CHAPTER-II
REVIEW OF RELATED LITERATURES

The researcher scholar made a sincere effort to locate the available literature in the library of SantGadge Baba Amravati University, Amravati, the library of Degree college of Anxiety in sport, Amravati, Abstracts, Research Quarterly, and Periodicals, research Journals and Internet for such collected references those have been presented in logical order of importance and in sequence of merit. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. A brief reporting of the review has been below:

Athan et al. (2013) According to review of research on text anxiety in sports, reported that collegiate basketball players had higher confidence and motivation when playing at home compared to away. Studies that have focused on sport performers’ psychological states before home and away competitions have produced equivocal findings. In some studies, home players’ self-confidence, state anxiety, and mood have been found to be more positive before competition.

In other studies, there were no differences in psychological states between home and away competitions. In each of these studies, because measures were taken before the start of competitive events, the impact of the audience on the competitions may not have been fully realized. Although some variation in psychological states could be due to anticipation of the audience, it is not clear whether or not this was the case.

Karr and Vanschaik (1995) examined psychological states of Dutch rugby players after their games were completed. In this case, the athletes had been exposed to the home audience before the measurement of their mood states. However, those data again showed no differences between players psychological states at home and away.

Although the bulk of archival evidence suggests that playing at one’s home venue in the presence of supportive spectators has a positive effect on performance, this effect has been questioned under special circumstance. Probably the best-known contradictory evidence to the home advantage was provided by Karr and Vanschaik.
Byrne et al. (1993) Examined test anxiety is a subcategory of the more general concept, anxiety. Anxiety could be an effective strategy for arousal control in sport competition. Using MG-A imagery, athletes can modify their response to a particular stimulus and change undesirable arousal levels.

For example, a soccer player who experiences a debilitating levels of arousal when performing in front of a hostile crowd could imagine himself walking out to play, seeing and hearing the crowd, and experiencing an increase in arousal and then imagine controlling the arousal through a breathing strategy, remaining in control, and bringing his arousal level down.

Motivational general-mastery imagery represents effective coping and mastery of challenging situations and could also be used to help athletes control arousal levels. MG-M imagery may result in a more positive interpretation of the upcoming situation, resulting in higher levels of self-efficacy.

For example a golfer concerned about experiencing a debilitating level of arousal before playing in her first major tournament may imagine coping effectively with being on the first tee and imagine hitting a great drive down the center of the fairway to the delight of onlookers. It is possible that feeling able to cope with a difficult scenario may result in more manageable arousal levels. Indeed, a perception of an ability to cope with a situation is associated with a pattern of arousal that represents the most efficient mobilization of energy for coping.

Swain (1992) explained how anxiety works during the sports and after his attention back to the road. He pulled into the parking lot at the OU stadium and drove around to the football offices they walked into the building, past the vacant secretary’s desk, and caught Coach Joseph Repanshek’s players were either sitting in class or still sleeping in their girlfriends dorm rooms who were in stroke of anxiety. They’d report for meetings after lunch and then hit the field for practice.

Even Joseph Repanshek, who spent his days surrounded by large men, had to blink three or four times to take in the sheer bulk of Roscoe Evans. And the fact that Repanshek had seen Roscoe once before—in this office just a few months earlier—did little to mitigate the shock. A rhino stumbling into reanshek’s office a second time would have elicited the same alarm.
Swainet al. (2007) According to Swainet, the right prefrontal cortex potentiates fear reaction, the left prefrontal cortex is involved in inhibition of anxiety through sport; the lateralization extends down to the amygdala. Right amygdaloid reactions predicted trait anxiety, with the right side involved in unconscious processing of anxiety, whereas the left side serves more conscious emotional learning. Furthermore, individual differences in anxiety may be more a function of prefrontal regulation of emotion than of amygdalar activation.

Overall, the entire brain appears to be involved in the generation of anxiety. A number of systems contribute jointly to the brain’s overall emotional response of anxiety, including Panskepp’s fear system, the amygdala and extended amygdala, the Hippocamapal - Septal system, and numerous others. It is, however, still unclear how these various brain systems create the phenomenal experience of anxiety, as they do, leading to widespread manifestations of anxiety in the human psyche.

Hollingsworth (2013) conducted study the effects of performance goals on learning gross motor tasks have been investigated only sparsely. Junior high school students (N = 90) who had scored either high-anxious or low-anxious on Spielberger's Trait Anxiety Inventory were randomly divided into a Performance Goal Group, a Verbal Encouragement Group, and a Control Group. These subjects practiced a two-ball, one-hand juggling task for 5 min on 12 consecutive school days.

They responded to the Spielberger State Anxiety Inventory immediately preceding the practice sessions. The average number of catches per trial was recorded for each subject, each session. All subjects were given knowledge of results. Subjects in the Verbal Encouragement Group were verbally encouraged to “do your best.” Subjects in the Performance Goal Group were given a goal based on their previous trial. A strong relationship was found to exist between state and trait anxiety. With practice, as performance level increased, anxiety state tended to decrease.

Sandhu (1992) studied achievement motivation, social economic status, educational aspirations and physical performances of high school hockey players and non-players. It was concluded by him that compared with non-players, the players had a higher achievement motivation, socio-economic status, aspirational level and better performance. Males had a higher achievement motivation and better
performance than females. Difference in aspiration of players and non-players was more for males and females.

**Stevinson and Biddle (1998)** found recreational marathoners who used a dissociative strategy during a race were more likely to ‘hit the wall’; they concluded that these runners were not regulating their pace adequately and under hydrating during the race. They also found that many recreational. Runners associated throughout the race. Descriptions of these cognitive strategies and their impact have been widely reported in running magazines, and this may account for the widespread adoption of association as a racing strategy by many recreational runners.

**Han et al. (2006)** tells through this research paper that one of the greatest deterrents to anxiety in sport is the general life style of our modern age. Many people are eating the wrong foods and drinking and smoking excessively. In many cases excessive affluence is detrimental to anxiety in sport in that affluence directly affects diet and promotes a sedentary life in which driving is favored over walking and watching television is given priority over physical exercise.

The results of our life style may be seen in increased coronary heart disease at younger ages. It is no longer unusual to see coronary patients in their mid-twenties or younger. Obesity has become a great problem and persons who are overweight tend to have a poor self-image are disinterested in physical activity and most importantly have a greater risk of heart disease and other malfunctions.

**Monsma, et al. (2009)** Narrated in the present research journal about of competitive world of sports and anxiety during physical differentials, if your child has just a few sessions of therapy during an anxiety crisis, these would focus primarily on education and on reframing the problem. Having six or more sessions with a therapist could allow much more work to be done. A therapist will typically help a child with the cognitive part of this approach by teaching him how to change his thinking about his disorder and his symptoms.

For example, the mantra “My anxiety is distressing but not dangerous” expresses the central idea that the anxiety dragon’s only weapon is discomfort. To the extent that the anxiety sufferer can believe, really believe, that all the anxiety can do is make him temporarily uncomfortable, the key element of the dragon’s power is neutralized. The way the dragon does its work is by inducing intense “what if” fears.
Those fears further sensitize the anxious mind and greatly heighten and prolong the suffering from anxiety. Dozens of other cognitive techniques in this book are widely used. For example, noting your anxiety level from 1 to 10 objectifies the anxiety and helps you become a student of the disorder. This shifts the experience from one of victimization to one of thoughtful observation. Remember, the panic always goes down if the sufferer doesn’t run but just holds her ground.

Gumusdag, (2013) Examined that it is concluded that the variables under study are independent in nature and it is justified to undertake their study related to difference of these values between medalist and non-medalist inter university Kabaddi players. Health and sex appropriates constructs of self-concept as compare to the non-medalist players at the level of inter university. It is also evident that the two groups of players show more or less equal level of self-concept in all other nine constructs. It is concluded that the two groups of players exhibits more or less equal level of Adjustment in all four areas.

Dunn et al. (2001) Studies have been conducted in respect to smoking and physical performance. One study of 2000 runners was conducted over several track seasons. It showed that the nonsmokers took more first places in competition than did those runners who smoked. Another study showed that students who did not smoke grew morein height, weight and lung capacity than did those who smoked. The increase in the chest development among the non-smokers was also greater. Tests of physical steadiness have shown that nonsmokers are steadier than smokers.

