or an accomplished goal while ‘Motivation’ refers to the impulse or desire to behave in certain ways. Therefore achievement motivation refers ambition to do good job, got success in the desired mission and to reach on a level which is standard level in an individual’s eyes and in the eyes of others. Achievement motivation reflects willingness in an individual in his/her behaviour that enables him/her on reaching higher standard despite the possibilities of unsuccessful. Atkinson defined achievement motivation as a personality trait- differing between individuals but remaining fairly consistent within each person and thus stable across different situations they might encounter. Achievement Motivation interacted with situational factors: 1-The difficulty of the tasks faced- measured in terms of the probability of success or failure. 2- The incentive value of success- measured in terms
of the importance to the individual of success or failure in a particular
task. Achievement Motivation has many implications for sporting attitudes, training and performance. Those showing high levels tend to show: (1) desire for challenge- seeking challenging opponents or task and demanding but achievable standards or goals, (2) concern for excellent standards and value of feedback, meaning they may respond better to constructive criticism in coaching, training for skill acquisition and practice for skill refinement, (3) lower fear of failure and more positive internal attribution regarding failure and success- leading to greater persistence in sport endeavours, (4) positive attitude towards evaluation- combination with all the above factors may lead to higher standard of performance.

Stress:

Stress is an important psychological factor. It is an important part of life and so it is natural by product of all our activities. As life is dynamic process forever changing and consequently stressful. Our body secrets many chemicals due to many psychological reasons. Due to acute stress adrenal gland of our body secrets a chemical known as adrenaline hormone. This hormone is also known as fight-or-flight response of the human body. The effects of adrenaline hormone can be seen in the form of physiologic changes like- increased heart rate and high blood pressure, faster breathing, tension in muscles, dryness in mouth and high blood sugar. In other words, stress is a state of increased arousal, which is essential at the time of danger. Besides adrenaline hormone substance like: testosterone and HGH (human growth hormone) also secreted by the human body. Stress is advantageous up to a certain amount because one can perform with greater energy with the effects of these hormones.

Thus, stress can be defined as a physical, mental or emotional demand, which tends to disturb the homeostasis of the body.

The anxiety plays an important role in the performance of a person whether it is a player in the tense moments of a championship game or a
science student in his/her examination. Due to anxiety many changes occur in the human body. These changes finally affect our performance. These changes in our body can be identified by certain indicators. There is a miss-concept that stress caused by pressure adversely affects performance of an individual. The stress of competition, many times, may cause negative anxiety in one person but positive excitement in another. In other words, we can say that effects of stress may differ from one person to another person. That is why elite players’ do good performance under pressure while most others would ruin. However, on some occasion pressures and demands, which caused stress can be positive in their effect because in this situation bodies of sportsmen and sportswomen flooded with fight or flight adrenaline to power explosive performance. Another example of positive effect is where deadlines are used to motivate a person who seems bored or unmotivated. In most of our work situations responses of stress adversely affect our performance. Most of the difficult problems at work can be dealt with a rational, controlled and sensitive approach. Our social relationship are very complex and these relationship not to be damaged by our aggressive behaviour or approach while a calm and withdrawn response to stress means that we fail to assert our rights.

Sports performance not only depends on physiological factors, for example- stress and fitness and biomechanical factors like- techniques but also on psychological factors, such as- anxiety, attitude, achievement motivation, aggression and stress etc. However, certain level of is needed to optimise performance of players in a game. This level of stress depends on some factors like- past experiences, coping responses and genetics. Thus psychological preparation of players and coaches are necessary, which is often neglected by the players and coaches alike. Many researches have shown that mental preparation of players is very important factor for Olympic ranking. In athletics, mental preparation of athletes is also play a crucial role in their better performance. Thus, certain level of stress is needed, for the optimal performance. Very small
level of stress is boring because it is not being challenged i.e. stress caused by pressure of competition does not necessarily lower the performance of the players and in some circumstances, can improve it. When the level of stress is optimum, then an individual becomes more alert and active to improve his/her performance.

**Anxiety:**

Anxiety means feeling physically and mentally anxious. Fear, nervousness and stimulation of sympathetic nervous system in an individual caused anxiety. The sympathetic nervous is nothing but a system of nerves sympathetic to both mood and environment of an individual. Flight or flight responses in the body occurred when something hits this nervous system but this doesn’t mean that our sympathetic nervous system hit in the situations of personal danger. Our minds are complex and danger might translate psychologically just like as a speaker give his/her speech in front of audience or as a player, playing in the big game. Many times, an individual, who is over anxious might suffer from a disorder of anxiety and frequently feeling ‘panic attack’. Due to over anxiousness our respiratory system become more active and due to this increase in respiration and adrenaline caused some physiological changes in the body. These physiological changes serve to heighten the fear of the situation. The parasympathetic nervous system of our body does the job of calming down from anxiety attack, which in some individual, especially when they are over stimulated for long periods; it takes a long time to calm down.

Generally, most of the neuroscientists are of the view that long term anxiety is harmful; therefore it is argued that anxiety for a short duration during play might also have negative mental effect. If a player is constantly before, during and after playing a game then it is harmful for their personal lives also.

Thus a general fear of preloading a personality trait by an individual to successful event is defined as anxiety. The sports
competition may cause players to react both physically and mentally in a manner which can negatively affect their performance abilities.

SIGNIFICANCE OF THE STUDY

1- The study may determine the variations in selected psychological variables viz. Achievement Motivation, Aggression, Anxiety, Attitude and Stress among male and female sportspersons.

2- The study may also help to assess the differences in the selected psychological parameters among sportspersons of the sports discipline chosen in the study.

3- The results of the study may provide useful information and guidance to coaches, physical education teachers and athletes regarding the behavioral characteristics of sportspersons and may thus be instrumental in effective psychological parameters of athletes.

4- The study is a useful information in the field of sports psychology and may help trace the psychological profiles of inter collegiate level sportspersons.

5- The study may throw new light on the field of sports psychology highlighting need for and direction of further research.

6- The study may motivate other athletic lovers and scholars to take-up similar studies so that the sports may become more scientific in India too.