પ્રકરણ-૨
પૂર્વ થેલા અલ્યાસો
પ્રક્રિયા - ૨

પૂર્વ ધયેલા અલ્પાલો

2.1 પ્રશ્નકાર

2.2 પૂર્વ ધયેલા અલ્પાલો
પ્રકરણ - ૨

પૂર્વ થેલોની અભ્યાસો

2.1 પ્રસ્તાવના

પૂર્વ થેલોની સંશોધનની તપાસ સંબંધી પરિણામો, વિવિધ પરિવર્તનો અને સંશોધનના વિશ્વસ તારણો અંગેની પુષ્કળ માહિતી પૂર્વી પાડે છે. બાદલવાર તો સંશોધનની વ્યાખ્યા અંગેની ક્રિયાકલાપી આવે છે કે "સંશોધન અંતિમમાં પૂવર્વપ્રતિસાદ માટે ક્રિયાખાતી દ્રષ્ટિકોણ તે" (Fill in the gaps in previous knowledge) અંદરથી એ દર્શને પક્ક સંશોધન અંગે પરિવર્તનો વિશે કામ કરવું જરૂરી છે તેવી પૂર્વી તપાસ તેને આપણી શકે છે. બાદલવાર આ સંશોધન દ્રારણા સંશોધનકે કોણ પરિવર્તનો અંગે કેટલુ ગણન અધયાયન જરૂરી છે. તેમની માહિતી અધિકારિને વધુ ગણન અને અધિક સાધન, અભ્યાસ માટે પ્રેરણા પૂરી પાડે છે.

વગી મનમાં ઉગેઠાની અધ્યાપક વિષય અધ્યાય કેટલુ સંશોધન થતું નથી. તેના માટે શક્તિ, નાના અને સિમાને અભ્યાસ પણ છે. આવે એ અધ્યાય શિક્ષક ન જાણ તેમની સંશોધન અધિક રાજકીય કાર્ય પણ છે. પૂર્વી સંશોધની તપાસ કાળી વિષય સંસ્થાનમાં ગુજરાતના અધિક જનતાપદ્ધતિ પુરુષપદ વાત છે. આવે માટે અનુષ્ઠાન પુનરાધયાય તાંતી પણ સંશોધક પૂર્વી સંશોધનની તપાસ કરવી આવશ્યક છે.

સંશોધનકારી જયારે તેના સંશોધન વિષયની સંદર્ભ સાહિત્યનું અધયાય કરે છે. તારે તેને તે વિષયના થેલો સંશોધન વિષય માહિતી મળે છે. આ હોય સંદર્ભ સાહિત્ય પારંપરિક સંશોધન કરવાથી સંશોધકને પોતે જે વિષય પર સંશોધન કરે છે તેમાં કેટલુ કામ વધુ અને કેટલુ કામ બાકી છે તે પોતાને સંશોધન કરી હિસામારલ કરવું તેમને ભાવ આવે છે.

જે વિષય અંગે આવા કાર્યકેપ્ટ કરવડર વધુ કોમ તેમાંથી જ નવું નવું ત્રણ પ્રાપત કરી શકાય કેટલુ સંશોધન શ્રેષ્ઠમાં સામે વધુ તેની. પછી મૂલકાળમાં થેલોના સંશોધનોને જ ઉપયોગ છે. પૂર્વી થેલોના સંશોધનોનું વાતાવરણ, મનન અને વિચારના અંતર્રાંકને પડે અભ્યાસ સમજૂ તેમની
संशोधकने पता आ विशेषनो भाव शुद्ध खराबी दर पाने तेथी ते पाच ओकाांधी मशोधन करी शके।

कोईपण संशोधकने संदर्भ साहित्याची अभिव्यक्तीतामुळे केंद्री विविध वातावरण घट्त वे के आ साहित्य द्वारा त्याचे प्रोताना अन्वयाने स्पष्ट विविध माणी रो रू हे अने तेथी कार्य शुरू करता पडेला पोताना विषयावधी परिपत्र वयदु आशीर्वादपूर्वक परे रहे हे।

जे कोई संशोधकने अग्रांत थेवच्यांत दृष्ट समृद्ध करू हे. आती बीजा केसमां दुर्गमत पडा करी आभार रहे. आ उपरांत देश काळ, परिस्थितीमांसंशोधके वादवादांत करा. आती संदर्भ साहित्य आ मादेनु मोदेव (निधानक वाणाऩु) नकडी वर्त्ताने मद्दत पंजाब बनेहे हे. अने जेणेकरी ते कार्य करून झुळू हे ते निखते तेमांमुळे पूर्ण संगीत साहित्य द्वारा नकडी करी शाक्य रहे हे.

2.2 पूर्व थेवच्या अनुसार

(१) शीर्षक: वांता संपादक संवित्तताचा उपचरण ताती विंता अने काताशाही।

संशोधक: सुदीप्वान हे. अने. अने इंग्वील अंग. भी.

बीजा विश्वविद्युत हरिमण्ड डिटेक्टरी वाक्यरी आलोचनांक भावाच वेदना भाषण अग्रोकोणे भावणीसाठी साधर सर्दी भावांमाला इच्छावेळा इक आंतरराष्ट्रीय भाषणेत्रमां भाषणांमां आम्ही करता. वांता संमंडली ऊंची विंता त्याचा भाषण अग्रोकोणे विंतानाची वाळणीशी हे वेळा घटती नाही. तेव्हाप्रमाणे जे कोई जे कोई तेव्हा जे कोई मुंदती होय ते त्याच्या तेव्हा तेव्हा सतत विंता वती देऊ आवश्यक जभांत प्रेमवर माणाय?

अभाष, विंतातीत अने तेसाची उपचरण ताती काताशाही विंताती उपारंग वती घटती. तेथी जे कोईपण काताशा हरिमण्डण विंतातुं प्रभाव ववते हे. तेव्हा अन्वयाविश्वासिक जबावांत व. तेचं मनोविश्वासिक जबावांत व. (२) शीर्षक: Anxiety in undergraduate Students.

संशोधक: Misra V.D. & Singh D.R.
Upadhyaya: Manifest anxiety & education Performqnce, Psychological Studies.

Gupta V.K.: Impact of anxiety & achievement motivation on self concept of high school Students.
(४) शीर्षक: Anxiety, Depression & self-Concept among Adolescents: A study in relation to perceived parental Attitudes.

संशोधक: डीवमात्र, बेगमस अने हिमाय

उपरोक्त अभ्यासांमध्ये ८० छोट्या मध्ये ८० छोट्या मध्ये १५० विद्यार्थिओंच्या निर्देश तरिके पसंद करायांना प्रतीक्षा आता. यांमध्ये छोट्यांमधीमध्ये सर्वांच्या उमर २४.५४ अने छोट्यांमधीमध्ये सर्वांच्या उमर २४.५६ अती. नवी वाढत तरिके सिंधा रचित केवळ रीतिने। जेव्हा रीतित सेविं फार्सेंट सेवन उपयोजक चर्चांमध्ये आत्मच्या आपत्ती दर्शवते ते ही छोट्यांमध्ये अने छोट्यांमधीमध्ये वित्तीयी आपत्तीमध्ये सादर्ध तकावत नाही. तेव्हा उद्यो अने विविध आपत्ती, सामाजिक विविध तुंडांमधीमध्ये वित्तीयी आपत्तीमध्ये तकावत नाही. भाव-पिताना स्वीकृत विषयांना अने तुंडांमधीमध्ये वित्तीयी तकावताच्या सदसंबंधात येऊने सादर्ध नसल्याचे अने.

(६) शीर्षक: A study of Effress & Anxiety.

संशोधक: V. Natraj

आ अभ्यासांमध्ये माहिती संग्रहालयांमध्ये शक्तिपूर्वक प्रतीक्षांमधे विद्यार्थिओंच्या निर्देशे पसंद करायांना आत्मच्या दर्शवणे अने विद्यार्थिओंच्याने निर्माण म्हणजेच जूठ अने प्राथमिक जूठ अने जूठमध्ये वाईच्या देखभालांच्या आता. त्यांमध्ये शक्तिपूर्वक, अवसरांमधीमध्ये विद्यार्थिओं दिसतील विषयांमधीमध्ये आत्मच्या दर्शवणे अने प्रतिवाद आपत्ती प्रकाशविद्यांच्या उपयोजक करायांना आत्मों कसून. (Opinion Stress Confirmative Device, 1976) जेव्हा वोटेंट सेविं द्वारे संधारत करायांना आत्मच्याचैत्याची दर्शवणे अने प्रतिवाद आपत्ती अने विभागांमधीमध्ये आत्मच्या दर्शवणे होतो. अहिंसा विद्यार्थिओंमध्ये प्राथमिक अने निर्माणांच्या वृत्तांचे विशिष्ट रीती सीटमां बेहोळतमतमा वाचा दाखवून गेल्याची गीता सारे जोडी बहुत तेव्हा सामन्ये रूपांतर युगांच्या अने तर्कांच्या प्रतिवाद दर्शवणे अने देखवूने ज्ञातांमध्ये आत्मों कसून तेव्हा सामन्ये रूपांतर युगांच्या अने देखवूने ज्ञातांमध्ये आत्मों कसून.
निपितित जूत अने प्रायोजित जूताना परिशोधानी अर्था दरम्यान जूता मध्ये के निपितित जूतानी सरम्हानतीयां प्रायोजित जूतानी वचने भास तत्साहन जूता मणतो नयौँ। अेटों के प्रमाणी पाली पाली बितानुा प्रमाण बोइंग घड़ूँ ज घड़े छ। परेंतु भास तत्साहन आ अन्यायामें होा मणूँ हतो।

(७) शीर्षक: बिताना प्रमाणी मानसिक कार्याना प्रमाण परत धारण असार
संशोधक: भीमल प्रसाद रॉय अने कमवेशकुमार सिंह