Coaches and physical educators are almost unanimous in thinking that athletic performance and muscular power are decreased by smoking. They believe that fatigue begins earlier among the smokers. Few coaches of high school and college teams knowingly permit their athletes to smoke.

Baker et al. (2000) Examined Anxiety in sport depresses the central nervous system. It acts on the higher brain centers that affect decisions, judgment and memory. The control of the lower brain centers is lost, reaction time is slowed and physical and emotional pain are reacted to more slowly.

Coaches almost universally will not permit their athletes to drink during the season of play or at any time during the school year. As in smoking, although considerable evidence shows that anxiety in sport hinders physical performance, no
Evidence shows that it improves performance in any way. A great number of automobile accidents can be attributed to loss of control as a result of drinking.

Although drinking has become a popular custom in society, the young man or woman who is striving to achieve or maintain a high level of fitness should objectively examine the evidence that shows the results of such a habit.

Raglin et al. (1994) On the basis of psychological variables, a coach or an anxiety in sport teacher can design the specific sports event for a particular category of Kabaddi players. The research may help the anxiety in sport teachers and coaches to understand the importance of the psychological variable in sports-games. The similar study helps the all sports organization to select the players for different level of competition by observing this psychological variable.

Abram (1992) in his doctoral thesis studied programmers and practices in physical education in the colleges of vidarbha and concluded as under:

i) Finance provided in the college budgets was normal.
ii) Goals were not clearly defined.
iii) Too much recognition was being given to a few skilled students.
iv) Activities were not development oriented.
v) Coaching was traditional and poor.
vi) Proper testing and measurements were not done.
vii) Audio-visual aids were not used.
viii) Parents, by and large, discouraged their wards.

The study revealed a disappointing scenario of physical education conditions in colleges of vidharbha.

Mathew and Mathew (1991) compared the personality traits of women players of indigenous games. They found that the women kho-kho players were shy, conservative, group dependent, tense with high anxiety, whereas the women kabaddi players were venturesome, critical self-sufficient, relaxed, independent and aggressive and had low anxiety.

Mathur (1991) conducted a study of the self-esteem and background factors related to the participant and non-participant students in sports. The study conducted on 62 students 32 participating and 30 non-participating, showed that there was difference in the direction of inter-correlation among the background variables
and self-esteem of the two sub-samples. No significant difference was obtained on these factors of the two sub-samples.

**Mohan et al. (1991)** studied sensation seeking in relation to impulsiveness, venturesomeness and eysenckian personality dimensions in sportsmen and nonsportsmen using sensation seeking scale developed by zukerman and associates. The sample comprised of 100 each of participants and non-participants. The researcher discussed results in terms of personality differences between sportsmen and non-sportsmen.

**Williams (1981)** investigated the personal traits of champion level females in USA and found them to be reticent, self-confident and self-controlled possessing a high level of intellectual ability, creativity, imagination, aggressiveness and urge to be dominant as compared to females with average ability.

**Masoud (1983)** studied the role of family in the socialization of children into sports. The role of mothers in sports socialization of children and the process of sex typing and its relationship to sports was considered by the researcher in detail.

**Anthrop and Allison (1983)** studied the role conflict on a sample of 133 high school female athletes. It was found that while 17 per cent of the subjects perceived very great role conflict, 32 per cent perceived no role conflict, and 50 per cent had some problems of role conflict.

**Hasbrook (1984)** studied the role of social class background on childhood sports involvement by using two theoretical constructs economic opportunity set and life style i.e., social and psychological opportunity. The former covered factors like distribution or availability of goods and services, club membership etc., while life style consisted of parental achievement and gender role socialization practices that encourage or discourage sport participation.

**Moser (1984)** studied the role of family in the sports activities of its children. As many as 708 parents, pupils and gymnastic teachers in 28 classes of 7 different schools were interviewed. The results showed that sportive activities of fathers and mothers was rather low; only a few families admitted practicing such activities together.

**Krengel (2014)** undertook study on rate of perceived exertion (RPE) and heart rate (HR) in rowing, how athlete perception of pre-race anxiety relates to HR and RPE, and how these variables change between practice and competition. Four
subjects were tested over the course of their rowing season for somatic and cognitive anxiety, self-confidence, HR, and RPE in three different 2000 meter racing conditions: indoor ergometer, on-water racing, and on-water practice.

There was no correlation between HR and RPE, and only maximum HR showed a difference between trial types. Studying more subjects and ensuring the same number of each type of trial would enhance the results of this study.

Kumar et al. (2014) examined comparative study of anxiety level of tribal and non-tribal athletes. The purpose of the present study was to compare the anxiety level of tribal and non-tribal athletes and to find difference in their anxiety level. For this study the sample of 200 i.e. 100 tribal and 100 non-tribal athletes which were selected from physical education colleges of Amravati (M.S).

Purpose sampling method was used to extract the sample. Manifest anxiety scale developed by Dr. Srivastava and Dr. Tiwari was used to measure the anxiety level of the athletes.

The test contain 100 statements with a set of two alternative response ‘yes’ and ‘no’ having a weight age of 1 & 0 respectively. The total manifest score of every respondent was a sum of item checked as yes. For getting anxiety score of each individual all the positive score were added. To compare the anxiety score of two groups mean, Sd, were computed from the anxiety score obtained by the tribal and non-tribal athletes. ‘t’ test was applied to test the significant difference between tribal and non-tribal athletes.

Kaur et al. (2012) assesses Anxiety Level of Basketball Players - Pre, during and Post Competition. The objective of this study was to assess the tendency of anxiety at different time of a competition. For this purpose, 30 male inter collegiate basketball players from S.G.B. Amravati University were selected. The age range of the participants was 18-23yrs. The Sports Competitive Anxiety Test (SCAT) was administered to obtain responses from the participants at different time of competition i.e. Pre, during and post competition.

Apart from descriptive statistics, ANOVA was applied to assess the differences among pre, during and post competition responses taken from subjects. It was found that mean anxiety level among the basketball player differs significantly as the mean difference value in between pre -competition and during -competition (DM=3.34), Pre- competition and post competition (DM=1.36) and During competition and post competition (DM=1.36) are greater than the critical difference
value of 0.043. Level of anxiety either too high or low tends to decrease the performance of a player. Anxiety is natural part of the competition in a player or Athlete.

Hans ET. al., (2000) It is learn that “Anxiety in sport” factor was totally understood in a different way by the people and by the different direction. They said that to have a better “off spring” to have healthy citizens parents must be physically fit. So they encouraged the people to keep themselves physically fit, for which they were given more facilities.

Several royal rules were made flexed. In order to popularize physical activities once a year, they started to conduct sports fairs, where several types of competitions were organized and the winners used to be honored. This gradually gave birth to sports. These sports used to be of differed type, where one had to exhibit ones power and strength on one another.

McGary (2013) Assesses the experiences inthe Effect of on Performance Anxiety, the Practice of Imagery andSport Performance .The present study explored the effect that both experience and different imagery practices have on pre-competitive anxiety. Twelve collegiate NAIA female tennis players volunteered to participate in this study and of the twelve, six who played singles were recruited. Participants were orderly assigned to one of two groups: other-focused imagery or self-focused imagery.

It was expected that there would be significant differences in pre-competitive anxiety between those who were experienced and those who were not. It was also expected that those who practiced the self-imagery task would experience lower levels of pre-competitive anxiety.

Results from ANOVAs and correlation analysis revealed a significant interaction (p<.05) between overall anxiety and the experience level of the player, with percent of serves made used as the dependent variable. Specifically, the results indicated that experience level does affect pre-competitive anxiety.

An interaction (p<.05) also occurred between experience and self-confidence pre- and post-imagery, indicating that experience had an effect on an individual’s self-confidence before and after the imagery use. However, results indicated no significant difference in performance between different types of imagery tasks. Taking these into account, practitioners may design interventions to decrease anxiety and increase self-confidence in less experienced athletes.
Campara et al. (2012) Focused attention on the use of drugs such as amphetamine, marijuana, cocaine, heroin and LSD has become popular among some young people. Amphetamines have been found to produce toxic side effects and cause dependency. Research has indicated that amphetamines do not improve an individual’s performance, but rather give an illusionary feeling of an improved performance.

The use of drugs such as marijuana, heroin and LSD is illegal. The continued use of drugs brings about a permanent physical deterioration. Some drugs have also been used in sports for which a high level of energy is required, such as in long distance cycling races. Such a practice is denounced by physical educators, coaches and sports medicine associations.

Many athletes are the present time is utilizing drugs known as anabolic steroids. They have been known to receive large doses of testosterone, the male sex hormone. Such drugs can have serious side effects on the user. Large doses can cause atrophy of the tubules and also interfere with the functioning of the prostate gland.

Humara (2012) Concluded that the characteristics and comparisons of various normative scales anxiety during various games. A word of anxiety should be stated about norms. They should not be accepted at face value. Norms are representative of some larger population. They should be based on a particular type of group that is well identified.

For example, percentile norms on the Basketball Wall Pass for High School Girls, or T-Scores on the AAHPERD anxiety Test for 11 year old boys level the norms. Age and sex are usually the 2 essential classifications. Other factors might be geographic location race and skill level. Norms should be based on large numbers of cases. Sufficient cases alone do not make good norms but coupled with proper sampling, they provide symmetric distributions.

If the performance of a group is not similar in range and average to the normative group then the norms are not appropriate and should not be used for interpretative purposes. It is far better for the teacher to construct norms based on the scores of his/her own students.

Besharatet al. (2011) A news view of anxiety is emerging, one rooted in a Socio-ecological view of sports. Traditionally, anxiety has been viewed nearly totally
as individual issues with improved fitness seen as a matter of individual responsibility. When people are unfit or less fit than one might like them to be, and then they get the blame, to the point where their character or fortitude is questioned.

Clearly, the fitness movement of recent time has been predominantly a middle and upper socio-economic class phenomenon. The fact that children youth and adults of low socio-economic groups have not participated in this fitness renaissance is not a matter of choice nor can any blame be attached to members of these groups for not joining the anxiety related movement.

If society is to become healthier and if a more confident citizenry can help to achieve that students goal, then this new approach to understanding the social complexities of sports and activity across the variety of groups within our society is necessary. We must view fitness as an individual and a social issue and we must attempt to restructure society so that more people have the opportunity to engage in activity, to pursue fitness and to remain healthy.

**Murtazaet al. (2012)** Measurement Applied to the Process: Second evaluation occurs when special techniques are used to measure the process of anxiety in sport directly. The teacher administrator must know the degree to which the program and other aspects of the process met acceptable educational standards. In evaluation of the process, techniques are used to measure the procedures of education and these procedures should be investigated at all educational levels according to the required program, the individual program the intramural program and the interschool program.

Process measurement has several approaches, all of which provide the means for an improved service to the product. However, it should be pointed out here that the evaluation of the product is one of the best means of assessing the quality of the process. These approaches should improve the overall process by making instruction and administration more efficient and program more effective and in the final analysis should enhance the growth and development of the student.

How Measurements are applied: Measurement can be applied in several ways. In evaluating the product the teacher and coach can do the evaluating or the students may evaluate each other. In some cases the students may evaluate themselves. This student participation in the evaluation procedure is one of the great challenges in the field of teaching. When the process is evaluated, evaluation
techniques may be applied by the administrator, by teachers, or by an evaluation team. In some cases, students and parents participate.

**Navarro et al. (1998)** Anxiety in sports can be applied for two basis purposes. First it may be used to calculate status. However when this same measurement is repeated on the same group I or more times, then progress or achievement may be noted. Generally both status and progress are compared with other values such as norms, standards or criteria.

Thus a status calculations repeated at any given time not only reveals how students have progresses, but also how they relate to goals and to other students. In both the product and the process calculation can show status, changes and significances.

In calculation of the product evaluation becomes a temporal matter. For example tests may be given during the ongoing instructional program where they become a part of the procedures of instruction. On the other hand they may be administered at the end of the instructional unit or term where their resulting data can only be used to evaluate the process or to inform the students of their final status or achievement.

When tests are sundering the learning period. They become an integral part of the learning process. Their results are diagnostic and therefore can be used in formative evaluation, whereas tests administered at the end of a term are useful only for summative evaluation.

Formative measures can better serve the immediate needs of the students because their results are diagnostic and can become feedback and input into the learning cycle as they provide the means for self-analysis and self-knowledge.

Formative evaluation furnishes students a realistic assessment of their present status and if given often enough can reveal successive stages of progress. This feedback showing progress provides the students with the self-knowledge and motivation needed for self-satisfaction and therefore provides more effective reinforcement and identification of errors leading to correction.

**Martens (2013)** Selection of appropriate tests is necessary if wise application of results is to be realized. The little time allotted for sports activities should be spent wisely. The choices of tests should be made in light of the objectives
sought. If the tester is a researcher a detailed, technical measurement may be desired.

The teacher is just as concerned about the accuracy and honesty of the results, but needs to find a test that is easy to use and appropriate to the group situation present in most schools.

The theme of this test is centered on helping the teacher get the best answers with the best tools. The pressure of time probably should not be the deciding factor, but it must be considered. A test should serve the student directly and indirectly, but it must do so with efficiency. Some selection has been made in choosing the tests to be included in this book. Further selections need to be made by the teacher in light of each teaching situation. Judgments about test selection will continue to be needed as new tests become available.

Jankauskiene et al. (2009) today, nearly everyone preaches the virtues of anxiety in sport, yet many of these same people do not themselves maintain a regular fitness program. Two primary reasons for this failure to maintain individual fitness do not know: (1) How much exercise is enough, (2) The kinds of exercise that work best for anxiety in sport.

In fact many written on anxiety in sport activities. One frequently hears vague statements, such as, “There are many ways to develop fitness,” Do your own thing, choose whatever activity you enjoy, or don’t overdo it, don’t seat. Such suggestions are chaotic and groundless and confuse the reader. Of course there are different ways to develop cardio-respiratory fitness. Nevertheless, you must exert yourself, in a continuous and rhythmic activity at a substantial level of exertion for at least 30 minutes. And you must adhere to this program regularly.

The key is the heart rate. It must be pushed high enough and held there long enough for cardio-respiratory conditioning to take place. Let’s be clear about it: it takes effort to be physically fit. This does not mean punishing, exhaustive exercise, but rather a workout that is well within your present physical capacity.

Dhillon (1979) in his doctoral thesis found that secondary school participation in physical activities scored higher than non-participants on extroversion, neuroticism and achievement motivation.

Mohan et al. (1979) did a comparative study of extroversion, neuroticism and attitude towards sports of handball players taking 100 players and 200 non-players.
Their results revealed that players were more extroverted than non-players and they were low on neuroticism.

**Colman et al. (1980)** using Cattell’s 16 PF studied the personality profiles of 85 male field hockey players and found no significant difference between international group and advance group. The profile components which contributed most to the significant discriminant function were factor a (confident-apprehensive), b (intelligence, trusting-suspicious), C (emotionally less stable-emotionally stable), H (shy and bold), F (sober-enthusiastic-toughminded).

**Vealey (2007)** Complete anxiety is an ideal concept difficult to concretize, because rarely is person’s total anxiety in real sense of the term of all the dimensions in various sports activities, anxiety in sport is the most observable and achievable condition in which the individual is truly supposed to be functioning efficiently and effectively. Some people associates good at games and sports. This again is wrong because fitness for each sport is different and specific while jogging; aerobics, weight training etc. are becoming popular these days. The concept of fitness for a common man, in general, has undergone tremendous change. Strength power and cardio-vascular efficiency are inter-related terms.

These are also extremely important through they exist as different aspect of total fitness. The total fitness would imply that in addition to demonstrating acceptable degree of performance in physical attributes, individual must demonstrating social adaptability, emotional stability, mental efficiency and even positive mental, spiritual as well as cultural qualities.

**Smith et al. (2007)** The Sport has devoted much time to promoting a school centered program for anxiety in sport. In addition, it has accomplished special working relationships with institutions of higher learning, community groups, voluntary agencies and other key organizations. It has mobilized mass media to communicate to the general public the need to be fit. It has utilized television, movies, radio and articles in national magazines effectively in this promotional campaign.