आ अन्यायामें मुझकरपूर, भेंच। भेंच। कोेलना बीजा वर्णना २५० विद्यार्थियों
निकाय (१६० वर्णना वेकाला आयो होतो। तेहा नंक जूत पावामा आयो हता। दिसूँ बिंता, मध्यम बिंता अने नींवी बिंता तेहा टेवररी Manifest Anxiety नवर्णनो उपयोग करायां मध्यम आयो होतो। आ अन्यायामें प्रयोगपानने थेरी सीमी तूँही गुणाकारणी तालीम आपावामा आयी अने लारगाल गुणाकार करानुा कोेलवामा आयुँ हेम Multiplication Chart नो उपयोग करायां मध्यम आयो होतो अने विद्यार्थियों जूनाने कुंबँ हलूँ के दिसूँ बिंता, मध्यम बिंता अने नींवी बिंतामा गुणाकारणो चार भाषा भेंचा अने भाषा पाली कोर्ट ज तत्साहन होा मणतो नयौँ। परेंतु कार्यक्रमानुा प्रमाण उपरसङ्गकार वाच छ। आम बिताना आ अन्यायामें मानसिक कार्य (वरत असार) होा मणती नहोती।

(८) शीर्षक: परिपक्वता दरम्यान रतिय बिंता अने अन्यायक्षता
संशोधक: आर्येन्दु सिंह

आर्येन्दु सिंह (१८२८) अन्यायामें दर्शवे छ दे केझारे बांधत्यां (बी पूर्ण)
परिपक्वता भाषेछ। त्याचे तारीख बिंता अने अन्यायक्षताची आवामां मनोवाच अनुदुबे छ
अने आ भावत दुःखीनारी दर्श तंगज्ञिमें जोवा मणे छ। तेनी समें बीमन विरोध करता जालेछे छे दे आ मनोवाच देखनुा जोवा वायुवाहिकी जीम आयां छ। परेंतु वाहू संघ देखास ते मनोवाच जणां धारण होय छ। बीमन (१८२८) जड़वचे छे दे उद्वाह निर्धार आवाह जणी ऊतसाहुँद्वां स्वीकारे छे अने साप्त करे छे, ते परिपक्वता धारण ते दे मार्क पीढी पी. शाक्ते। वाहन वंकरी शाक्ते। मिलितीरी दापव धार जचो। तेनी परिपक्वता सावधाना
आण्ये परिषद्वता आवतानी साथे मनोबार अने आंतर बने अनुबंध हे. आम, माझींत मैंया आम्याशोळो इमेल विचेष करे हे.

(८) शीर्षक: बिंदा अने ठेव आवरोप वर्गेना संबंधिनी अम्यास.
संस्थाकर: पी. अन्नत डीशन अने भी. भलेपरी (१८७७)

बिंदा अने ठेव आवरोप विभिन्न अम्यास करें किंवा तेम्यो हे हे तितुत्नत युनिवर्सिटीना अनुसार तक करणा छोटंक अने छोटरोप्याने विश्व शिंता भापन वापर देखण्यावर आहे.पी.ने.टी. बिंदन्यानुसार स्कॅल उपयोग करतो तेम्यो हे २० आठक चालत. ठेव आवरोप मात्र काही सोटीन बोर्डों उपयोग करते परिस्थिती दरबंध्य हे हे दिवसी बिंदा परावता अने नींदी बिंदा परावता जुडण्याने ठेव आवरोप वर्गेना संबंधिनी प्रमाणांक ०.०१ आहे. अर्थात विचे कठीण. बिंदा अने ठेव आवरोप व्यक्ती विच्छयाव विषयानंतर जोवा मेंढे हे, टूकात अधिक विवळ्याने बदलते हे हे के जेथे दिवसी बिंदा तेम्यो ठेव आवरोपिनी अत्यंत पल्लव विधेयक होया मेंढे हे.

(१०) शीर्षक: A study of Assertiveness & Social Adjustment of Students.
संस्थाकर: B. Y. Desai

बिंदा विवळ्यानुसार आवरोपितांनाचे सामाजिक समायोजन अंशाने अम्यास मात्र तेम्यो सर्व्ह फण युनिवर्सिटीनी देखोयांची स्थानक करणा १२० बिंदरोप्यांने नमूना तरीके पद्धत कर्या मेंढा अने अनुभव कर हेल आवरोपितांना मापनलयाचे अने सामाजिक समायोजन मात्र देखोयांची मापन तुलनी उपयोग करताना आव्यो अने महत्त्व विस्तार करताना आयुं परिवर्तन दरबंध्य हे हे हे दोस्तेंबर  रटता अने कंटेन साथे रटता छोटर-छोटरोप्याने आवरोपितांना व्यक्त्व केले सार्व्हक तपास्त मेंढा.

(११) शीर्षक: Emotional Intelligence, Happiness and Anxiety Among College Students: A Correlational study.
संस्थाकर: C. Rajesh kumar & P. Prapakan.

आहे उपरोक्त अम्यासांमधून आवरोपित बुद्धिप्रमाणे प्रसन्नता अने शिंता विशेषतः कोलेजियन विवळ्यानुसार साधस्वंत्त अम्यास करतात आव्यो हे. आ मात्र संशोधक स्नातक अने
अनुसार अश्नामा १०२ विद्यार्थियोंने पर्याय रीते नमूना तरीके पसंद कर्या तेमा (१८ वी र्वर्ष) पर कोडराओ अने र्भ कोडराओले कती तेमाने Emotional Intelligence Scale (Schuttle et al 1998). The Oxford Happiness Questionnaire (Pater Hills & Michael Argyle, 2002) अने Kuwait University Anxiety Scale (Abdel- khalek, Amm. 2002) आयेमाने आधार हती. पियर्सन सहसंबंध द्वारा मेन्वॅल माहितीले विश्लेषण कर्सामा आयमू परिपास हस्ताक्षर छे हे आयेविद्युक बुध्दि अने प्रकार्णा मध्ये विविध सहसंबंध आहे शाखां छे. परंतु आयेविद्युक बुध्दि विविध मध्ये नीती शाखां छे. ते अने मध्ये दोन संमंत्र जोनाई नयात नयी. अधी जोतिज तकाचत आ त्र्याश परिपास भाटे ज्याबाबार गळी शाखां छे.

(१२) "मानसिक स्वास्थ्य रीतीने संशोधनात आपल्यांच्या ओळीवूनु उपयोग्य एकिया प्रोग्राम" अने संपूर्ण आशा हे हे ECA प्रोग्राम जुळ्याचे मानसिक स्वास्थ्य सेवानी शासोधनातल्या नोंदामार्फत मदडपणात घड्या. अने प्रोग्राम मानसिक असुरक्षिताच्या उपयोगास कर्सामा सक्रिय घड्या ते आ नाहात पण अंक मोडून योग्यतेस घड्या. आ त्यासाठी मानसिक असुरक्षिताच्या स्वास्थ्यास वागती सेवांतोत्त शासोधनातील महत्त्वपूर्ण क्रमांक बांधू अशे. आ त्यासाठी परिपासों साधनासाठी भूमिका जगावणे. आ त्यासाठी परिपासों साधनासाठी भूमिका जगावणे. आ त्यासाठी परिपासों साधनासाठी भूमिका जगावणे. आ त्यासाठी परिपासों साधनासाठी भूमिका जगावणे.

(१३) मानसिक स्वास्थ्य वागती संस्थानांतर, मानसिक स्वास्थ्य सेवांतोत्त उपयोग. अक्षातील माहणार्बाबत अने चौथा तिथीकार येते अमेरिकना कमांडार्बाबत US मिलिटरी द्वारा मानसिक स्वास्थ्यस संस्थागत भाषात रिपोर्ट आहामाने आणेपरंतु आ आयेविद्युक बुध्दि पासून विश्लेषण प्रक्रिया वर्ध नाही.

आ संशोधनाच्या कृती अने संभांत तपासावेल छे हे साधनांतर वर्ती आपल्यांच्या सुधारांच्या अने चौथा तिथीकार येते विज्ञानास संरक्षण वर्ध वागते. अने पण जेवणात छे.
के खोजनेवाले, वातावरण उपयोगमात्र मानसिक स्वास्थ्य के परिणाम आवे छे।

अहिंसा नमूना तरीके आर्मी दिरीखा तथा बहिष्करे छे जेबोने पोतानु हैनिक स्वास्थ्य नकारात्मक करवावे छे। अहिंसानीस्थानी पाण्डा किस्मा बाद स्वास्थ्य संबंधी उपयोग तथा तेना परिणामों सिेण्ये छे गण वर्षानु वर्ष तेना सारे छे।

पूर्ण अवसर अने मानसिक अस्वास्थ्य परावटी वोकेको मानसिक समस्याभनो 8.4 टेस्ट कारामलक रहो।

अहिंसानीस्थानी पाण्डा आवेल दिरीखे गुढ़ दरमियान वर्षानु असरने नीव तरीके मानसिक समस्याभनो वर्ष जे आ प्रोग्राम बाद धीमे-धीमे गोरी वर्ष गर्न पाण्डा आवेल वोकेको उप % वोकेने मानसिक बीमारीहरू होम अनेक उपुक्त बाद ध्यानमात्र आयु।

गुढ़ दरमियान वर्षानु मानसिक असरने कार्यो पाण्डा आव्य बाद मानसिक स्वास्थ्य कार्यो पाण्डा आव्य मानसिक स्वास्थ्यलाई जरुरियो वर्ष शक्यो।

(१४) मानसिक स्वास्थ्य कार्यो से वाणो उपयोग वाणना पाण्डा संबंधी जानकारी अभिमानी (मोर्टीया, इत्यादि)।

आ वाणना भारतीय लेखा माटे टेलीफोन पर हर्षानु लेखामा आव्या ८८३ वॉल्टों गरेको वाणीकरण जरुरी वर्षानु मानसिक स्वास्थ्यलाई वाणी आव्यो विभिन्न प्रकारको वर्षानु मानसिक स्वास्थ्यलाई जरुरियो वर्ष शक्यो छे। ६.४ % वोकेने मूल्य लाइन आव्यो अवेली अव्यक्तो अनेक पणु मूल्य लाइन वोकेने बाद ध्यान आपनार वोकेको नामसिक स्वास्थ्य जहाँ पाण्डा आव्य छे। आव्य, मानसिक बीमारीहरू (बाजारी) अब वाणले ध्यान मंग्यु छे।

(१५) आंतररनाटीय लेखा कतक विद्यालय वोकेको मानसिक स्वास्थ्य अने विराम-व्यवहार आव्यो अभिमानी समस्याभनो।
40,000 ફેટવા આપકો એક વર્ષમાં 100 ફેટવા શેષમાં છતક લેવામાં આવે છે. છતક લેવા પછી ના આંતરરાષ્ટ્રીય લાખાંઠીઓને જાણ/અનાય થાય છે કે તેઓ ક્રોપ્શા, મહાતમી દુર રહેલું કે કોઈનાથી તપાસણી લાગું શક્ય થે શક્ય છે.