In recent years the Sport has been responsible for the conduct of various regional anxieties in sport clinics that have featured so of the nation’s anxiety in sport leaders and also the council staff.
Statewide councils or commissions have been established in many states by either the governor of the state or another agency or organization. Stat superintendents of education have indicated their active support of the anxiety in sport movement in approximately one half of the states. Statewide conferences on fitness have been held in a majority of the states in the country. Several fitness films have been produced. Publications have been printed for all segments of the population, including children, adolescents and adults.

Materials have been prepared for release to television stations, radio stations and other communication media. Millions of dollars' worth of free advertising has been made available to the council. Presidential Fitness Awards have been established and demonstration centers have been developed. The sport has also been active in promoting industrial fitness programs and fitness for elderly persons.

**Smith et al. (1995)** Examined the nation’s schools were surveyed to find the impact on anxiety in sport of the President’s Council and found that 56% of the 108,000 public schools improved their programs during one school year. Improvement meant that they added a screenings to identify physically underdeveloped pupils and or a comprehensive test of physical achievement, and or more vigorous physical activity during the class period.

**Chandrasekaran et al. (2009)** Stressed upon age which is the major factor influencing anxiety in sport. Usually maturity can be defined by chronological skeletal and physiological age. The period of life is generally divided into infancy, childhoods, adolescence, adulthood and seniors. So children and adolescence must not be regarded as miniature versions of adults. They are unique at each stage in their development.

Their physiological and physical performance in term of anxiety in sport mainly depends on the growth and development of their bones muscles nerves and other organs. As children size increases, their functional capacities along with anxiety in sport also increase improves. The child is physiologically distinct from the adult and must be considered differently while planning fitness programmed.

The training can improve the anxiety in sport of the child. Generally youngsters, adapt well to the same type of training used by adults. But training programmed for children and adolescents should be specifically prepared for each age group, keeping in mind the developmental factors associated with that age.
Studies have shown that humans tend to decrease their physical activity as they grow older, which affects the anxiety in sport. When older people participate in training, most of the changes associated with aging are lessened. It is clear that mode and nature of fitness training is an individual matter, which differs from person to person.

**Tamminen et al. (2010)** Prior to adolescence boys and girls do not differ substantially in height, weight, girth bone width and body composition. But at maturity they differed significantly on various parameters. These physically, Physiological and anthropometrical differences also affect the anxiety in sport of male and female.

Thus the sex differences affect the type of exercise frequency of participation, duration and intensity of the exercise for developing anxiety in sport. Due consideration should be given to these factors while preparing a training programmed for males and females

**Smith et al.(2006)** Narrates anxiety is the most important of the technical standards because it tests the honesty of a test. The teacher wants to have confidence that a test selected to use as measure of the tennis serve, for example is indeed just that and not a test of shoulder girdle strength or of general motor ability. It must be a measure of a rather specific skill namely, the tennis serve.

It would be unfair to use a fitness test as one basis for assigning grades if the test were so complicated that an intelligence factor weighed heavily in the performance score of each student. If a test is presented as a measure of the volleyball volley, then to be valid, it must measure volleying ability and ideally it must measure it to such a degree that other influencing factors such as height and weight are incidental to the final results.

A test may be considered valid if it is measuring as accurately as possible what it is described as measuring. Validity is inherent in the purpose f the test. Validity can be ascertained either empirically or statistically. Logical validity usually comes first and is sometimes considered sufficient without the follow-up of either concurrent or construct validity using statistical techniques.

**Rokka et al. (2008)** Examined anxiety has often been used as a synonym for activation and arousal which may not be wholly correct but we cannot escape this
notion because of the vital physiological changes that occur during anxiety-state raising the activation-arousal level. Initial inquiries attempted to determine the anxiety-performance relationship through arousal-based explanations.

Some Sport psychologists estimated that the relationship between arousal and sports performance. Increases in arousal up to an 'optimal' level were suggested to result in positive performance gains, beyond which performance decrements occurred. Optimal levels of arousal were also suggested to be dependent on the type of task, with more complex tasks requiring lower arousal levels for optimal performance.

Scanlan et al. (1978) In designing a program or writing an exercise prescription to improve Anxiety, physical educators must take several factors into consideration. These factors are the same regardless if the exercise program is being designed by a coach for athletes, a teacher for students or an exercise physiologist for a post stroke client. Pollock and Blair delineated several physiological and behavioral factors that must be taken into account if the sought after benefits improvement and maintenance of fitness or specific fitness components for example cardiovascular endurance are to be realized.

To attain desired physiological changes associated with fitness, individuals must exercise on a regular basis. Physical educators must consider the frequency, intensity and duration of exercise as well as the mode of exercise in planning exercise programs for individuals. Frequency refers to how often an individual should exercise, such as three to five times a week.

Intensity reflects the degree of effort put forth by the individual, for example, 80%. Duration refers to the length of the activity, such as swimming for 40 minutes. These three factors are interrelated and can be manipulated to produce exercise programs appropriate to the individual and the outcomes desired. Mode refers to the type of activity such as running, swimming, or biking.

Woodmanet al. (2011) A major discussion concerns the use of some type of warm-up procedure before engaging in sports. The physical educator and coach should be familiar with the available evidence before determining whether or not to use the warm-up or how to use it most effectively to gain victory over anxiety factor.
Numerous research studies have demonstrated that to achieve peak physical performance the individual should warm up. Warm-ups have been found to increase speed, strength, muscular endurance and power. The research indicates that vigorous, long warm ups are better than less moderate ones. Related warm ups are preferable to unrelated ones because of the practice effect that also results. Attitudes toward warm up are also related to efficiency in performance.

An individual with a positive attitude toward warm up appears to benefit more from such an experience than one who has a negative attitude. It has been determined that combinations of intensity and duration contribute to the desired effect of a warm up. Insufficient warm up does not achieve the high level of muscle strength and temperature desired, and excessive warm up can lead to fatigue and thus decrease the performance level.

Tiwari (2012) In recent years jogging, which is basically a combination of walking and running has become popular as an aid to keeping mentally fit. It has received wide approval from many groups because it is a sustained type of exercise that is noncompetitive. An individual does not have to possess any particular skill to jog, and the majority of joggers range in age from 18 to 70 years.

Advocates of jogging think that men and women up to the age of 70 years can learn to jog at a good pace. It is extremely important for individuals to have a medical examination or a stress test or both and to discover the limits of heart endurance before beginning to jog.

Jogging has been found beneficial to some heart attack victims to rebuild the endurance of their heart and lungs. Dr. Kenneth H. Copper, author of the much publicized book entitled Aerobics, has stated that exercises such as jogging force the body to become conditioned to an increased need for oxygen. When the body reaches the level of fitness that meets this need, the cardiopulmonary and oxygen transport systems become more efficient. Among other benefits, jogging also helps the healthy individual who wants to lose weight.

Khan et al. (2009) Concurrent validity measures the degree of relationship between 2 measures taken at approximately the same time. For example, if a group of tennis serve test, the relationship between the 2 performances would be an indication of the concurrent validity of the new test. Did the new test measure about the same thing as the old one at about the same time? There are several ways of ascertaining concurrent validity.
Each way involves the comparison of the new test with some external standard, called a criterion which has already been established. These results in 2 sets of scores: 1 for the new test being developed, and 1 for the criterion measure. These sets of scores, I set for each student is correlated. If the relationship is close, the test is considered valid. If the standard chosen for making the comparison is poor, then the validity reported is often misleading.

The standard or criterion used as the comparison factor must be the best possible. Several have been used to establish the validity of various motor tests and reach will be discussed. They may be used in combination as well as separately. For example, a new test may be compared with tournament standings as well as with subjective ratings. This multiple use of criterion measures is an attempt by researchers to make doubly sure that the new test is valid.

**Sharma and shukla (1991)** did a multivariate analysis of personality profiles of inter-university cricket players. The study was conducted to afford an important aid in the understanding of the psychodynamics of cricket players and an examining inter-structure in sports situation.