માનસિક સ્વાસ્થ્ય અને વાતન વયવારને લગતી સમસ્યાઓ કે રીતે આંતરરાષ્ટ્રીય હતકતાની અસરો તરખી રેટની શક્ય છે. તે જાણવા માટે એકમાં ઉચ હ્યુદર વેકાલેસનો ભાષણ બહુ મહત્ત્વપૂર્ણ છે જેમણે વાતન

વયવારને લગતી સમસ્યાઓ રેટની શક્ય છે.

મોટા ભાગના આંતરરાષ્ટ્રીય લતે છતક ગીછવા લાઇનને અનુકૂળ થવા માટે કે તેમને પછી માનસિક સ્વાસ્થ્યની સેવાઓ આપવામાં આવેલી તમા છતક હતકતાઓને અસર છતકલો સમસ્યાઓ સર્જણ કરતા જાણવા તેમને હોમેસ્ટ્રિક હતકતાઓને કરતા આધી માનસિક સ્વાસ્થ્ય સેવાની જરૂર પડેલી.

(1) શારીરિક પ્રવૃત્િણામો માનસિક સ્વાસ્થ્ય પર પ્રમાણ

અભાવિતીય જેવા રોગીની અસરો જાણવા માટે માનસિક સ્વાસ્થ્ય પ્રયોગ અને તેની અસરો નોંધવામાં આવેલી માનસિક સ્વાસ્થ્ય સારું ન હતું તેવા બોલાઓ 43 વર્ષમાં વધારો થયો છે. શારીરિક પ્રવૃત્િણામો બાર વડીલાગી કોલની ગુણવત્તા સમાવેશમાં સમાવેશમાં વધારો થયો છે. તેમનો ગૃહમાં પણ વધારો થયો છે.

લીધ શક્યાતી શારીરિક પ્રવૃત્િણામો અનુયુભ્ય વડી માનસિક નિરીક્ષામાં હટાવવા જેવા 

બને છે. અને તેની સ્થાનીય બોલાઓ સ્વાસ્થ્ય પર સારી અસરો જેવા બને છે.

સમાવેશમાં વગત વધારો કરતા સમાવેશમાં વધારો સમાવેશમાં કોઈ ભાર 

વડી તકાતવા વગત વધારો પરિણામ છે કે કેમ? તેની જાણકારી પ્રદાન કરવી.

(1) બટરી પરસોટી.
(2) જેક બીટ.
(3) નિધાનાંખા અન્યેલ ભાઓનું મહત્ત્વ પત્ર.

The Multidimensional theory suggests that cognitive and somatic anxiety influence performance differently. According to this approach, players displaying higher cognitive anxiety or extreme scores (too high or too low) on somatic anxiety or lower self-confidence prior to the game perform more poorly. However, previous research has argued that the relationship between anxiety and performance also depends on the characteristics of the task. Thus, it has been suggested that there are optimal levels of anxiety for each type of motor skill, which leads to higher performance. Generally, tasks demanding high physical effort are facilitated by high levels of anxiety while tasks demanding accuracy are better accomplished when anxiety is relatively low. In the case of table tennis, it is possible to suggest that it demands both high physical effort and accuracy; therefore this study was conducted to investigate the relationship between precompetitive state anxiety and performance in table tennis players. Thirty-six young table tennis players (12-13 yrs.) volunteered to participate in this study, completing the Competitive State Anxiety Inventory for Children (CSAI-2C) 30 minutes prior to their first match in a regional competition. The results indicated that cognitive and somatic state anxiety and self-confidence do not allow us to make assumptions regarding performance as it was suggested by multidimensional theory. It seems that the characteristics of table tennis and
individual differences influence athletes’ performances more than the levels of anxiety themselves. Thus, athletes with different levels of anxiety may perform well if they adapt their personal characteristics to their styles of playing.

(18) “The relative impact of cognitive anxiety and self-confidence upon sport performance: a meta-analysis” by TIM WOODMAN* and LEW HARDY

This meta-analysis (k= 48) investigated two relationships in competitive sport: (1) state cognitive anxiety with performance and (2) state self-confidence with performance. The cognitive anxiety mean effect size was r =70.10 (P50.05). The self-confidence mean effect size was r =0.24 (P50.001). A paired-samples t-test revealed that the magnitude of the self-confidence mean effect size was significantly greater than that of the cognitive anxiety mean effect size. The moderator variables for the cognitive anxiety–performance relationship were sex and standard of competition. The mean effect size for men (r =70.22) was significantly greater than the mean effect size for women (r =70.03). The mean effect size for high-standard competition (r=70.27) was significantly greater than that for comparatively low-standard competition (r=70.06). The significant moderator variables for the self-confidence–performance relationship were sex, standard of competition and measurement. The mean effect size for men (r =0.29) was significantly greater than that for women (r =0.04) and the mean effect size for high-standard competition (r = 0.33) was significantly greater than that for low standard competition (r= 0.16). The mean effect size derived from studies employing the Competitive State Anxiety Inventory-2 (r =0.19) was significantly smaller than the mean effect size derived from studies using other measures of self-confidence (r = 0.38). Measurement issues are discussed and future research directions are offered in light of the results.

(19) “Relationship of Anxiety and Achievement Motivation to Goal Keeping among Secondary School Level Girl Hockey Players” by Bhagirathi, S. E.

The present investigation has been conducted with the aim to find out the relationship of Anxiety and Achievement motivation to goal keeping among Secondary School level girl hockey players. The study was conducted on ten girl hockey goalkeepers from different schools of Madhya Pradesh, India. Their age ranged between 14-19 years. The Sports Achievement motivation test standardized by Kamlesh and the State and Trait Anxiety inventory of Spielberger was selected for this study. To determine the relationship of anxiety and achievement motivation to goal keeping among girl hockey players, Pearson’s product moment method of
correlation was used. The level of significance was set at 0.05 level in order to check the significance of calculated correlation. On the basis of findings of the study, significant relationship of state anxiety and trait anxiety to goalkeeping performance was observed for state (0.904) and trait anxiety (0.844) while no significant association with achievement motivation was found.

(20) “A Comparative Study of Anxiety Level of Yoga and Physical Education Female Students At P.g. Level” by Ms. Usha

The Objectives of study are the following:
* To study the anxiety level among female yoga and physical education students at P.G. level.
* To see the significant difference on anxiety scores between the yoga and physical education students of KUK at P.G. level.

Hypotheses
* There will be significance difference on anxiety scores between yoga and physical education female students of KUK at P.G. level.

Methodology Sampling:

In the present study, investigator used the random sample techniques. Sample of the present study consisted of female yoga and physical education students of P.G. level only. The sample of 40 yoga female students and 40 physical education students were taken.

Tool used

The investigator used the questionnaire for the State-Anxiety Inventory constructed by Spiel-Berger.

Administration of questionnaire For the assessment of state anxiety test, prepared by Spiel-Berger was administered. After the selection of the sample, the state anxiety was administered and the following directions were given to the subject.

Directions Below are same statements about how people feel when they compete in sports and games. Read each statement and decide if you have these feelings never or sometimes or always when you complete in sports and games. If you choice is never cross A if your choice is sometimes cross B and if your choice is always cross C. there are no right or wrong answers. Do not spend too much time on any one statement. Remember to choose the word that describes how you usually feel when completing in sports and games
Method for Analysis:
t-test has been applied to find out the significance difference.

Significant difference on anxiety test between yoga and physical education female students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>40</td>
<td>31.27</td>
<td>6.25</td>
<td>4.37</td>
</tr>
<tr>
<td>Yoga</td>
<td>40</td>
<td>25.70</td>
<td>5.09</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level of confidence.

Table 4.1 shows the ‘t’ value of mean scores on anxiety test of yoga and physical education students. The ‘t’ ratio (4.37) was significant at 0.05 level of confidence.

It implied that there was a significant difference between mean scores (M=31.27) for physical education students (M=25.70) and for yoga students. The score shows that they have more anxiety than yoga students. Therefore the hypothesis is accepted.

Conclusion

On the basis of obtained results the significant difference is recorded in the anxiety level of yoga and physical education female students. At the end, the implications of the study were discussed which have an important for the coaches, trainers and physical education teachers and students of yoga and physical education to chalk out their training programme.