Multivariate discriminant function analysis of 16 personality factor profiles indicate factor G (conscientious) for the greatest amount of total dispersion of any given variable. Other variables possessing a relatively high degree of discriminatory power followed by E, Q, A, N, M, L, F, I, Q3, B, Q4, C, O and H factors.

In the correlation matrix notice factor I represent A, Factor II C, Factor III E, Factor IV G, factor V, H, factor VI M, Factor VII Q, and Factor VIII is Q4 50 per cent factor loading for varimax rotated factor, solution observed that some factors are high, moderately high and low. In the inter-university out of 48 batsmen, 24 out of 12 off spinners and 4 out of 16 in wicket keepers correctly classified.

**Talwar (1981)** did a comparative study of some personality characteristics adjustment level and attitudes towards physical education of sportswomen and non-sportswomen for her doctoral work. She concluded that the sportswomen were more good natured, easy-going, emotionally stable, realistic, cheerful, frank, duty bound, responsible, polished and experienced, sedate, better adjusted in health, emotions and sociability than non-sports women.
Nine factors were found to be more explicit in the personality of the sportswomen leadership behaviour, unsentimentalism, cooperativeness, unsatisfied behaviour, good psychological health, realism and stability, confidence and non-anxiety.

Khurana (1991) explored the relationship between certain background factors such as parent’s education and occupation, birth order, type of school and locus of control among 62 undergraduate students of an engineering institute 32 non-participants and 30 participants in sports. Data was collected using Rotter’s L.E. Scale, background information blank. Person’s product moment correlation and student’s test were used for analysis of the data.

Results showed significant negative relationship between mother’s occupation and locus of control in the sample of the participants in sports, between locus of control and birth order of participants in sports. However, none of the background factors was found to be significantly related to the locus of control in the sample of the non-participants. It was also found that there was no significant difference in the locus of control of participants and non-participants in sports.

Evans Jr. (2014) identified the use of relaxation techniques and movement therapies to their patients with the main purposes of anxiety, stress, and pain reduction. The purpose of this study was to evaluate the use of relaxation techniques and movement therapies among various socio-economic groups of U.S. children through investigation of the National Health Interview Survey (NHIS). Although the use of these techniques is common around the world, the use among U.S. children is not.

A total of 9,417 child records as found in the Child Alternative Medicine file (2007) were analyzed. Weighted frequencies were generated and odds ratios were computed through binary logistic regression analyses. Among children, practitioners used relaxation techniques 2.9% and movement therapies 2.5% of the time respectively, within past 12 months. The most commonly used relaxation techniques were controlled breathing (73.8%), meditation (34.3%), progressive muscle relaxation (15.6%), and guided imagery (13.9%).

Relaxation techniques were used to reduce anxiety and stress 41.4% of the time. Movement therapies (Yoga=82.2%; Pilates=13.2%; Tai Chi=6.1%; Alexander technique=2.9%; Qi Gong=2.7%; Trager Psychophysiological Integration=2.1%, and
Feldenkrais=1.6%) were used to reduce anxiety and stress (31.4%), asthma (16.2%), back/neck pain (15.3%), and attention deficit disorders (8.3%).

Data screening did not produce obvious predictors for the use of relaxation therapies; however, age, gender, race/ethnicity, and parental education level were predictors for movement therapy use. For example, respondents aged <10 reported less movement therapy usage than children >10 [OR=0.4, (95%CI, 0.3-0.6)] and males reported less movement therapy usage than females [OR=0.5 (95%CI, 0.3-0.7)].

Children can benefit from learning and developing positive coping strategies to reduce anxiety and stress early in life. This research demonstrated that children are exposed to and participate in various relaxation and movement therapies which may be beneficial to overall health.

Judge (2014) investigated the Impact of Performance Anxiety on Male and Female Power lifting Performance. Previous research suggests that competitive trait anxiety is more common among individual sports as opposed to team sports is an individual sport that includes both men and women competitors. This study investigated if a relationship exists between competitive trait anxiety and male and female PL performance.

The subjects included 36 competitive collegiate power lifters that are affiliated with club teams from three large southern universities (Male = 26, Female =10; Age 19.9 +/- 1.5yrs, Height 172.5 +/- 8.6cm, Weight 81.4 +/- 21.0kg). The athletes that participated in this study were distributed across the weight classes for collegiate PL (105lbs: 1, 114lbs: 1, 121lbs: 1, 132lbs: 3, 148lbs: 2, 165lbs: 7, 181lbs: 4, 198lbs: 9, 220lbs: 5, SHW: 3). The 15 item Sport Competition Anxiety Test (SCAT) was administered to the participants in the ready (warm-up) room prior to the athletes moving to the competition area.

The study received IRB approval prior to data collection. Data were analyzed via Pearson's correlations and Chi Square analysis using JMP ver. 10.0. The SCAT total score was negatively correlated (r=-.397, p=0.02) to the athletes percentage of best competition (Actual Performance Total/Best Comp Total *100). Of the individual lifts, the SCAT total score was negatively correlated to the percentage of personal best for the bench press (r=-.368, p=0.03) and the deadlift (r=-.317, p=0.05), but did not achieve significance for the back squat (r=-.182, p=0.27).
Male to female difference in SCAT total test results \((x^2 = 3.7432, p=0.05)\). Females had a higher level of competition anxiety than the males. The results of the study suggest that trait anxiety may have a negative impact on PL performance and consideration given to gender differences related to performance anxiety will assist coaches in preparing individualized training regimens for PL athletes.

Parveen (1991) in her doctoral thesis reported her comparatively study of kho-kho and basketball women players at inter-district and inter-state level in their motor abilities, intelligence and personality traits. She took a sample of 150 female players of kho-kho and 150 players of basketball.

Were more emotionaly stable?

i) Kho-kho players as compared to basketball players were significantly less emotionally mature.

ii) Compared with state level players, national level players

iii) Participation at the national level had more positive effect on the emotional stability of basketball players.

iv) No significant difference between kho-kho and basketball players was found regarding assertiveness.

v) National level players were found to be more assertive than state level players.

vi) Kho-kho players were less practical than basketball players.

vii) National level players were shrewder than state level players.

viii) Kho-kho players were less group dependent than the basketball players.

Seminar Report (1993) published in university news presented a spectrum of significant views of some leading authorities in the field of sports sciences in india which are of interest to us:

i) B. N. Bhagwat, secretary, department of sports and youth affairs, govt. of India, and director-general sports authority of india expressed concern regarding promotion of applied research and young researches in the areas of sports sciences, and commented that without the support of sports sciences it was rather difficult to make a world class sports person.

ii) Randhir Singh, secretary general, Olympic council of asia and indian Olympic association, expressed his serious concern about mixing of
politics and sports, nomination of managers and coaches as well as lack of scientific support to the elite athletes.

iii) Jawajarlal Jain, president of the foundation, stressed the need to educate athletes and coaches on their personal management including nutrition, drug abuse, injuries and rehabilitation, psychological preparations as to be socially elevated individuals.

iv) Kiran sandhu, former international basketball player and secretoa.

MacCracken (2014) Assesses changes in adolescents’ social physique anxiety, body composition and body satisfaction/dissatisfaction correlated. The purpose of the study was to find out relationships between changes in social physique anxiety (SPA), body composition, and body image satisfaction (self-perception) and dissatisfaction (ideal perception) were studied over four years. Due to sample size considerations, the data presented here will focus on two-year periods.

Middle school students (N = 560) completed the Social Physique Anxiety Scale for Children (SPAS-C, & et al., 2005) and Collins’ (1991) Pictorial Instrument of Child Figure (PICF) at approximately the same point mid-fall each year (2010-2013). Height and weight were assessed and BMI percentiles were determined (CDC, 2011). Student (ages 10- to 14-years), parent and school consents were obtained. To assess the covariance of changes in each measure, the differences between two adjacent years were computed.

Three sets of correlation analyses, one for each two year period, were conducted. Positive correlations between BMI change and social physique anxiety were evident (e.g., r = .306, p = .034). Of particular concern was whether these adolescents’ evaluations of themselves changed as their bodies, as measured by BMI, changed. All correlations again were positive, e.g., r = .490, p < .001. Similarly, their social physique anxiety also varied positively with their perception of their body image (r = .354, p = .014). Adolescents’ ability to assess their own physiques accurately may be an important aid when intervening or trying to influence a change in children’s body size or anxiety.