(21) Case Teaching Notes for “The 2000 Meter Row: A Case Study in Performance Anxiety” by Doug Post, Department of Family Medicine, Ohio State University

Objectives

- To increase understanding of the constructs of arousal and anxiety.
- To differentiate between state and trait anxiety.
- To introduce six theories from psychology on the arousal-performance relationship.
- To address three psychological interventions to help reduce anxiety and improve performance.

BLOCKS OF ANALYSIS

The major issues covered in class are tied to the case objectives:

1. Arousal is defined as a continuum that includes both physiological and psychological activation, ranging from drowsiness/sleep to a psyched-up, hyperactive
state. Anxiety is defined as a maladaptive emotional state that is typically associated with heightened arousal and the interpretation of a situation as threatening and/or dangerous.

2. State anxiety is a situational form of worry and apprehension. The intensity of state anxiety is commensurate with the strength of the cue that elicits the anxiety. Trait anxiety is a more enduring form of anxiety, reflecting a broad, generalized proneness to this emotion.

(22) “Comparative Study of Sports Competitive Anxiety Among State Level Baseball Players” by Koche Ujwalal1, Dachen Jigm1

The purpose of this study was to compare sports competitive anxiety among male and female state level baseball players, who participated in 3rd senior state level Maharashtra baseball champion. In this study Sports Competitive Anxiety Test (SCAT Martin et al., 1990) was used to measure sports competitive anxiety. Questionnaire was distributed among 40 (20 each) male and female players 30 minutes before the warm-up session. Descriptive statistics (mean and standard deviation) and t-test were used to analysis the data. The results showed significant difference (p<0.05) in sports competitive anxiety between male and female state level baseball players.

23) “Physical Self-Presentation and Competitive Anxiety in Male Master Divers” by Ross Lorimer

This study investigated the link between physical self-presentation issues and competitive anxiety in male, master level, high-board divers (N=84, M age=29.25, SD=14.25). Competitive trait anxiety, social physique anxiety, and physical self-presentation confidence, were assessed using the Sport Anxiety Scale, Social Physique Anxiety Scale, and the Physical Self-Presentation inventory. Stepwise regression analyses indicated that variance in competitive anxiety was accounted for by the physical self-presentation variables and that these variables were most strongly associated with the cognitive anxiety subscale Worry, and to a lesser extent, Somatic Anxiety. The results of this study provide support for the argument that physical self-presentation is associated with competitive anxiety in male athletes.

(24) “The measurement of competitive anxiety during balance beam performance in gymnasts” by JORGE COTTYNI1, DIRK DE CLERCQ1, JEAN-LOUIS PANNIER1, GEERT CROMBEZ2, & MATTHIEU LENOIR1
The purpose of the present study was to investigate competitive anxiety during balance beam performance in gymnasts. Competitive anxiety was assessed continuously by heart rate monitoring and by retrospective self-report of nervousness in eight female national level gymnasts during their balance beam routine during one competition and two training sessions. A significant negative correlation was found between the score of the retrospective self-report of nervousness and performance during the routine. There were no significant differences in performance score by the judges between the three test sessions. There were also no differences in the retrospective self-report of nervousness. However, heart rate was significantly higher during the competition session than during the training sessions. The potential value of the retrospective report of nervousness for the study of critical events during gymnastic performance is illustrated. The results are discussed in the light of catastrophe theory.

(25) Self-Regulation Training, State Anxiety, and Sport Performance: A Psychophysiological Case Study

A single-subject research design was used to test the effectiveness of a cognitive-behavioral intervention in reducing state anxiety and improving sport performance. The subject was a small-bore rifle shooter who suffered from high levels of competition-related anxiety. Initially, self-report, physiological, and behavioral measures of baseline state anxiety were obtained during competition. A 6-week intervention program was then implemented. This program included training in relaxation, thought stoppage, refocusing, coping statements, and biofeedback. An opportunity to practice using these procedures in competition was provided. Measures of state anxiety and performance were then obtained in a second competition. Results revealed that cognitive anxiety, somatic anxiety, gun vibration, and urinary catecholamines decreased whereas self-confidence and performance increased from baseline to treatment. The importance of examining multiple dimensions of state anxiety using a multimethod, idiographic approach is discussed.


This study considered the influence of competitive anxiety and self-confidence state responses upon athletic performance. 66 male beach volleyball players completed the translated and modified Competitive State Anxiety Inventory-2 which included the original intensity scale and a direction scale of Jones and Swain. Players'
performance was scored from the video records using a standard rating scales. Correlations indicated scores on Direction subscale of modified Competitive State Anxiety Inventory-2 and Self-confidence were moderately positively \( r = .27 \) to \( .51 \) correlated with different skill components and sum of skill components of beach volleyball. Stepwise multiple regressions indicated that, as anticipated, directional perceptions of cognitive and somatic anxiety and self-confidence were significant predictors of beach volleyball performance but accounted for only 42% of variance. Original Intensity subscales of somatic and cognitive anxiety did not predict performance. Findings support the notion that direction of anxiety responses must be taken into consideration when examining anxiety-performance association in sport.

(27) "The Physical Activity and Mental Health Relationship – A Contemporary Perspective from Qualitative Research" By Diane Crone, Andy Smith*, Brendan Gough**

There is a known positive relationship between physical activity and mental health, and in the treatment and maintenance of mental illness. Despite this relationship however, there still remains a lack of consensus on the mechanism responsible for the relationship. This paper explores the physical activity and mental health relationship by reviewing and critiquing the biochemical, physiological and psychological mechanisms proposed to explain this phenomenon.

Through this review it becomes apparent that although there are varied explanations proposed, there is little agreement except that the relationship is complex and the responsible mechanism(s) are likely to be interrelated combining the disciplines of psychology, biochemistry and physiology. In an attempt to understand further the complexities of the relationship the paper presents findings from qualitative research that investigated the relationship from the perspectives of people that experience mental health benefits from exercise. Using grounded theory methodology the study investigated the experiences of participants on exercise programmes in the UK. The paper concludes that qualitative methodologies which explore people experiences, and what helps to facilitate them, provide further insight into the interrelated nature of the physical activity and mental health relationship.

(28) "The role of sport and exercise in recovery from serious mental illness: two case studies." by David Carless1, Kitrina Douglas

Despite continuing interest in the physical activity-mental health relationship, few studies have recently been published concerning the effects of exercise for men
with serious mental illness. This study helps fill this gap through an interpretive approach that explores how sport and exercise can contribute to recovery from mental illness. Case studies of two men's experiences are presented that illustrate two distinct roles sport and exercise can play. In the first case, sport and exercise are central to the participant's identity and fundamental to his sense of self. For this individual, returning to sport and exercise following remission of psychotic symptoms represents a return to intrinsically meaningful activities. In the second case, sport and exercise are used as a tool or vehicle for desired outcomes that facilitate personally meaningful vocational activities. For this individual, sport and exercise represent a fresh start and a worthwhile use of time.

(29) "Study the effect of participation in physical activity on mental health" by Lena Motallebi M S, Mahvash Noorbakhsh

According to the WHO experts more than 150 million of the world populations are suffering of nervous, psychological and social disorders. Expansion of urban society and consequently to the intensive human life in the urban framework and increased social communications, elimination of place and nature of the life in the city, the prime mover of diverse pressures on psyche of the human. New research shows that physical exercises have increased the ability of the brain and also assist peoples in the treatment of mental illnesses such as depression and anxiety. In fact have been advised to psychiatrists change their clinical methods and drug cures and set participate in physical activities in the programme's treatment their patients.

In this research have been assessed mental health and four scales including, Somatic symptoms, Anxiety and Sleep disorder, Depression symptoms and Social Function by GHQ questionnaire. Data have been analysed by t test with \( \alpha = 0.05 \). In this study participated 200 students (M, F). Group 1: 100 of students (mean age 24.51, \( \pm 5.03 \) SD) participate in the University Sport Programs and group 2: 100 students (mean age 22.91, \( \pm 2.80 \) SD) don't participate in any sport activities.

Considering the data showed significantly different between two groups in mental health, Somatic symptoms, Anxiety and Sleep Disorder and Social Function (\( p > 0.005 \)). But in Depression symptoms didn't t showed significantly different between two groups (\( p < 0.05 \)). These results showed participation in sports activities have significant effects on mental health. In the other hand evolution the score of students participating in sports programmes than the students no participating was showed they (G1) have a better condition in mental health and other variables.
Participating in sports activities regularly have caused physiological adaptations such as respiratory, musculoskeletal, cardiovascular and hormonal adaptations so will promote individual capabilities in physical and mental level and enhance the tolerant of the people versus oppressions of the environment and this point prevented of mental disorder.

(30) “Comparing the Mental Health of the Athletic and Non-athletic Physically-disabled People” by Hossein Poursoltani Zarandi, Farhad Rahmaninia, Manoochehr Dejahang, Fatemeh Mohaddes

Body movement in disabled people is one of the important problems due to their physical and motor limitations. For this purpose, the present study is conducted to compare the mental health of the athlete and non-athlete physically disabled people in the city of Rasht. The sample population was 183 (94 athletes and 89 non-athletes) disabled people from the city of Rasht, who were selected randomly. The measuring instrument of the study was The Multidimensional Health Questionnaire (MHQ) which includes 20 sub-scales of mental health. The collected data were analyzed using ANOVA test and t-student test. The results of the study indicated that there is a significant difference between mental health and sub-scales of the athletes and non-athletes physically disabled people ($P < 0.05$).

The results of this study indicated that the mental health of the physically disabled people and the 20 sub-scales of the athletes were better than those of the physically disabled non-athletes. Therefore it seems necessary that sports and physical activities be more attended to in the daily schedule of disabled people.

(31) “A study of mental health in community-dwelling older persons” by Kawamoto R, Yoshida O, Doi T.