Hanton et al. (2004) Subjective Ratings: Subjective Ratings are given by the teacher sometimes to use in grading. When used for establishing validity
however, they are given by at least 3 judges and often 5 to 7. Ratings generally involve judgments on the form of a performance. The tennis serve provides an example.

The technique of the serve, its execution, force, form accuracy and the like are noted for each student by 3 distinguishing points between a performance worth 5 points and one worth only 2 points, for instance. As a second step, these same students are given a service placement test. Then the composite or average of the 3 judges ratings is compared with the objective service placement test score for each student. Two assessments are available for each student.

They are correlated and the resultant coefficient is used as the basis for interpreting the validity of the service placement test. If the scores on the test rank the students in approximately the same order that the judges evaluate them, the coefficient is relatively high and the service test said to be valid on the basis of the criterion of judges ratings.

The opinion of experts is often a more accurate measure than a poor test. No apologies need be made for the use of subjective ratings. Care should be taken, however, that the skill is well-defined, that the rating scale is refined, and the raters are competent, Ratings can be poor criteria, but if carefully done they may be relied upon to yield dependable results.

Krishnakant (2013) Stress, according to Krishnakant, is essentially the rate of all the wear and tear caused by sports. Each person experiences some degree of stress during each moment of existence. Stress can be caused by an injury, but it can also be caused by a happy occasion. Stress can be good and it can also be bad for a person.

The term stress is commonly used in two ways one, a stressful stimulus itself such as a death in the family and two the result of events such as the psychological or physiological condition that occurs in the body as a result of such a stimulus. Stressor is the term used to mean a stressful stimulus. Stress can have both positive and negative effects. A positive effect might result if an athlete is Psyched up for a game and thus performs better. A negative effect might be the very high level of stress that results in depression.

A variety of stressors affect people today. Psychological stressors arouse emotions such as fear, anxiety anger and love. Physiological stressors are pollution,
noise, heat and cold for example. Worrying about an examination is a stressor, and vigorous exercise and strenuous sports are stressors. All illnesses are stressors. Many stressors are environmental such as air pollution and crowding.

Stressors have different effects on different people. Also, people vary in the amount of stress that is part of their life styles. Medically for example. Type A people are always in a hurry, competitive and aggressive. Type B people are relaxed and take more time to accomplish their tasks. Signs of stress may include insomnia, backaches, headaches, inability to cope, anxiety and irritability.

Fernando et al. (2010) Examined the important thing is that the body must be prepared to meet stress. The formula for enjoying life is learning how to make adjustments in a world that is constantly changing and in which events do not always run smoothly. These adjustments can more readily be made by the person who understands the body and ways of meeting stress. It is thought that to some extent disorders involving nervous disturbances, high blood pressure and ulcers are caused by lack of understanding of adaptation.

Sport has been found to be very helpful in controlling stress. It is believed that exercise burns up stress hormones. Exercise help to release the tension that can accumulate when one is under stress. One the other hand sitting and inactivity inhibit natural expression. As a result hormone induced tension is alleviated by activity. Some psychiatrists have found that physical exercise performed on a regular basis produces psychological benefits such as relieving depression and anxiety. A Stress regulated and controlled life style is thought by some persons to provide a balance between work and play and rest and exercise.

Ujwala1 et al. (2011) Explained many of the motor tests reported in the professional literature have been validated on the basis of subjective ratings in sports anxiety. Many others have been validated on the basis of other objective measures. The teacher needs to realize that the objective test used as a criterion was probably itself validated by subjective ratings were poorly executed and this emphasizes the need for constant revaluation of the object give test that are available in the measurement literature.

There is one other controversial point about the use of subjective ratings: they make a judgment on the process of the skill when the product or result of the skill is...
what counts in the game. Some would argue that good performance is high related to good form. Others would argue that it does not matter how the performer looks when executing the skill as long as the results are effective.

This might imply that the proper use of subjective ratings would be reserved for establishing test for gymnastics routines or diving. Where a highly objective score is not available. It is not possible to settle the argument here, but only to alert the user of tests about this reservation regarding subjective ratings as a criterion for establishing concurrent validity

Pollock et al.,(1981) Relaxation contributes to health and may actually be in the form of sports activity. Anxiety is essentially a mental phenomenon concerned with the reduction of tensions that could originate from muscular activity but that are more likely to result from pressures of contemporaneous living. A technique for achieving relaxation or nervous reeducation has been developed by Jacobson. It has two basic steps.

In the first step the individual learns to recognize muscle tension in subtle as well as in gross terms. Gross tension is easily identified. With fists tightly clenched, one holds the arms outstretched to the side at shoulder height for one minute. The individual observes the feeling of exertion and discomfort in the forearms and shoulders.

The arms are dropped to the sides and the muscles of the arms and hands are relaxed completely. The effortless relaxation, which Jacobson calls the negative of exertion, can be noted. Subtle tension involving less muscle effort than that just illustrated is sometimes difficult to detect. It takes concentration and practice to learn to recognize minor tension in the trunk neck face throat and other body parts.

In the second step the individual learns to relax completely. First the large muscle group’s arms, legs, trunk and neck are relaxed. Then the forehead, eyes, face and even the throat have tension eased through a program of passive relaxation. Carried out in the proper fashion, the program teaches the subject to relax the whole body to the point of negative exertion. The result is a release of tension an antidote to fatigue and also an inducement to sleep.

Leisure time activities such as games and sports, hobbies and avocations and intellectual and artistic endeavors such as painting and sculpturing are considered to
be excellent means for eliminating boredom and tension. These recreational activities provide a means of relaxation. Long abused as simply childish diversion or amusement, recreation is currently being suggested as an antidote for some of the tensions each person experiences in daily life.

Cooper (2010) Says a composite score is achieved by administering a gamut of tests, each supposedly related to the measurement area in question. The scores are put into some type of comparable form, such as T-Scores, and are added to get 1 total or composite score. Other tests or perhaps even some that was in the composite listing are then correlated with the composite score, each in turn, and in various combinations. The composite score is then used to help select the battery of tests that comes closest to measuring whatever all the individual tests collectively were attempting to measure.

The composite score uses the “buck shot” theory which implies that if enough related tests are given, some of them will be measures of the skill in question. This particular standard for establishing validity is somewhat in question for this reason. It may encompass too broad a base of skills to identify anything but very general kinds of ability. If, on the other hand, the test items are carefully selected, the composite score theory has merit.

Navaneethan et al. (2010) Makes us aware comparison Over Time: Assuming that a test battery claims to measure anxiety of overall playing ability in tennis, the battery is administered to a group of players early in the unit, but not until a reliable in tennis, the battery is administered to a group of players early in the unit, but not until a reliable measure of skill development can result.

Toward the end of the unit, after considerable time has been provided for skill acquisition to occur, a second administration of the test battery is given. The mean performance of the group of the 2 administration is compared and if statistically different, the group can be assumed to have gained something they did not have early in the unit: the ability to play tennis. Consequently, construct validity can be claimed for the test battery. This is a comparison between groups essentially because the original group has changed, is different, by the time of the second administration of the test battery.

Esfahani et al. (2010) Mentioned assuming that the same test battery is under study for validity purposes, it might be administered to a group completing a
beginning class in tennis and to another group completing an intermediate course in tennis which sometimes promotes anxiety. If the anxiety means scores revealed a statistically significant difference, then it would be assumed that the test was able to distinguish between those who could be expected to perform better and those who could be expected to perform with less skill.

Sometimes such validation procedures use varsity groups as one of the comparison groups to be sure those who should be good: are clearly distinguishable from those who could not be expected to perform as well. The inference is that some construct, in this case tennis playing ability, is present in one group which is not present to such a degree in the other group. Construct validity is more indirect than concurrent validity because it infers the presence of some quality whereas the latter shows a direct relationship.

Strahler et al. (2010) Anxiety Applied to the Process: Second evaluation occurs when special techniques are used to measure the process of anxiety in sport directly. The teacher administrator must know the degree to which the program and other aspects of the process met acceptable educational standards.

In evaluation of the process, techniques are used to measure the procedures of education and these procedures should be investigated at all educational levels according to the required program, the individual program the intramural program and the interschool program. Process measurement has several approaches, all of which provide the means for an improved service to the product. However, it should be pointed out here that the evaluation of the product is one of the best means of assessing the quality of the process.

These approaches should improve the overall process by making instruction and administration more efficient and program more effective and in the final analysis should enhance the growth and development of the student. How Measurements are applied: Measurement can be applied in several ways. In evaluating the product the teacher and coach can do the evaluating or the students may evaluate each other.

In some cases the students may evaluate themselves. This student participation in the evaluation procedure is one of the great challenges in the field of teaching. When the process is evaluated, evaluation techniques may be applied by
the administrator, by teachers, or by an evaluation team. In some cases, students and parents participate.

Singh et al. (2011) Selection of appropriate tests is necessary if wise application of results is to be realized the importance of anxiety. The little time allotted for sports activities should be spent wisely. The choices of tests should be made in light of the objectives sought. If the tester is a researcher a detailed, technical measurement may be desired. The teacher is just as concerned about the accuracy and honesty of the results, but needs to find a test that is easy to use and appropriate to the group situation present in most schools.

The theme this test is centered on helping the teacher gets the best answers with the best tools. The pressure of time probably should not be the deciding factor, but it must be considered. A test should serve the student directly and indirectly, but it must do so with efficiency. Some selection has been made in choosing the tests to be included in this book. Further selections need to be made by the teacher in light of each teaching situation. Judgments about test selection will continue to be needed as new tests become available.

Khan et al. (2014) conducted study on comparative study of sports competitive anxiety and sports achievement motivation between basketball players and all India intervarsity running events athletes. The purpose of the study was to compare the sports competitive anxiety and sports achievement motivation between basketball players and all India intervarsity track runners. Forty six male subjects (23 basketball players and 23 all India intervarsity track runners) were recruited as subjects for the study.

Their age ranged from 18 to 25 years. For the acquisition of psychological data of the participants of sports achievement motivation questionnaire developed by Kamlesh (1990) and for sports competitive anxiety questionnaire developed by Martin (1984) was used. The data of basketball players were acquired from the north zone intervarsity competition held at bareilly, data of track runners were acquired from All India Intervarsity Athletic meet held at Mangalore. The ’t’ test was used to analyze data. Results indicated that no significant difference was found between basketball players and all India intervarsity track runners in their sports competition anxiety and sports achievement motivation.
Pereira et al. (2007) Assesses competitive trait-anxiety: differences of gender, age group, experience in competitions and modality sport in young athletes. This study aimed to investigate the anxiety in competition situations, considering the gender, age groups, sportive modality and the experience of the athletes. To the accomplishment of this research, participated 105 athletes from Paraíba, of different sportive modalities, being most male and with ages varying between 11 and 20 years.

These athletes, in his own training places, answered Sport Competition Anxiety Trait and socio-demographic questions. From the data analysis, the results showed that the women presented greater competitive trait-anxiety than the men. It suggested the accomplishment of researches on the future that use other scales and variables.

Jain (1993) in his paper ‘physical Fitness, Sports performance and sports Medicine’ in university news mentioned the following eight main branches of sports medicine:

1) Sports Biotypology.
2) Sports Physiology.
3) Sports Medical Assessment.
4) Sports Traumatology.
5) Hygiene of sports.
6) Physiotherapy and rehabilitation.
7) Therapeutic sports.
8) Abide by rules of the game as doing sex tests.

Sports medicine has established its identity in the last three decades in the competitive sport and is now on the verge of a major breakthrough in conveying its importance for the mass population.

The author has pointed out that a common problem seen quite often in sportswomen is anaemia. Dietics is a major area through which sports medicine doctor can help improve an athlete’s performance. The nutritional requirement for one sport differs from another. The authors’s statement that in the capital city of our country “there are not even five sports medicine specialists, so what to talk of talk of
other places” is very revealing and shocking.

Pavlatou(2012) Conducted study of sport anxiety among rowing athletes. The main purpose of this study was to examine sport anxiety among rowing athletes (both boys and girls). The study was conducted during two major sporting events (Games Evaluation for National team and National Championships Rowing) in the rowing Center of Schinias.

In the survey, from both sports events, 151 athletes participated and their age ranged from 15 to 33 years old. The participants one hour before each race, regardless of sport (individual - group), in which they took place, they completed questionnaires of CSAI-2 (consisting of 27 questions). The questionnaires were used in order to evaluate the pre - competitive anxiety.

The results of study showed statistically significant results for the gender factor in the Games Evaluation. Women had increased rates of cognitive and somatic anxiety and lower rates concerning the variable of self-confidence than men. Also, it was observed that in Games Evaluation, the athletes who had been under 18 years old had increased rates of cognitive anxiety. Finally, for the remaining variables, not only for Games Evaluation but also for National Championships Rowing, results had not been statistically significant. The results highlight attention for further research using the subscales of intensity, frequency and direction.

Bacanac et al. (2014) Examined anxiety in sports, self-confidence and psychological skills in top athletes with and without disabilities: pilot study. To test our premise of positive impact of sport activities on psychological health of persons with disability, which implies the ability of their thoughts and feelings control, we compared profile of their specific psychological characteristics profile of athletes of persons with disability (N=12) and without disabilities (N=12).

Results this pilot study indicate that there is only one significant difference between top athletes with and without disability, only in achievement under pressure (F=4.655, p=.043). Psychological profile of athletes with disability is very similar to the profile of athletes without it, which proves that sport positively contribute their psychical strength making them equally ready for top results in sport as athletes without disabilities.
Practicing sport has positive impact not only on sport Self-confidence (SCI) but on Global Self-Esteem (GSE) of athletes with disabilities. Their competitive anxiety is optimized (SCATr) and their psychological skills for overcoming stress are improved (ACSI28), so they are not different from their peers without disabilities.

The age in athletes with disabilities is significantly in positive correlation with strength of their global self-esteem ($r= .88$, $p= .001$), with self-confidence and motivation for achievement in sport ACSI-coam ($r= .67$, $p= .023$) and negatively with their competition anxiety ($r= -.65$, $p= .022$). We can conclude that with growth of their competitive experience grows their sport confidence, especially psychological resilience ($r=.64$, $p=.45$)

Mallesh et al. (2014) total of 90 subjects were selected as samples consisted 30 each inter district, inter collegiate, and inter university men players. Their age groups of the subjects were between 19 to 28 years. The psychological tools used in this study were standardized. The Sports competitive anxiety was measured through standardized questionnaire, developed by Rainer Martens, Sports achievement motivation was measured through questionnaire developed by M.L. Kamlesh and Self-confidence was measured through standardized questionnaire developed by Robin's Vealey.

The statistical procedure was employed to find out the analysis of selected psychological qualities of different level of play among inter district, inter collegiate and inter university players on selected psychological variables namely sports competitive anxiety, self-confidence and Sports achievement motivation were subjected to statistical analyses by using analysis of variance. All the analyses having significant differences and further it proved that the interuniversity Hockey players was more self-confidence and higher sports achievement motivation and sports competition anxiety then inter collegiate and inter district Hockey players.

Taheriet al. (2010) Conducted study on Sports- confidence gender and competitive level on self, the effect of age anxiety and fear of sports injuries in Martial artists. The aim of this study was the effect of age, gender and activity level on competitive self-esteem, anxiety and fear of damage to physical exercise in athletes, combat.

To this end, 180 male and female combat worker, professional and non-professional age range of 10 to 25 years participated in this study. After selecting
their subjects were asked three separate questionnaires to evaluate anxiety, especially, confidence and fear of physical injury to complete. After completing the questionnaires, data collected by statistical test, and then 2 × 2 ANOVA, Pearson correlation and hierarchical regression were analyzed.

The results showed that male combat to combat average woman has less anxiety and are more confident; However, fear of physical injury incidence among men and women showed no significant difference. In addition, results had suggested that athletes younger than the age range of athletes with greater anxiety reported significantly higher. The men, people older than beginner and confidence were higher. In total, this study on the impact of environmental and individual factors on the psychological dimensions of individual differences and insists that his broader vision for us to create.