We conducted a comprehensive evaluation of the mental health of community-dwelling elderly people, and encompassed the physiological, psychological, social and environmental aspects of their lives. The study used a questionnaire similar to the one used by Matsubayashi et al in their study in Kahoku-cho. The Japanese version of General Health Questionnaire 12 (GHQ-12) was used to evaluate mental health. Responses were received from 2,799 (81.5%) of 3,432 Numura-cho residents. After eliminating inadequate responses, 1,298 (37.8%) (586 men and 712 women) were analyzed. By setting mental health disorder, defined as a value of GHQ-12 exceeding 4.0, as the target variable, logistic regression analysis was conducted using the background factors as explanatory variables. Information related function (odds ratio:
0.45; 95% CI: 0.30-0.66), living with others (0.36, 0.14-0.94), presence of spouse (2.52, 1.14-5.59), economic condition (0.45, 0.22-0.91), family relationship (0.17, 0.05-0.52), work & sports (0.31, 0.14-0.67) and emotional support (0.67, 0.48-0.95) were found to be explanatory variables for mental health in the young elderly; as were activities of daily living (0.52, 0.35-0.79), Information related function (0.56, 0.35-0.90) and emotional support (0.37, 0.24-0.58) in the old elderly; as were activities of daily living (0.37, 0.19-0.70) and economic condition (0.32, 0.11-0.95) in the very old. For amelioration of the mental health of elderly persons living in the community, attempts should be made to improve the background factors clarified by the present study by efficiently utilizing health, medical and welfare services.


BACKGROUND: A growing body of literature indicates that physical activity can have beneficial effects on mental health. However, previous research has mainly focussed on clinical populations, and little is known about the psychological effects of physical activity in those without clinically defined disorders.

AIMS: The present study investigates the association between physical activity and mental health in an undergraduate university population based in the United Kingdom.

METHOD: One hundred students completed questionnaires measuring their levels of anxiety and depression using the Hospital Anxiety and Depression Scale (HADS) and their physical activity regime using the Physical Activity Questionnaire (PAQ).

RESULTS: Significant differences were observed between the low, medium and high exercise groups on the mental health scales, indicating better mental health for those who engage in more exercise.

CONCLUSIONS: Engagement in physical activity can be an important contributory factor in the mental health of undergraduate students.

(33) “Comparative Analysis of Academic Anxiety and Mental Health of Regular Male Participants in Sports in the Government & Private School of Uttar Pradesh” by Awadheshkumar shirotriya

Introduction: The concept of mental health and anxiety is as old as human being. In recent years clinical psychologist as well as educationist has started giving proper attention to the study of mental health and various types of anxiety. At one point or the other everybody suffers from anxiety, among the students anxiety has emerged as
the invisible enemy. Anxiety is definitely affecting the cognitive, physical development & mental health of student. The rationale for this study was designed to comparative analysis of academic anxiety and mental health of regular male participants in sports in the government & private school of Uttar Pradesh.

**Method:** Data were collected through 80 male student athletes with the age ranging from 16-19 of government (N=40) and private school (N=40) selected through purposive sampling from Meerut and Ghaziabad by the Mental Health Battery (MHB) and Academic Anxiety Scale for Children (AASC) both developed by Dr.A.K.Singh and Dr.A.Sen Gupta. Data were evaluated by applying independent ‘t’ test for comparing the level of academic anxiety and mental health between these two groups.

**Result:** The result of the study indicated that there was no significance difference in Mental Health and in Academic Anxiety there was significant difference between regular male participants in sports in the government school and Private school of Uttar Pradesh.

**Conclusion:** On the basis of result researcher found that, mental health variable failed to display any acknowledgeable, whereas academic anxiety display some extent significance but possibly, by increasing sample size, could change this result to support other study.

(34) "Australian rural football club leaders as mental health advocates: an investigation of the impact of the Coach the Coach project." by Pierce D, Liaw ST, Dobell J, Anderson R.

Mental ill health, especially depression, is recognised as an important health concern, potentially with greater impact in rural communities. This paper reports on a project, Coach the Coach, in which Australian rural football clubs were the setting and football coaches the leaders in providing greater mental health awareness and capacity to support early help seeking behaviour among young males experiencing mental health difficulties, especially depression. Coaches and other football club leaders were provided with Mental Health First Aid (MHFA) training.

**METHOD:**

Pre-post measures of the ability of those club leaders undertaking mental health training to recognise depression and schizophrenia and of their knowledge of evidence supported treatment options, and confidence in responding to mental health difficulties were obtained using a questionnaire. This was supplemented by focus group interviews. Pre-post questionnaire data from players in participating football
clubs was used to investigate attitudes to depression, treatment options and ability to recognise depression from a clinical scenario. Key project stakeholders were also interviewed.

RESULTS:

Club leaders (n = 36) who were trained in MHFA and club players (n = 275) who were not trained, participated in this evaluation. More than 50% of club leaders who undertook the training showed increased capacity to recognise mental illness and 66% reported increased confidence to respond to mental health difficulties in others. They reported that this training built upon their existing skills, fulfilled their perceived social responsibilities and empowered them. Indirect benefit to club players from this approach seemed limited as minimal changes in attitudes were reported by players. Key stakeholders regarded the project as valuable.

CONCLUSIONS:

Rural football clubs appear to be appropriate social structures to promote rural mental health awareness. Club leaders, including many coaches, benefit from MHFA training, reporting increased skills and confidence. Benefit to club players from this approach was less obvious. However, the generally positive findings of this study suggest further research in this area is desirable.

(35) “A Comparative Study of Happiness among Male and Female Athlete Students in University of Tehran” by M. Goodarzi, R. I 2R. Rajabi, 3B. Yousefi and 4S. Mansoor

The purpose of this study was to examine and compare the level of happiness among male and female athlete students in Tehran University. The total number of 282 students (144 female and 138 male athletes) from Tehran University completed the Oxford Happiness questionnaire containing measures of study variables, validated inside the country. After distributing and collecting the questionnaires among the subjects, independent sample t-test and SPSS.11 software showed that female athletes of Tehran University had reported higher physical health, positive cognition, self-efficacy, happiness and life satisfaction than male participants.

Even though both groups benefited a same level of self-esteem, but on the whole the rate of happiness among female athlete students was higher.

In this study we explored the existence of a favourable attitude towards sport psychologists by female athletes in relation to other sport-oriented and mental health professionals. Ninety female student athletes made judgments of similarity between 11 practitioner terms using the triad method. A rank-order task was also completed, where the 11 professionals were ranked on three expertise variables in sporting, mental and physical issues. The results were analyzed using (1) the metric scaling procedure of correspondence analysis, (2) cultural consensus analysis and (3) Property Fitting analysis. A two-dimensional solution provided the best interpretation of the similarity judgments. The correspondence analysis configuration positioned the sport psychologist centrally between a sport-oriented pair and the cluster of mental health professionals. Participants reported adequate consensus on all three expertise variables, which is consistent with the assumptions of Cultural Consensus Theory. Consistent with earlier research, the three variables were salient in the participants' similarity judgments of sport and mental health professionals. Our results suggest the existence of a more favourable perception of the sport psychologist and a distancing from a direct association with mental health practitioners. However, the centrality of the term may indicate a more cloudy distinction as to where the sport psychologist exists in relation to other professionals.

(37) “Psychological factors in sport performance: the Mental Health Model revisited.” by Raglin and John S.

The Mental Health Model (MHM) of sport performance purports that an inverse relationship exists between psychopathology and sport performance. The model postulates that as an athlete's mental health either worsens or improves performance should fall or rise accordingly, and there is now considerable support for this view. Studies have shown that between 70 and 85% of successful and unsuccessful athletes can be identified using general psychological measures of personality structure and mood state, a level superior to chance but insufficient for the purpose of selecting athletes. Longitudinal MHM research indicates that the mood state responses of athletes exhibit a dose-response relationship with their training load, a finding that has shown potential for reducing the incidence of the staleness syndrome in athletes who undergo intensive physical training. The MHM also has implications for the general care of athletes as support services have traditionally been limited to preventing or treating physical problems. Despite its simple premise and empirical support, the MHM has often been mischaracterised in the sport psychology
literature and recently some authors have questioned its validity. This overview will summarise MHM research, including the more recent work involving the model's dynamic features in an effort to resolve disputes surrounding the model.

(38) "Depressed, Low Self-Esteem: What Can Exercise Do For You?" by Gillian E. Cohen, MA, Eric Shamus, PT, PhD

The purpose of this paper is to review the current literature to examine the effects of various forms of physical activity upon mental health. A literature review was conducted to examine specific findings of the relationship between exercise (aerobic and anaerobic) and psychological well being. It was found that aerobic exercise performed at a moderate intensity produces significantly greater positive psychological outcomes than does either high intensity aerobic exercise or anaerobic exercise. Additionally, no specific differences were discovered between various methods of aerobic exercise as long as it is conducted for over 20 minutes continuously. Low impact aerobic exercise, such as yoga or meditation was also found to have positive effects on mental health. Various mechanisms underlying the mood boosting effects of exercise are also briefly examined.

(39) "Social Capital and Mental Health in Japan: A Multilevel Analysis" by Tsuyoshi Hamano1,2*, Yoshikazu Fujisawa3, Yu Ishida4, S. V. Subramanian5, Ichiro Kawachi5, Kuninori Shiwaku

Background: A national cross-sectional survey was conducted in Japan. This is because the growing recognition of the social determinants of health has stimulated research on social capital and mental health. In recent years, systematic reviews have found that social capital may be a useful factor in the prevention of mental illness. Despite these studies, evidence on the association between social capital and mental health is limited as there have been few empirical discussions that adopt a multilevel framework to assess whether social capital at the ecological level is associated with individual mental health. The aim of this study was to use the multilevel approach to investigate the association between neighborhood social capital and mental health after taking into account potential individual confounders.