Siwach et al. (2013)Investigated a study of pre-competitive anxiety of archers in relation to their performance. The study focused on the aim to establish relationship between pre-competitive anxiety and performance of National level archers of India. Further comparison of male and female archers’ pre-competitive anxiety was studied and comparison of Archers (Male/Female) using Wooden equipment and Modern equipment was studied. 60 Archers (30 male, 30 female) were selected for the study of which 15 male and 15 female used wooden equipment while other 15 male and 15 female used modern equipment. S. Sharma and M. Singh (73) adoption of Speilberger’s STAI was used to measure anxiety.

It was observed during the study that the mean of pre-competitive anxiety of females is less than their male counterparts but statistically not significant. While comparing the means of pre-competitive anxiety scores of archers using modern equipment with archers using wooden equipment it was found that the Archers using modern equipment, both Male and Female, had higher scores than their counterparts using Indian equipment but the difference was not significant statistically.

The co-relation of performance in Archery with anxiety scores is negative in all the four groups studied and is significant in male archers using modern equipment, indicating that the anxiety affects the performance of archers negatively or in other words, with the increase in pre-competitive anxiety there is decline in the performance.
The greater co-relation in the male archers using modern equipment may be attributed to the higher or tougher competition between them. On the basis of investigations appropriate changes could be induced in coaching and training programme for manipulating desirable anxiety among archers, and some efforts could be adopted in coaching methodology, according to their level of anxiety. Psychological preparation of archers will help for better performance.

Khan (1991) studied the effect of special sports training on some psychological attributes of athletes. He took a sample of 230 male and 44 female athletes. He found that:

i) In more than half of the sports disciplines included in the study, the attributes of skill, extroversion, neuroticism, competitive anxiety and sportsmen spirit registered changes in the positive direction.

ii) The positive changes in achievement motivation and internal locus of control took place in 40 per cent of the sports disciplines.

iii) Changes in the attributes of psycholoticism was found in 33 per cent and social desirability and external locus of control was found in only 20 per cent of the sports disciplines.

iv) The athletes belonging to team games and male athletes registered more intense and positive changes when compared to the individual male athletes and female athletes.

v) Extroverts preferred vocation involving interactions with other people, were active sexually, and were more suggestible than introverts.

Kang (1991) compared sportsmen and non-sportsmen with respect to their personality needs, adjustment and attitudes for his doctoral thesis. He took a sample of 102 sports persons and 50 non-sports persons. His findings were:

i) Compared with NSP, SP had higher need affiliation; need counter-action needed nurturance.

ii) Significant difference existed between SP and NSP sports men and non-sports men, sportswomen and non-sportswomen, sportsmen and
non-sportswomen, sports women and non-sportsmen regarding various personality needs, adjustments and attitudes.

iii) Differences existed between individual game and team game, sportsmen and sportswomen pertaining to various personality needs adjustment and attitudes

Kane (1968) carried out a research to study the psychological aspects of physical education and sports. He concluded that male athletes were characterized by extroversion and emotional stability and they scored highly on trait measures of dominance, social aggression, leadership, tough-mindedness, stability and conflict. Similarly, the female athletes showed similar features except the lower emotional stability.

Malumphy (1968) conducted a study to investigate the personality of women athlete in inter-collegiate competition. Using Cattell’s 16 PF questionnaire, the researcher discovered that individual sports group was less anxious than team sports group, more adventurous and more extroverted than team group. Individual group was more tough-minded than non-participants. The non-participant group was more outgoing than team sport group. The non-participants were less conscientious, less tough-minded, less tough poised, less prone to leadership than the individual and subjectively judged groups. The team sports group were more imaginative, more extroverted, more adventurous than the individual sports group.

Gupta (1969) attempted to determine the relationship between skill in hockey and personality traits as measured by MMPI, and how hockey players differed from non-athletes group on personality traits. It was discovered, on the basis of a study on 72 individuals 36 non-athletes and 36 hockey champions, that the hockey champions were highest on scale and lowest on point and low on all the scales of Minnesota Multiphasix Inventory, and they had greater ability to concentrate on self-confidence, extroversion and interest and they had a tendency to worry less as compared to non-athletes.

Kenyon and Mcpherson (1970) studied the role of peers of sports people. They discovered that peers were important agents for stimulating interest in most of the sports, while teachers and coaches appeared to be more influential than peers in stimulating interest in track and field. Family influence was also discernible in generating interest in traditional spectator sports.
Mecarthy and Kelley (1978) investigated the relationship between aggression and athletic performance of players of ice hockey. It was found that a significant relationship between aggression and successful performance as measured by goals and assists, existed.

GreemdorferAndLewko (1978) studied the role of socialization in family of children. They discovered that in case of boys, peer group influence was significant while this was not the case with girls.

Nangia (1980) in his doctoral thesis reported the findings of his study on the personality characteristics and self-esteem of Indian sportsmen and sportswomen. He found that the higher performers were more intelligent, emotionally stable, dominant, surgent, suspicious, shrewd, self-sufficient, tense and had higher self-concept; they were had a higher need for achievement, aggression, dominance, recognition, sew and a lower need for abasement play and affiliation. The personality factors in sportsmen were different from those of the sportswomen. The latter were more tender-minded, anxious, introvert and subdued than the former.

Kocian (1981) studied the personality of young female athletes and found them emotionally more stable. They had lust for life and were more self-confident and socialable. They valued public opinion highly and liked to take risks. They were more frank, talkative, skillful and active than non-athletes.

Patial (1991) assessed the motives for participation in competitive hockey of 238 hockey players 38 international and 200 national. The incentive motivation inventory as developed by wod (1980) was administerd. The results showed that both categories of women hockey players were average in their motivational profile, and excellence, affiliation, sensationa and success were the main incentive systems for participantion in competitive sport.

Dureha(1991) assessed the personality traits of the winners of the east zone male hockey players of university level. Sixteen gorekhpur university players were selected as subjects for this study. It was found that male hockey players were warmhearted, easy-going, less intelligent, more emotionally stable of phlegmatic temperament, aggressive, happy-go-lucky, conscientious, socially bold, tender-minded, vigorous, confident group dependent, self-disciplined and relaxed.
Zeigler (1990) in his paper Concepts & Factors underlying North American culture as a backdrop to physical education & sport development pursued the topic sequentially as follows:

i) By a presentation of the images of the human’s basic nature from two perspectives;

ii) By a recapitulation of the ways that men and women have claimed that they acquired knowledge of reality;

iii) By a discussion of the profession’s persistent historical problems, as explained through a delineation of the social forces and professional concerns that have influenced the field;

iv) By historical review of the profession’s 20th century objectives (or common denominators);

v) By a consideration of ten recommended changes in prevailing stances if true profession is to be achieved;

vi) By offering a brief statement about the status of the field’s disciplinary development; and

vii) By the recommendation of a systems approach which if adopted universally, might hasten the profession’s development in the remaining years of the 20th century

The author has mentioned ten significant ideas:

1. The all-purpose physical educator.
2. Athletics is something apart.
3. Improved status for women and minorities will occur in due time within the profession.
4. Embarrassment over the name physical education.
5. Elementary school physical education will somehow improve by itself.
6. The present professional curriculum is satisfactory.
7. The concept of the required programme.
8. The body of knowledge will somehow emerge.
9. The arbitrary exclusion of selected sub-disciplinary aspects of the discipline.
10. The routine acceptance of second-class status.
The author has emphasized that systems approach can be used to contribute to greater professional status.

Bhullar (1991) studied five groups of 90 sportswomen specializing in hockey, handball, basketball, cricket and volleyball using Cattell’s 16 PF questionnaire. He found that the hockey group was characterized by being emotionally stable, assertive, toughminded, lively and venturesome. The handball group was venturesome like the hockey players. The traits of volleyball group were E.F.G. and H, while the Cricket group excelled in A and volleyball group in H. It was concluded that all the five groups of sportswomen inspite of differences in games had basically some common traits.

Parvin (1989) conducted a comprehensive review of studies and revealed that introverts were more sensitive to pain than extroverts. They became fatigued and bored more easily than the extroverts. Excitement interfered with their performance; they tended to be more careful but less faster than extroverts.