Methodology/Principal Findings: We conducted a multilevel analysis on 5,956 individuals nested within 199 neighborhoods. The outcome variable of self-reported mental health was measured by the one dimension of SF-36 and was summed to calculate a score ranging from 0 to 100. This study showed that high levels of cognitive social capital, measured by trust (regression coefficient = 9.56), and high
levels of structural social capital, measured by membership in sports, recreation, hobby, or cultural groups (regression coefficient = 8.72), were associated with better mental health after adjusting for age, sex, household income, and educational attainment. Furthermore, after adjusting for social capital perceptions at the individual level, we found that the association between social capital and mental health also remained.

**Conclusions/Significance:** Our findings suggest that both cognitive and structural social capital at the ecological level may influence mental health, even after adjusting for individual potential confounders including social capital perceptions. Promoting social capital may contribute to enhancing the mental health of the Japanese.

(40) "Physical activity and mental health: the association between exercise and mood." by Peluso MA, Guerra de Andrade LH.

Physical activity is an important public health tool used in the treatment and prevention of various physical diseases, as well as in the treatment of some psychiatric diseases such as depressive and anxiety disorders. However, studies have shown that in addition to its beneficial effects, physical activity can also be associated with impaired mental health, being related to disturbances like "excessive exercise" and "overtraining syndrome". Although the number of reports of the effects of physical activity on mental health is steadily increasing, these studies have not yet identified the mechanisms involved in the benefits and dangers to mental health associated with exercise. This article reviews the information available regarding the relationship between physical activity and mental health, specifically addressing the association between exercise and mood.

(41) "Associations between sport and screen-entertainment with mental health problems in 5-year-old children." by Griffiths LJ, Dowda M, Dezateux C, Pate R.

**BACKGROUND:** Few studies have examined the benefits of regular physical activity, and risks of sedentary behaviour, in young children. This study investigated associations between participation in sports and screen-entertainment (as components of physical activity and sedentary behaviour), and emotional and behavioural problems in this population.

**METHODS:** Cross-sectional analysis of data from 13470 children (50.9% boys) participating in the nationally representative UK Millennium Cohort Study. Time spent participating in sports clubs outside of school, and using screen-entertainment,
was reported by the child's mother at child age 5 years, when mental health was also measured using the Strengths and Difficulties Questionnaire.

**RESULTS:** 45% of children did not participate in sport clubs and 61% used screen-entertainment for $\geq 2$ hours per day. Children who participated in sport had fewer total difficulties; emotional, conduct, hyperactivity-inattention and peer relationship problems; and more prosocial behaviours. These relationships were similar in boys and girls. Boys and girls who used screen-entertainment for any duration, and participated in sport, had fewer emotional and behavioural problems, and more prosocial behaviours, than children who used screen-entertainment for $\geq 2$ hours per day and did not participate in sport.

**CONCLUSIONS:** Longer durations of screen-entertainment usage are not associated with mental health problems in young children. However, our findings suggest an association between sport and better mental health. Further research based on longitudinal data is required to examine causal pathways in these associations and to determine the potential role of this and other forms of physical activity in preventing mental health disorders.

(42)“comparative study of Adjustment, Goal orientation and Attitude of physical activities among rural and urban college girls of Haryana” by izabeth Kundu, **Baljit Singh**

Aim of study was to findout relationship and differences of Adjustment, Goal orientation and Attitude of physical activities among rural and urban college going girls of Haryana. A sample of 300 rural and urban college going girls consisting 150 rural (75 sports and 75 non-sports) and 150 urban (75 sports and 75 non-sports) girls was selected on random selection basis. Standardized and validity proved tests were used for collection of data. Statistical analysis was done by applying t-test and matrix of correlationrelationship to find out the results of the study.

Analysis of findings and results of the study conclude that significant differences were found on adjustment level, goal orientation and attitude towards physical activities among all sports and all non sports college going girls of Haryana. Analysis of results further revealed that non-significant differences were found on adjustment level, goal orientation and attitude towards physical activities among all rural v/s all urban girls; rural sports v/s urban sports girls and rural non sports v/s urban non sports college going girls of Haryana. However, rural girls shows better results on home, health and urban girls of these groups shows better results on
emotional and social adjustments in comparisons. Further results of study conclude that significant relationship were found in correlations of adjustment, goal orientation and attitude towards physical activities with in groups of study. Results of study also confirm that environment factors, facilities and socio-economic status provided to college girls effect the psychological make up and development of interest towards physical activities.


This study examined the relationship between end-of-year grades and the academic, behavioral, and social characteristics of rural African American youth. Participants included 392 7th and 8th grade students from 2 rural middle schools in the south. Participants were African American and were from 2 communities that have child poverty rates exceeding 50% for public school students. Girls were more likely to have positive characteristics than boys. Academic, behavioral, and social difficulties were linked to low end-of-year grades, and positive characteristics were linked to high grades. Implications for supporting low-achieving African American students from low-resource communities are discussed.

(44) “The Study of Adjustment of Citations of Physical Education and Sport Sciences Dissertations (University of Tehran, 1381-1385) to Library Collections and Scientific Products of Scientific Members” by FATEME ZANDIAN, NARGES ASHOURI.

This study aimed to explore scientific behavior patterns of postgraduate students of physical education and sport sciences in University of Tehran. For this purpose, the descriptive analytical method was used. Findings indicated that out of 6234 documents cited in 104 master's dissertations, in terms of the publication quality (printed or web-based), the citations of printed sources (96.75%) were higher than web-based sources; In terms of the format, the citations of articles (46.88%) were higher than other formats; In terms of the language, the majority of citations (63.29%) belonged to the English sources; In terms of adjustment to library collections, there were 43.11% citations in library collections; In terms of faculties’ scientific products, there were 3.12% citations of scientific products of scientific members.

(45) “Athletic identity, sport participation, and psychological adjustment in people with spinal cord injury.” by Tasiemski T, Brewer BW.
This study examined interrelationships among athletic identity, sport participation, and psychological adjustment in a sample of people with spinal cord injury (SCI). Participants (N = 1,034) completed measures of athletic identity, life satisfaction, anxiety, depression, and demographic and sport participation variables. Current amount of weekly sport participation was positively related to athletic identity when statistically controlling for age, gender, and pre-SCI amount of weekly sport participation. Being able to practice one's favorite sport after SCI was associated with higher levels of athletic identity and better psychological adjustment. Team sport participants reported experiencing better psychological adjustment than individual sport participants did. The findings suggest that social factors are important in the link between sport participation and psychological adjustment in people with SCI.

(46) "The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions" by Amy F. Feldman Jennifer L. Matjasko

This article reviews the contemporary literature on school-based activity participation, focusing on patterns of participation, academic achievement, substance use, sexual activity, psychological adjustment, delinquency, and young adult outcomes. Also, the authors discuss possible mediators and moderators of extracurricular activity participation in regard to adolescent development. The review indicates that the associations between school-based activity participation and these outcomes are mostly positive but that the picture becomes mixed once moderator variables are included. The authors suggest areas for future research that include using new methods for measuring activities and applying an overarching theoretical framework to investigations of extracurricular activities and adolescent development. Finally, to move toward a causal model of activities and adolescent functioning, future research must consider the mechanisms through which activities exert their influence on development. The authors propose several possible mechanisms of participation in terms of adjustment during adolescence and young adulthood.

(47) "Opportunity, Involvement, and Student Exposure to School Violence" by Anthony A. Peguero.

Exposure to violence, beyond more obvious physical injuries, has long-term emotional and psychological consequences for youth. It should thus come as no surprise that much research has focused on the correlates of youth exposure to violence and victimization. Less attention, however, has been paid to research
examining the relationship between school involvement (i.e., extracurricular activities), opportunity, and youth exposure to school violence and victimization. Analyses that draw from the restricted-use Educational Longitudinal Study of 2002 and that use logistic regression analyses suggest some important results. Most notably, involvement in classroom-related extracurricular activities is linked to an increase in victimization, whereas interscholastic sports involvement is related to a decrease in victimization for youth who participate. Besides discussing the findings of this study, this article also underscores the importance of understanding youth exposure to school violence in greater depth.

(48) "Student Reflections of Sport Education in One Urban Australian Primary School" by Pill, Shane

Descriptors: Physical Education; Student Reaction; Pilot Projects; Physical Education Teachers; Skill Development; Interpersonal Competence; Foreign Countries; Elementary School Students; Urban Schools; Athletics; Case Studies; Social Isolation; Psychological Patterns; Student Participation; Student Attitudes; Teaching Methods

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This paper explores a Sport Education pilot project as a case study of the approach in a primary school setting. The data was obtained from the end of unit written reflections of a class of upper primary students in an urban Australian primary school. The Sport Education unit of work was implemented by the school's physical education teacher who had the speculative hypothesis that Sport Education held the potential to be a construct through which to engage students that the teacher considered reluctant participants or socially isolated in class (author, 2008). The results expose an optimistic student response to the experience. Six themes emerge from the analysis of the results. They indicate Sport Education can deliver positive products for the class climate as well as for a student's personal and social skill development in a primary school setting. It is evident most students felt more included and motivated, and understood that they had developed skills for working cooperatively with others. Within this optimistic response complexities do emerge and these will be considered for their indications for Sport Education in primary school settings. However, it can be concluded that Sport Education is a curriculum
model suitable for primary school physical education. (Contains 3 tables and 1 footnote.)

अभ्यास - 48

शीर्षक: "अनेक अभ्यास अभ्यासितस मोटावेशनस ग्रेन स्पोर्ट्स"

संशोधक: बी. गेन. रसेल

आ अभ्यासनों हेतु सिद्धि प्रेस्शा मापनाआ आधारे रमत माटे प्रेस्शा माप बनायावानो
हतो. क्षोटी, पुनःक्षोटी अने विश्लेषणाता मूल्यांकनानु आयोजन करवामां आयु आ
क्षोटीवाची हज टक क्षोटीवाची 28 भावांतों समान रूपे अर्धवधि करवामां आयु हतु.
पसुवाची अने हेतुवाची योग्यताना मूल्यांकनाम आधारे 28 भावांने प्रश्नावलिना अंतिम
वर्गांम स्थान मणु, आ मापनानो हेतु वेलुक वातावरणां योग्य, स्पर्श अने सामान्य
रमतनी प्रभावितांना संदर्भ करवा अने निर्णयाता अवगदगा माटे प्रेस्शा सहर
मापावानो हतो. साधनांने उपयोग करती वाचते समस्या घडले ते तेव्हा प्रभावित वेलुक
प्रभावांने विडालावाना आणी घडती. मापनाची उपयोजितानु मूल्यांकन णावान्यां आयु.
अग्रिम अवगदगा घडको अने स्पर्शां मेनावी सूक्ष क्षेत्रां संदर्भां आधारे 80
बाईस अने 88 तरज घडले न "1877 केनेड्याच विंटर विभमिंग वेब्सिट्साच " ना
आधारे सर्वाव्याच्यां साधनां. लेखनेचा संक्षिप्त घडको तसले जुना ज हता. साधनां हारा
सूक्ष्वेच सिद्धि प्रेस्शा पासांना बाईस अने हेतु माटे तरजां स्थाना अवग-
अग्र अनुसार पुरान पा. विकसित माप, विश्लेषणात माण्य, सोयिय, हेतुवाची, प्रभावित
अने उपयोजी ज्या मणु.

अभ्यास - 50

शीर्षक: "स्पोर्ट्स अभ्यासाचे अनेक मोटावेशन मेमोज भागबाल स्पर्ट्स"

संशोधक: प्रशांत जेस. पाटील

महाराष्ट्र विद्यालय प्रशस्त विस्तारकी बुद्धिमत विविधांना अने अवगद-
अवगद शासांमांची संशोधकांना 50 बाईस अने 50 बाईस असाही माहिती आकृती करी. नंदुरचार
प्रशस्त जिल्ल्याक अने संशोधकांने प्रशस्त लोकी माठांती संपूर्ण आरोप व्यवस्था जुंबेश अंगे
मुखानल द्वारा सर्वे करी अने पछात विस्तारांतमां रमतोनी वर्तमान परिस्थितितुं अधूरोळण करुऱ्यान, अरुण, तेठो रमतो माने विविध नूतनते असेल ताता, परंतु तेघोंनेयो योग्य प्रेमसा आपणास मात्रे तातीले ठेवू न लागता.

अव्यासमांडी संशोधकांना निर्देश पर आवश्यक कि जेथे विद्याधरांनी तसा अने प्रेमसा भणे तो विद्याधरांनी तेघोंने रमतोनी कुरूती प्रतिकार शक्ती विधी शक्ती भाव बतावे, परंतु तेघोंने योग्य प्रेमसा न मागती होणारी तेघोंनी शक्ती नीती होया भवनी.

संशोधकांने अव्यासमांडी नीतीना तातीले तातवा

1. शामिल, सर्वे तेघोंने रमतोनी साधनी सुविधा उपलब्ध नसली. तेघोंने पोले तेघार केल्या सेप डिकेट मात्रे वापरे नि.

2. तेघो जेव्हीकृत, वारीकृत करे ते, परंतु तेघो माटे योग्य मेगान नसली. मेगान नरम मार्गी नीक वगळू नि.

3. तेघोंने रमतोनी नीती नियमोऱ्यामुळे वाः होतु नसली.

4. तेघोंने विविधकृत सर्वे योग्य तातीले भवनी नसली.

5. तेघो थाक, निराशा अने वायुतात्सविधी वाणी अनुसार अनुमान नि. जपारे तेघोंनी याहेरी  विस्तारांमध्ये स्वतंत्र वीषय नि.

6. रमतोना विषय माष्ट वास्तवीक रमतोनी परंपरांती विवाहारा तेघोंने वेळे एवढे जेथे जेथे तेघोंने पोपो, काटी वाचू नि.

7. तेघो सगृहरू जोडिस्तीना वाणी पवते हुया नि.

8. तेघो पोतानी तडूरस्ती अने आश्चर्य व्यवस्था विवळे अवश्य नष्ट नि, जेथे तेघोंनी वातावरणाची कामगीरी पर असते ते वाजते नि.

संशोधक पोते पोतानी साधे काम करू तेघोंने रमतमां रकाचा अंतररा विवरणाची मार्गपत्रे दिने आपले नि.

अव्यास - पृ १

शीर्षक: आउनेवेळी वाणीप्रोवास सापणम अनंद डोकस कैलिफ,
"Samaabhala Abj Abh Jarna"
માટે મજબૂત પ્રતિમક પરાવર્તન કરવાનું હતા. સંશોધકોને તેના સમગ્ર સંશોધનમાં પ્રશ્ન પરિભાષાઓ અને નિર્દેશયોનું ભાષણ કરવા માટે પણ કરવામાં આવ્યું હતું.

આધ્યાત્મ - ૪૨

શ્રીક: જ. આર. માને, "સોડીબાદ હેટટર્સ ઓફ સૌથી સ્ટ્રેન્જ"

સંશોધક: એ. વી. કુવર્ટલી

માનવ વાતસંચારને આગળ ધરાવવા અને જુદા કરવા માટે માનવ રૂપવાદ, શાસનના અને માનવીક પદાર્થઓ ઉપર આધારિત સંશોધન કરવામાં આવ્યું હતું.

સંશોધકોને રમતો જેણી કે વોદિઓલ, વૂટીઓલ, લોડી, પોલી અને કારકી જેની રમતમાં વાળ વેવાઇવારા વિદ્યાપ્રભાવટી માહિતી અંગ્રેજી વિશ્વાસથી આગળ ધરાવવામાં આવ્યું હતું. (૧૮ થી ૨૦ વર્ષ) શૈક્ષિક રૂપે ૨૦૦૩ - ૦૪ દરમિયાન આંતર કોવેલ, આંતર જૂથ અને વિશ્વવિદ્યાલય સભાના હતતા. પ્રેક અધ્યાત્મક રમતોની માટે પુણકિઝારામાં મેયનેવી માહિતીનો ઉપયોગ કર્યો હતો. સંશોધકે અને તારાક મેયાંખાને પારિવારિક પ્રેકના રમતમાં ઉપયોગ કર્યો હતો. રમત શૈક્ષણિક માધ્ય સમર્થીઓ, પ્રોસેબનરમાં મદદ સૂચિપત્રો, બીજી પ્રેકના આપણના બાલકો અને તક વાળ માટે પૂર્ણ જ મહત્વપૂર્ણ હતા. તયાર આધ્યાત્મક અને અંતિમ વિશ્વાસ જતાના માટે પૂર્ણ જ આગળવા હતા. જે પરિવાર શાસનના અંગે સમર્થીઓ પશેશી જેવા માટે આવ્યું હતું.

આધ્યાત્મ - ૪૪

શ્રીક: "ગુજરાત રાજયના વિશ્વવિદ્યાલયોમાં જુદી જુદી રમતમાં ભેલના માર્ગ આવેગામકતા ઉચ્ચ અને સિદ્ધ પ્રીતાની તુલનાતમક અધ્યાત્મ"

સંશોધક: રમેશ જે. ગૌરવરી

ગુજરાત રાજયના વિશ્વવિદ્યાલયોમાં બો-બો, કારકી, વોદિઓલ, લોડિઓલ અને હેનલોલ રમતોના ભેલના માર્ગ આવેગામકતા ઉચ્ચ અને સિદ્ધ પ્રીતાની અધ્યાત્મ કરવા માટે ઉજવ બાલકો અને ઉજવ ભાઇની માહિતી અંગ્રેજી વિશ્વાસથી આગળ ધરાવવામાં આવ્યું હતું. આવેગામકતા અંગ્રેજી વિશ્વાસથી આગળ ધરાવવામાં આવ્યું હતું.

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मापन माथे डॉ. यशवंत सिंह अने डॉ. महेश वाजवणी हे, अभ. असं. कसोई अने सिद्ध प्रेषणास सतर्क मापन माथे डॉ. वी. चौ. वाजवणी अभ.सं. अभ. डी. कसोईनी उपयोग करून होतो. आ अभ्यासातील वर्तमानाची वक्रश्रोती माथे सरासरी 'T' परिश्रम, सहसंबंधाने अने 'F' रेखिणीमध्ये आणि आंकड्यांत्रिक प्रक्रिया करवावयाने आवश्यक होती.

परिश्रमांमध्ये सुविद्याये केवळ एकाचारीय अने बलो आवेगात्मक परिष्करणात अने सिद्ध प्रेषणांमध्ये संपर्क दर्शवते नवी. विविध संवत्ताने पेड्यांची भांडी वर्तमान आवेगात्मक परिष्करणात अने सिद्ध प्रेषणांना पुढे जोवा म्हणणे शक्य होते.

अभ्यास - पप

शीर्षक: "मान्यतीक शाळाना उच्च अने निम्न बुद्धिवाशा विद्यार्थिनीनांना परिश्रमांमध्ये उपरवणी केटल्या असांतिकाच्याच असराची आवश्यकता"

संशोधक: वेघानी राम

२०४३मध्ये दूर्दशन पुनर्संचालनी आयो अभ्यासला बाध्य घेतला. ह्याची "मान्यतीक शाळाना उच्च अने निम्न बुद्धिवाशा विद्यार्थिनीनांना परिश्रमांमध्ये उपरवणी केटल्या असांतिकाच्याच असराची आवश्यकता" कार्य. आ अभ्यास नमुना मध्ये वर्जित कार्यक्रम चालू झाला. म्हणून सांसाधनी, नोंदी, रेखेच्या विद्यार्थिनांना परिश्रम पश्चिमी शाळांनी आचार अनुसार घडवावयाने आवश्यकता. अभ्यासाच्या तारखा नीते निर्देश घेतले घेतले.

1. बुद्धिनी निम्न स्तर पर, बाह्य विपश्यक विद्यार्थी बुद्धिनी महत्त्वाची असर जोवा म्हणून होती.

2. बुद्धिनी उच्च स्तर पर सिद्ध प्रेषणाने असर बाह्य विश्वासाने विषय पर जोवा म्हणून होती.

3. मान्यतीक विश्वसनीय आंकड्याने मान्य निम्न स्तर पर सांसाधनी अनुसार बुद्धिवाशा विद्यार्थिनी महत्त्वाच्या असर जोवा म्हणून होती.

4. सामान्य बुद्धिवाशा विश्वसनीय शैक्षणिक सिद्धांताचे भावनांमध्ये व्यक्तित्व परिवर्तनाचे बुद्धिवाशा महत्त्वाचे असर नाही होती.
५. मोठामागाना विषयांना अंतर्विश्व संबंधित विद्यार्थीमध्ये अनेक सोयी वेगून भराव हेथाने करायला होतो.

अभ्यास - पृ. ५७

शीर्षक: “गुरुराळ राजपणी शाळाक्रिक विविध रमतोमा परंतु घेंधळे पेकाळीणो अने बिन्नेपेकाळीणों विताना प्रभावाने अभ्यास”

संशोधक: कमलेश पतेल

गुरुराळ राजपणी शाळाक्रिक विविध रमतोमा परंतु घेंधळे पेकाळीणो अने बिन्नेपेकाळीणों विताना प्रभावाने अभ्यास करायला होतो. आ अभ्यास आर्थरी, अंबेटिक्स, क्रिकेट, कर्कट, बो-पो, बिन्नेबुटिक्स, डुको, तारश, टूटालो, डेस्तिंग, बासेटबोल, बोज, वेटलिविंग, बॉलीवोल, डेंजबोल अने होडीना फेलाळीणो पर करवायला आल्याच्या अशा प्रकारे होतो. प्राप्त महत्त्वाची अने आंकड्याचा कुरकुरात दासांच्या अंशांच्या हतुने के परिस्थिती विशिष्ट वस्तू वितानी आणासाठी विविध रमतोमा बोकोणे अने बिन्नेपेकाळीणों वितानी आणासाठी कॉर्ट सार्वजनिक करणाऱ्या घोषणा देऊन नाहीत.

अभ्यास - पृ. ५७

शीर्षक: “डेंजबोल अने बो-पोना फेलाळीणी विषयात अने झकपनी तुलनात्मक अभ्यास”

संशोधक: संजय आम. जोबारी

डेंजबोल अने बो-पोना फेलाळीणी विषयात अने झकपनी तुलनात्मक अभ्यास करायला होतो. आ अभ्यास मार्गे तेजी व धीरी. पह. १. मास अभ्यास करताना तेजी आंतर विश्वविद्यालय क्षेत्रातील व्यक्तीमध्ये स्वतंत्र क्षेत्रातील व्यक्तीमध्ये पसंदर्गी करी तेजी पर बुम्बेड लाकॉली, शंकरवाड, शेखवार्त अने ४० भा होत आ वांद्रे लाकॉलीने बने रमत तुम्हांचे पर माणून करायला आल्यात म्हणून अनेक तेजी नुसार तुलनात्मक अभ्यास करो अभ्यासाच्या अनेक घटकाच्या हतुने के...

१. डेंजबोलना पेकाळीणो त्याने बो-पोपना फेलाळीणी विषयात वधारे होती.
2. દેશભૂમિના પેલાડીઓ કરતા ભો-પોના પેલાડીઓની જરૂર વપરાય હતી.

અભ્યાસ - ૫૮

શીર્ષક: "ખબરી અને ભો-પોના પેલાડીઓની નિર્દેશન શક્તિ અને ઉપયોગ તુલનાત્મક અભ્યાસ"

સંશોધક: વિષ્ણુ છ. શોપરપી,

"ખબરી અને ભો-પોના પેલાડીઓની નિર્દેશન શક્તિ અને ઉપયોગ તુલનાત્મક અભ્યાસ કરી હતો" આ અભ્યાસની માટે તેની પી. પી. છ. અને અમ. પી. છ. માં અભ્યાસ કરતા તેમજ આંતર વિશ્વવિદયાલય કાયમાં સ્વાયત્ત ભારત સરખાના રાજધાની વિવિધ સ્વયંભર વિષ્ણુ અને રાજધાની વિષ્ણુ અથવા વિષ્ણુ શાસ્ત્રી કે...

1. ભો-પોના પેલાડીઓ કરતા ખબરી અને ભો-પોના પેલાડીઓની જાગૃતી વધારે જોવા મળી હતી.

2. ખબરી અભ્યાસીઓ કરતા ભો-પોના પેલાડીઓની જાગૃતી વધારે જોવા મળી હતી.

અભ્યાસ - ૫૮

શીર્ષક: "આચારી, વેદસૂત્ર, ખબરી, જુદોનો, ભો-પોના, સાંસ્કૃતિક વૈવિધ્ય, વોડીજીવી, છેનરાજી, છેનરાજી સ્વાભાવિક રાજધાની પેલાડીઓ સહનશક્તિ, ગાંધી સુખે અને ભો-પોના સાંસ્કૃતિક સહનશક્તિ, પણ રાજધાની અને સામાજિક પ્રકૃતિ તરીકે પેલાડીઓની તુલનાત્મક અભ્યાસ"

સંશોધક: જીના રાજપૂતો પાલિકા

આચારી, વેદસૂત્ર, ખબરી, જુદોનો, ભો-પોના, સાંસ્કૃતિક વૈવિધ્ય, વોડીજીવી, છેનરાજી, છેનરાજી સ્વાભાવિક રાજધાની પેલાડીઓ સહનશક્તિ, ગાંધી સુખે અને ભો-પોના સાંસ્કૃતિક સહનશક્તિ, પણ રાજધાની અને સામાજિક પ્રકૃતિ તરીકે પેલાડીઓની તુલનાત્મક અભ્યાસ.
વિસ્ત્રેણ: બન, રેપ, સાહનીયતા અને નદરીયતા જેવા શારીરિક યોજણાતના પાસાંખો તુલનાત્મક અભાવમાં હોતો હતો. વિજ્ઞાનિ પસંદગી ગુજરાત રજૂ કરવાના સુધી જેમાં ભાગ રાખતા વિજ્ઞાનિ અને શારીરિક પહેલી છે. બાદલ શારીરિક સંખ્યા 1528 અને શારીરિક સંખ્યા 1574. આમ બને પાણી માં વષા રહ્યા બાદલ શારીરિક અને શારીરિક વિષયવસ્તુ તરીકે પસંદ કરવામાં આવ્યા હતા. શારીરિક સમાનાં માપન કરવા માટે AAHPER યુધ હિટનેસ ટેસ્ટ વેામાં આવી. ટેસ્ટ દ્વારા મણીઓ અંગે AAHPER યુધ હિટનેસ ટેસ્ટના સુરેણ દેશા પ્રમાણે ગુણા આપવામાં આવયા અને મણીઓ અંગે મણીઓ ગોપિની તેમની સાર્થકતા તપાસવામાં આવી હતી અને તારું આખું હતું હૈ.

(1) AAHPER યુધ હિટનેસ ટેસ્ટની પ્રોત્સાહનો રમતા પ્રમાણે એલાઈ બાઈઓની કરી જનરલ હિટનેસ ટેસ્ટનો મણીઓ દર્શાવતો હતો યો-યો (63.30) પ્રધમ કમે તબાહાદ કમાર: બંદૂક (47.83), બાસ્ટેટબોલ (57.62), કોલીબોલ (61.63), કબ્ડી (57.62), કુરો (47.10), કોટી (38.63), કેંડબોલ (38.07) નવમા કમે આખીદી રમતના એલાઈ બાઈઓમાં (37.77) દેશા ખોલવા મણીઓ હતો.

(2) AAHPER યુધ હિટનેસ ટેસ્ટની પ્રોત્સાહનો રમતા પ્રમાણે એલાઈ બાઈઓમાં કરી જનરલ હિટનેસ ટેસ્ટનો મણીઓ દર્શાવતો હતો યો-યો (61.05) પ્રધમ કમે તબાહાદ કમાર: બંદૂક (45.08), શુશ્રુ (48.00), કોટી (38.72), કબ્ડી (38.83), કોલીબોલ (34.17), આખીદી (36.56) અને આખીદી કમે કેંડબોલ રમતના એલાઈ બાઈઓમાં (30.06) દેશા ખોલવા મણીઓ હતો.

અભાવસ - 60

શીરષક: "Impact of anxiety & achievement motivation on self concept of high school Students"

સંશોધક: ગુપ્તિ
પ્રશ્નત સંશોધનમાં સંશોધકે પાંચ સાર્થકીયતિથી પહેલા રિતે ૧૫૦ વિદ્યાર્થીઓને 
નમૂના તરીકે પસંદ કરી કસોટી રમતા. પ્રયોગ મદેનાલી સિદ્ધિ પ્રેરક કસોટી અને હુરોનંદ સિંહાની 
બીતા ભાપન કસોટીઓ ઉપયોગ કરવામાં આવ્યો. માછિતી વિસ્તારના માટે 'એક' કસોટીઓ 
ઉપયોગ કરી તાર્યુદ્ર દર્શાવ્યું કે સ્વ-સમાચાર અને બીતા વચ્ચે કેટલી સાર્થકતા વધતી નથી.